

Chapter Five

Conclusion and Recommendation

In this chapter, the researcher summarizes of each research question of hypothesis. The summary explains generally rather than specifically. This research is also ended by statements of the researcher about recommendation of this research.

Conclusion

In this research, the researcher aims at finding out female and male students' reading attitude differences at ELED of PUY batch 2016. Before conducting this research, gender difference become the background this research. Reading become an important thing in daily life, but every people has different attitude toward reading. This reason might be caused by gender difference. As a student at ELED of PUY, the researcher want to know about the "How is the female students' reading attitude at ELED of PUY batch 2016?" as the research question number one, and "How is the male students' reading attitude at ELED of PUY batch 2016?" as the research question number two. For the research question number three, the researcher's also curious about "Is there any significant differences of attitude toward reading between female and male students at ELED of UMY batch 2016?".

Gender differences toward reading attitude has been conducted in several studys. Study from Baker and Wigfield in Asraf and Abdullah (2016) show that students' reading attitude toward reading depends to gender. There are some factor that make the difference between female and male students' toward reading

attitude. According to McGeown, Goodwin, Henderson, and Wright (2012) who stated that males are less likely to read a fiction than females, and female students are more interested in non-fiction and non-print media. Another factor, based on Milard in McGeown, et al (2012), the difference between female and male toward reading cause by reading is recognized within home environment as an activity more closely with females than males from an early age. Additionally, according to McGeown & Johnston (2009), female students had a more positive reading attitude and better reading comprehension because they had more frequency of reading.

In this research, the researcher use quantitaive research to find out female and male students' reading attitude difference at ELED of PUY batch 2016. As the instrument, questionnaire was used in this research is adapted study from Artola, Sastre, Gratacós, and Barraca (2013) with the title "Differences in Boys and Girls attitude toward Reading" and distributed to the population as said before. investigated 57 population of female and took the sample 49 students. Also among 34 population of male students, 31 male students participated in this research. In this research, the researcher also conduct expert judgement to find the validity of the questionnaire. Before analyzed the data, the researcher divided the data into female group and male group, and then find the mean value both of the group. To find out female and male students' reading attitude significant differences, the researcher also conduct t-test to compare mean value of female and male students' reading attitude. In this research, the researcher find out the value of Sig.(2-tailed) to identify the significant difference between female and male students' reading attitude. Those participants filled the questionnaire as the

instrument of this research on how female and male students' reading attitude differences.

After the data of the questionnaire gathered, the researcher used the score of reading attitude by counting mean value in analysis the data. In general, the data showed that the average of female students were 3,10 and male students were 2,81. Thus, female and male students' reading attitude is fair as indicated by finding. To analyze the data, the researchers divide into three components that involved in set of questionnaire. First component is reading attitude by interest, second is reading attitude by preference and the last is reading attitude by frequency of reading.

From the first component result showed that female and male students at ELED of PUY batch 2016 have a fair level at reading attitude by interest, but in general female student showed better score than male students. Female and male students showed that they are different in reading interest. Female students like to read non-fiction book, such as story book and novel. In other that, male students more like to read fiction book that have a purpose to getting information, such as animal book, adventure, newspaper etc.

The result according the component of reading attitude by preference showed that female students are better at reading attitude. According to the result, female students more enjoyed to do their homework than male students'. In other that, female and male students result showed that they are have different choices at reading attitude. Female students more like to reading aloud and listen when someone reading aloud.

The last component that involved in the set question is reading attitude by reading frequency. Female and male students' result showed that both of them have fair level at reading attitude according to frequency of reading, but in general female students have a better score than male students. Based on the result, female students had more reading frequency than male students. The result showed that female students also tend to enjoyed reading a book in their spare time.

The significant different between female and male students' reading attitude score was determined by the value of Sig.(2-tailed) in independent sample t-test. The value of Sig.(2-tailed) in this research established there were 0.005 with the mean difference is 0.296. It means that there was a significant difference between female and male students' reading attitude at EED of UMY batch 2016. Therefore, the hypothesis of H_1 in this research was accepted.

Recommendation

For students. Students can understand that their reading attitude can have relation to their gender. It means that reading activity still has roles in improving students' reading attitude level. In another words, they should build a great reading habit to improve their reading skill.

For English Education Department. In obtaining the result of this research, female and male students showed that they are different in their reading attitude. There were many factors that influence the outcomes in this result. The factor that could influence the result is student differences in their interest. In reading interest, female and male students have a different reading choice. Another factor that influence is students' reading preference and students' reading frequency. Thus, the researcher recommends that English Education Department

should have a mini library that have a types a literature and book based on female and male interest.

Additionally, the researcher argues that any of lectures of ELED PUY should create and develop their teaching methodology or learning activities that prefer to give more encouragement on students' reading attitude. By this way, the students will feel that they are study in right hand, so they can put their trust on the lecture.

For other researchers. Finding the result of this research, the researcher found that there is a significant differences between female and male students' reading attitude at ELED PUY batch 2016. Then, the researcher found a question dealing with "What make the difference between female and male students' reading attitude?". Answering this question could not be answered by only doing this research. Thus, the researcher recommends to the other researchers to do a research that could answer the issue above.

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Appendices

Appendix 1. The Questionnaires

Questionnaire

Female and Male Students' Reading Attitude Differences at English Education Department in Yogyakarta

*This questionnaire is adapted from Artola, Sastre, Gratacós and Barraca (2013)
entitle "Differences in Boys and Girls attitude toward Reading".*

Name :

Gender :

SN :

Please give check (√) on one of the column according to your perception of your reading attitude!

5	4	3	2	1
Sangat Setuju	Setuju	Ragu-ragu	Tidak Setuju	Sangat Tidak Setuju

No	Statements	5	4	3	2	1
1	Saya suka membaca buku					
2	Saya suka membaca buku cerita					
3	Saya suka membaca buku non-fiksi seperti buku tentang hewan, percobaan, dan sejarah					
4	Saya suka membaca buku petualangan					
5	Saya sangat menyukai buku dengan banyak gambar					
6	Saya suka jika mendapatkan hadiah					

	berupa buku					
7	Saya suka mendengarkan seseorang membaca buku dengan keras					
8	Saya menyukai tokoh baik dalam sebuah cerita					
9	Saya menyukai tokoh jahat dan menakutkan dalam sebuah cerita					
10	Saya suka membaca di rumah saat mempunyai waktu luang					
11	Saya gemar mengunjungi perpustakaan					
12	Saya suka belajar membaca sejak kecil					
13	Saya suka melakukan latihan dan kegiatan yang berhubungan dengan apa yang saya baca					
14	Saya suka mengerjakan pekerjaan rumah (PR)					
15	Saya suka membicarakan buku yang saya baca dengan teman saya?					
16	Saya suka membaca dengan keras di kelas					
17	Saya suka menceritakan tentang buku yang saya baca kepada teman saya					
18	Saya suka membaca bersama dengan teman saya					
19	Membaca adalah hal mudah untuk saya					
20	Saya merasa bahwa belajar membaca adalah hal yang mudah sejak saya kecil					
21	Saya memahami dengan benar kalimat yang saya baca					
22	Saya merasa mudah mengingat apa yang saya baca di kelas					

Appendix 2. Reliability Statistic

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,807	0,813	22

Appendix 3. Validity of Instrument

NO	R1	R2	S1	S2	S	V	Validity
1	4	4	3	3	6	1	Valid
2	3	1	2	0	2	0,333333	Not valid
3	4	4	3	3	6	0,5	Valid
4	3	2	2	1	3	0,5	Valid
5	3	4	2	3	5	0,833333	Valid
6	3	4	2	3	5	0,833333	Valid
7	3	4	2	3	5	0,833333	Valid
8	4	4	3	3	6	1	Valid
9	4	4	3	3	6	1	Valid
10	4	4	3	3	6	1	Valid
11	4	4	3	3	6	1	Valid
12	3	4	2	3	5	0,833333	Valid
13	3	3	2	2	4	0,666667	Valid
14	3	1	2	0	2	0,333333	Not valid
15	4	3	3	2	5	0,833333	Valid
16	2	4	1	3	4	0,666667	Valid
17	2	4	1	3	4	0,666667	Valid
18	3	1	2	0	2	0,333333	Not valid
19	3	3	2	2	4	0,666667	Valid
20	4	3	3	2	5	0,833333	Valid
21	4	2	3	1	4	0,666667	Valid
22	3	4	2	3	5	0,833333	Valid

23	3	2	2	1	3	0,5	Valid
24	3	1	2	0	2	0,333333	Not valid
25	4	3	3	2	5	0,833333	Valid
26	3	2	2	1	3	0,5	Valid

Appendix 4. Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Female	0,206	22	0,015	0,946	22	0,274
Male	0,187	22	0,043	0,899	22	0,029
a. Lilliefors Significance Correction						

Appendix 5. Frequency Statistic of Female Students' Reading Attitude

Statistics

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N	Valid	49	49	49	49	49	49	49	49	49	49	49	49
	Missing	9	9	9	9	9	9	9	9	9	9	9	9
Mean		3.73	4.10	3.41	3.69	4.51	3.94	3.29	3.80	2.92	3.59	3.04	3.51
Median		4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	3.00	4.00	3.00	4.00
Mode		4	4	4	4	5	5	4	4	3	4	3	4
Std. Deviation		.861	.823	.840	.742	.711	.944	1.24 2	.841	.932	.911	.815	1.00 3
Skewness		-.265	-.663	-.248	-.391	1.48 9	-.338	-.438	-.248	.006	-.456	-.077	-.288

Std. Error of Skewness	.340	.340	.340	.340	.340	.340	.340	.340	.340	.340	.340	.340	.340
Kurtosis	-.465	-.007	-.638	.136	2.175	-.977	-.917	-.467	-.052	.261	1.074	-.449	
Std. Error of Kurtosis	.668	.668	.668	.668	.668	.668	.668	.668	.668	.668	.668	.668	.668
Minimum	2	2	2	2	2	2	1	2	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5	5	5	5	5	5

Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	AVERAGE
49	49	49	49	49	49	49	49	49	49	49
9	9	9	9	9	9	9	9	9	9	9
3.45	3.84	3.96	2.92	3.98	2.94	3.71	3.78	3.92	3.24	3.10
3.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00	3.00	3.00
3	4	4	3	4	4	4	4	4	3	3
.679	.825	.735	.975	.777	.988	.866	.872	.571	.925	.421
.400	-.378	.064	.169	-.242	-.415	-.401	-.322	-.016	-.683	.686
.340	.340	.340	.340	.340	.340	.340	.340	.340	.340	.340
.014	-.228	1.097	-.106	-.574	-.977	-.329	-.466	.197	.462	2.467
.668	.668	.668	.668	.668	.668	.668	.668	.668	.668	.668
2	2	3	1	2	1	2	2	3	1	2
5	5	5	5	5	4	5	5	5	5	4

Appendix 6. Frequency Table of Female Students' Reading Attitude

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	8.2	8.2
	Neutral	14	24.1	28.6	36.7
	Agree	22	37.9	44.9	81.6
	Strongly Agree	9	15.5	18.4	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.4	4.1	4.1
	Neutral	8	13.8	16.3	20.4
	Agree	22	37.9	44.9	65.3
	Strongly Agree	17	29.3	34.7	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	13.8	16.3	16.3
	Neutral	16	27.6	32.7	49.0
	Agree	22	37.9	44.9	93.9
	Strongly Disagree	3	5.2	6.1	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	6.1	6.1
	Neutral	14	24.1	28.6	34.7
	Agree	27	46.6	55.1	89.8
	Strongly Agree	5	8.6	10.2	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Disagree	1	1.7	2.0	2.0
	Neutral	3	5.2	6.1	8.2
	Agree	15	25.9	30.6	38.8
	Strongly Agree	30	51.7	61.2	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	6.1	6.1
	Neutral	14	24.1	28.6	34.7
	Agree	15	25.9	30.6	65.3
	Strongly Agree	17	29.3	34.7	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	8.6	10.2	10.2
	Disagree	10	17.2	20.4	30.6

Neutral	7	12.1	14.3	44.9
Agree	20	34.5	40.8	85.7
Strongly Agree	7	12.1	14.3	100.0
Total	49	84.5	100.0	
Missing System	9	15.5		
Total	58	100.0		

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	5.2	6.1	6.1
Neutral	14	24.1	28.6	34.7
Agree	22	37.9	44.9	79.6
Strogly Agree	10	17.2	20.4	100.0
Total	49	84.5	100.0	
Missing System	9	15.5		
Total	58	100.0		

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.2	6.1	6.1
Disagree	12	20.7	24.5	30.6
Neutral	22	37.9	44.9	75.5
Agree	10	17.2	20.4	95.9

Strongly Agree	2	3.4	4.1	100.0
Total	49	84.5	100.0	
Missing System	9	15.5		
Total	58	100.0		

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.7	2.0	2.0
Disagree	4	6.9	8.2	10.2
Neutral	16	27.6	32.7	42.9
Agree	21	36.2	42.9	85.7
Strongly Agree	7	12.1	14.3	100.0
Total	49	84.5	100.0	
Missing System	9	15.5		
Total	58	100.0		

Q11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	3.4	4.1	4.1
Disagree	7	12.1	14.3	18.4
Neutral	29	50.0	59.2	77.6
Agree	9	15.5	18.4	95.9
Strongly Agree	2	3.4	4.1	100.0

Total	49	84.5	100.0
Missing System	9	15.5	
Total	58	100.0	

Q12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.7	2.0	2.0
Disagree	7	12.1	14.3	16.3
Neutral	15	25.9	30.6	46.9
Agree	18	31.0	36.7	83.7
Strongly Agree	8	13.8	16.3	100.0
Total	49	84.5	100.0	
Missing System	9	15.5		
Total	58	100.0		

Q13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	3.4	4.1	4.1
Neutral	26	44.8	53.1	57.1
Agree	18	31.0	36.7	93.9
Strongly Agree	3	5.2	6.1	100.0
Total	49	84.5	100.0	
Missing System	9	15.5		

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	3.4	4.1	4.1
	Neutral	26	44.8	53.1	57.1
	Agree	18	31.0	36.7	93.9
	Strongly Agree	3	5.2	6.1	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	6.1	6.1
	Neutral	12	20.7	24.5	30.6
	Agree	24	41.4	49.0	79.6
	Strongly Agree	10	17.2	20.4	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Neutral	14	24.1	28.6	28.6
	Agree	23	39.7	46.9	75.5
	Strongly Agree	12	20.7	24.5	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.2	6.1	6.1
	Disagree	13	22.4	26.5	32.7
	Neutral	21	36.2	42.9	75.5
	Agree	9	15.5	18.4	93.9
	Strongly Agree	3	5.2	6.1	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.7	2.0	2.0
	Neutral	12	20.7	24.5	26.5
	Agree	23	39.7	46.9	73.5

	Strongly Agree	13	22.4	26.5	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	6.9	8.2	8.2
	Disagree	13	22.4	26.5	34.7
	Neutral	14	24.1	28.6	63.3
	Agree	18	31.0	36.7	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	8.6	10.2	10.2
	Neutral	12	20.7	24.5	34.7
	Agree	24	41.4	49.0	83.7
	Strongly Agree	8	13.8	16.3	100.0
	Total	49	84.5	100.0	

Missing System	9	15.5		
Total	58	100.0		

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	8.2	8.2
	Neutral	13	22.4	26.5	34.7
	Agree	22	37.9	44.9	79.6
	Strongly Agree	10	17.2	20.4	100.0
	Total	49	84.5	100.0	
Missing System		9	15.5		
Total		58	100.0		

Q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	10	17.2	20.4	20.4
	Agree	33	56.9	67.3	87.8
	Strongly Agree	6	10.3	12.2	100.0
	Total	49	84.5	100.0	
Missing System		9	15.5		
Total		58	100.0		

Q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.2	6.1	6.1
	Disagree	5	8.6	10.2	16.3
	Neutral	20	34.5	40.8	57.1
	Agree	19	32.8	38.8	95.9
	Strongly Agree	2	3.4	4.1	100.0
	Total	49	84.5	100.0	
Missing	System	9	15.5		
Total		58	100.0		

Appendix 7. Frequency Statistic of Male Students' Reading Attitude

Statistics

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N	Valid	31	31	31	31	31	31	31	31	31	31	31	31
	Missing	27	27	27	27	27	27	27	27	27	27	27	27
Mean		3.39	3.77	3.58	3.84	3.71	3.26	2.42	3.26	3.29	3.29	3.06	3.26
Std. Error of Mean		.137	.159	.184	.124	.198	.179	.216	.154	.187	.133	.160	.131
Median		3.00	4.00	4.00	4.00	4.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00
Mode		4	4	3	4	4	4	2	3	3	3	3	3
Std. Deviation		.761	.884	1.025	.688	1.101	.999	1.205	.855	1.039	.739	.892	.729
Skewness		-.320	-.763	-.034	-.438	-.495	.082	.691	-.542	.319	-.003	.169	.104
Std. Error of Skewness		.421	.421	.421	.421	.421	.421	.421	.421	.421	.421	.421	.421
Kurtosis		-.427	.177	1.078	.710	1.032	1.136	-.442	.401	-.993	-.250	.440	-.103
Std. Error of Kurtosis		.821	.821	.821	.821	.821	.821	.821	.821	.821	.821	.821	.821
Minimum		2	2	2	2	2	2	1	1	2	2	1	2
Maximum		5	5	5	5	5	5	5	5	5	5	5	5
Percentiles													
25		3.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00	2.00	3.00	3.00	3.00
50		3.00	4.00	4.00	4.00	4.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00

Statistics

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N Valid	31	31	31	31	31	31	31	31	31	31	31	31
Missing	27	27	27	27	27	27	27	27	27	27	27	27
Mean	3.39	3.77	3.58	3.84	3.71	3.26	2.42	3.26	3.29	3.29	3.06	3.26
Std. Error of Mean	.137	.159	.184	.124	.198	.179	.216	.154	.187	.133	.160	.131
Median	3.00	4.00	4.00	4.00	4.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00
Mode	4	4	3	4	4	4	2	3	3	3	3	3
Std. Deviation	.761	.884	1.025	.688	1.101	.999	1.205	.855	1.039	.739	.892	.729
Skewness	-.320	-.763	-.034	-.438	-.495	.082	.691	-.542	.319	-.003	.169	.104
Std. Error of Skewness	.421	.421	.421	.421	.421	.421	.421	.421	.421	.421	.421	.421
Kurtosis	-.427	.177	1.078	.710	1.032	1.136	-.442	.401	-.993	-.250	.440	-.103
Std. Error of Kurtosis	.821	.821	.821	.821	.821	.821	.821	.821	.821	.821	.821	.821
Minimum	2	2	2	2	2	2	1	1	2	2	1	2
Maximum	5	5	5	5	5	5	5	5	5	5	5	5
Percentiles												
25	3.00	3.00	3.00	3.00	3.00	2.00	2.00	3.00	2.00	3.00	3.00	3.00
50	3.00	4.00	4.00	4.00	4.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00
75	4.00	4.00	4.00	4.00	5.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00

Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	AVERAG E
31	31	31	31	31	31	31	31	31	31	31
27	27	27	27	27	27	27	27	27	27	27
3.42	3.06	3.32	2.35	3.10	2.65	3.32	3.13	3.52	3.10	2.81
.129	.173	.126	.164	.149	.177	.134	.166	.130	.149	.086
4.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	4.00	3.00	3.00
4	3	3	2	3	2	3	3	4	4	3
.720	.964	.702	.915	.831	.985	.748	.922	.724	.831	.477
-.845	.103	.068	1.16 0	-.934	.797	-.109	-.543	-.622	-.189	-.591
.421	.421	.421	.421	.421	.421	.421	.421	.421	.421	.421
-.524	-.370	-.036	1.45 8	.918	.521	-.351	.377	-.021	1.53 0	.611
.821	.821	.821	.821	.821	.821	.821	.821	.821	.821	.821
2	1	2	1	1	1	2	1	2	2	2
4	5	5	5	4	5	5	5	5	4	4
3.00	2.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	2.00	3.00
4.00	3.00	3.00	2.00	3.00	2.00	3.00	3.00	4.00	3.00	3.00
4.00	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00

Appendix 8. Frequency Table of Male Students' Reading Attitude

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	12.9	12.9
	Neutral	12	20.7	38.7	51.6
	Agree	14	24.1	45.2	96.8
	Strongly Agree	1	1.7	3.2	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	12.9	12.9
	Neutral	4	6.9	12.9	25.8
	Agree	18	31.0	58.1	83.9
	Strongly Agree	5	8.6	16.1	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Disagree	5	8.6	16.1	16.1
	Neutral	10	17.2	32.3	48.4
	Agree	9	15.5	29.0	77.4
	Strongly Agree	7	12.1	22.6	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.7	3.2	3.2
	Neutral	7	12.1	22.6	25.8
	Agree	19	32.8	61.3	87.1
	Strongly Agree	4	6.9	12.9	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	12.1	22.6	22.6
	Neutral	3	5.2	9.7	32.3
	Agree	13	22.4	41.9	74.2

	Strongly Agree	8	13.8	25.8	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	15.5	29.0	29.0
	Neutral	8	13.8	25.8	54.8
	Agree	11	19.0	35.5	90.3
	Strongly Agree	3	5.2	9.7	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	12.1	22.6	22.6
	Disagree	13	22.4	41.9	64.5
	Neutral	4	6.9	12.9	77.4
	Agree	5	8.6	16.1	93.5
	Strongly Agree	2	3.4	6.5	100.0

Total	31	53.4	100.0
Missing System	27	46.6	
Total	58	100.0	

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.7	3.2	3.2
Disagree	4	6.9	12.9	16.1
Neutral	13	22.4	41.9	58.1
Agree	12	20.7	38.7	96.8
Strongly Agree	1	1.7	3.2	100.0
Total	31	53.4	100.0	
Missing System	27	46.6		
Total	58	100.0		

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	8	13.8	25.8	25.8
Neutral	11	19.0	35.5	61.3
Agree	7	12.1	22.6	83.9
Strongly Agree	5	8.6	16.1	100.0
Total	31	53.4	100.0	
Missing System	27	46.6		

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	13.8	25.8	25.8
	Neutral	11	19.0	35.5	61.3
	Agree	7	12.1	22.6	83.9
	Strongly Agree	5	8.6	16.1	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	12.9	12.9
	Neutral	15	25.9	48.4	61.3
	Agree	11	19.0	35.5	96.8
	Strongly Agree	1	1.7	3.2	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Disagree	1	1.7	3.2	3.2
	Disagree	6	10.3	19.4	22.6
	Neutral	16	27.6	51.6	74.2
	Agree	6	10.3	19.4	93.5
	Strongly Agree	2	3.4	6.5	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	12.9	12.9
	Neutral	16	27.6	51.6	64.5
	Agree	10	17.2	32.3	96.8
	Strongly Agree	1	1.7	3.2	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	12.9	12.9
	Neutral	10	17.2	32.3	45.2

Agree	17	29.3	54.8	100.0
Total	31	53.4	100.0	
Missing System	27	46.6		
Total	58	100.0		

Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	1.7	3.2	3.2
Disagree	8	13.8	25.8	29.0
Neutral	12	20.7	38.7	67.7
Agree	8	13.8	25.8	93.5
Strongly Agree	2	3.4	6.5	100.0
Total	31	53.4	100.0	
Missing System	27	46.6		
Total	58	100.0		

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	5.2	9.7	9.7
Neutral	16	27.6	51.6	61.3
Agree	11	19.0	35.5	96.8
Strongly Agree	1	1.7	3.2	100.0
Total	31	53.4	100.0	

Missing System	27	46.6	
Total	58	100.0	

Q16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	5.2	9.7	9.7
Disagree	19	32.8	61.3	71.0
Neutral	5	8.6	16.1	87.1
Agree	3	5.2	9.7	96.8
Strongly Agree	1	1.7	3.2	100.0
Total	31	53.4	100.0	
Missing System	27	46.6		
Total	58	100.0		

Q17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	3.4	6.5	6.5
Disagree	3	5.2	9.7	16.1
Neutral	16	27.6	51.6	67.7
Agree	10	17.2	32.3	100.0
Total	31	53.4	100.0	
Missing System	27	46.6		
Total	58	100.0		

Q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.4	6.5	6.5
	Disagree	14	24.1	45.2	51.6
	Neutral	10	17.2	32.3	83.9
	Agree	3	5.2	9.7	93.5
	Strongly Agree	2	3.4	6.5	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	6.9	12.9	12.9
	Neutral	14	24.1	45.2	58.1
	Agree	12	20.7	38.7	96.8
	Strongly Agree	1	1.7	3.2	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.4	6.5	6.5
	Disagree	4	6.9	12.9	19.4
	Neutral	14	24.1	45.2	64.5
	Agree	10	17.2	32.3	96.8
	Strongly Agree	1	1.7	3.2	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.2	9.7	9.7
	Neutral	10	17.2	32.3	41.9
	Agree	17	29.3	54.8	96.8
	Strongly Agree	1	1.7	3.2	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	15.5	29.0	29.0
	Neutral	10	17.2	32.3	61.3
	Agree	12	20.7	38.7	100.0
	Total	31	53.4	100.0	
Missing	System	27	46.6		
Total		58	100.0		

Appendix 9. Table T-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
readin gattitu de Equal variances assumed	2.147	.147	2.905	78	.005	.296	.102	.093	.498
			2.823	57.953	.007	.296	.105	.086	.505

