

**THE COMPARATIVE STUDY ON STUDENTS' READING MOTIVATION
BETWEEN MALE AND FEMALE AT IAIN PALANGKARAYA**

THESIS



BY

LYDIA ANGGRAINI

1501121024

**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION**

2022 CE/1443 H

**THE COMPARATIVE STUDY ON STUDENTS' READING MOTIVATION
BETWEEN MALE AND FEMALE AT IAIN PALANGKARAYA**

THESIS

Presented to State Islamic Institute of Palangka Raya in partial fulfillment of the requirements for the degree of Sarjana in English Language Education



BY

LYDIA ANGGRAINI

1501121024

**STATE ISLAMIC INSTITUTE OF PALANGKARAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2022 CE/1443 H**

ADVISOR APPROVAL

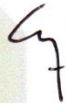
Title : The Comparative Study on Students' Reading Motivation Between Male and Female at IAIN Palangka Raya
Name : Lydia Anggraini
SRN : 1501121024
Faculty : Education and Teacher Training
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisor for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, 12th January 2022

Approved by:

Advisor I,



Sabarun, M.Pd
ORN 196803222008011005

Advisor II,



M. Zaini Miftah, M.Pd
ORN 197509152009121002

Acknowledged by:

Secretary

The Vice Dean of Academic Affairs,



Dr. Nurul Wahdah, M.Pd
ORN 198003072006042004

Department of Language Education,



Akhmad Ali Mirza, M.Pd
ORN 1984062220150310003

PERSETUJUAN PEMBIMBING

Judul : The Comparative Study on Students' Reading Motivation between Male and Female at IAIN Palangka Raya

Nama : Lydia Anggraini

NIM : 1501121024

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 12 Januari 2022

Disetujui oleh:

Pembimbing I,



Sabarun, M.Pd

ORN 196803222008011005

Pembimbing II,



M. Zaini Miftah, M.Pd

ORN 197509152009121002

Mengetahui,

Sekretaris

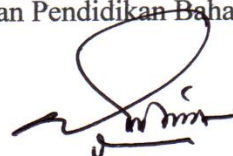
Wakil Dekan Bidang Akademik,



Dr. Nurul Wahdah, M.Pd

NIP 198003072006042004

Jurusan Pendidikan Bahasa,



Akhmad Ali Mirza, M.Pd

NIP 1984062220150310003

OFFICIAL NOTE

Palangka Raya 12th January 2022

Cases : **Examination of
Lydia Anggraini
Thesis**

Dear
The Dean of Faculty of Teacher Training
and Education of State Islamic Institut of
Palangka raya

Assalammu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of

Name : Lydia Anggraini
SRN : 1501121024
Thesis title : The Comparative Study on Students' Reading
Motivation Between Male and Female

Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalammu'alaikum Wr. Wb

Advisor I,



Sabarun, M.Pd
ORN 196803222008011005

Advisor II,



M. Zaini Miftah, M.Pd
ORN 197509152009121002

NOTA DINAS

Palangka Raya 12 Januari 2022

Hal : **Mohon Diuji Skripsi
Lydia Anggraini**

Yth. Dekan FTIK IAIN Palangka Raya

Assalammu'alaikum Wr. Wb

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya,
maka kami berpendapat bahwa Skripsi saudara

Nama : Lydia Anggraini
NIM : 1501121024
Judul : The Comparative Study on Students' Reading Motivation
Between Male and Female at IAIN Palangka Raya

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan
Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya
Demikian atas perhatiannya di ucapkan terima kasih.

Wassalammu'alaikum Wr. Wb

Pembimbing I,

Pembimbing II,



Sabarun, M.Pd
ORN 196803222008011005



M. Zaini Miftah, M.Pd
ORN 197509152009121002

THESIS APPROVAL

Thesis Title : The Comparative Study on Students' Reading Motivation
Between Male and Female at IAIN Palangka Raya

Name : Lydia Anggraini

SRN : 1501121024

Faculty : Teacher Training and Education

Department : Language Education




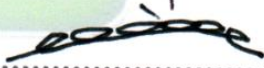
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher
Training and Education of the State Islamic Institute of Palangka Raya in the
Thesis Examination/ *Munaqasyah* on:

Day : Friday

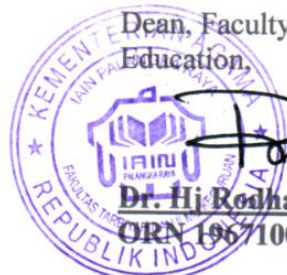

Date : February, 18th 2022 CE / Rajab , 17th 1443 H

BOARD OF EXAMINERS

1. Hesty Widiastuty, M.Pd
(Chair / Examiner) (..........)
2. Rahmadi Nirwanto, M. Pd
(Main Examiner) (..........)
3. Sabarun, M.Pd
(Examiner) (..........)
4. M. Zaini Miftah, M.Pd
(Secretary / Examiner) (..........)

Approved by:

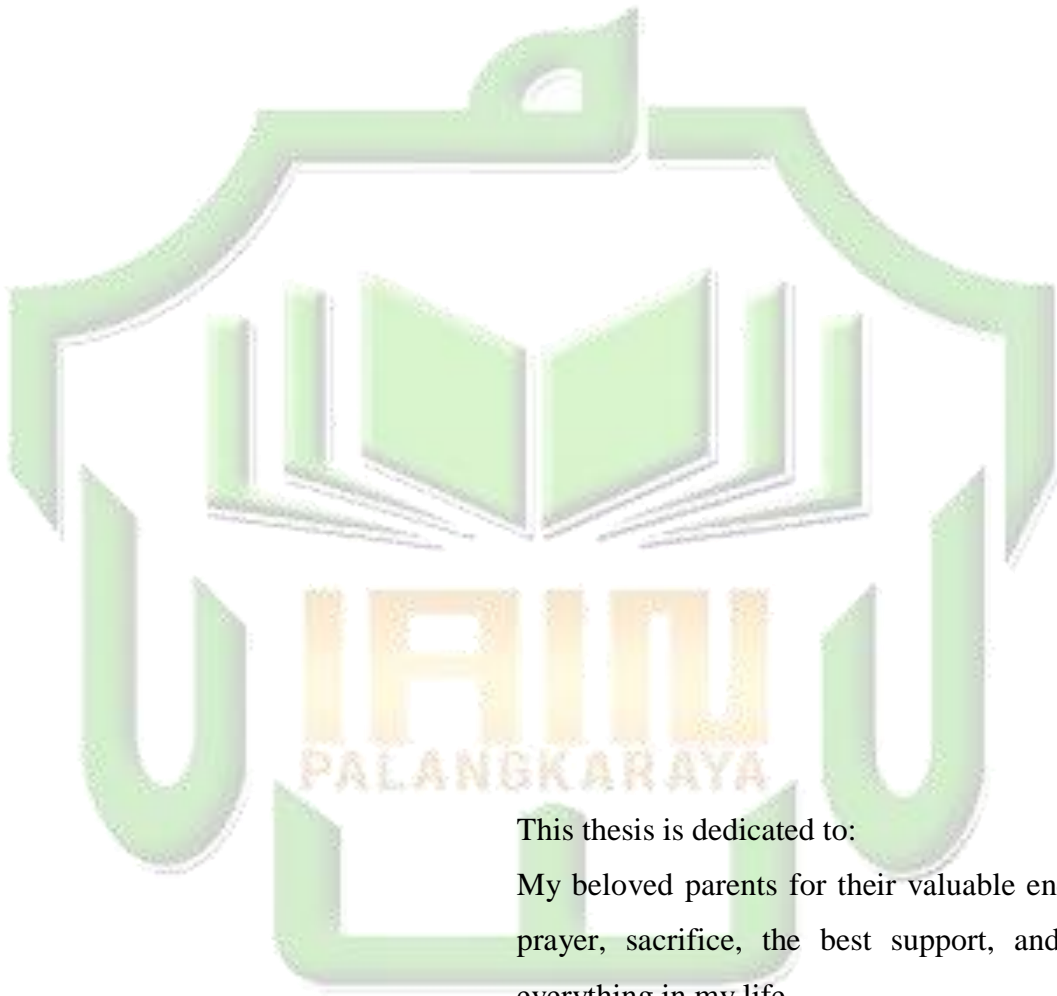
Dean, Faculty of Teacher Training and
Education.



Dr. Hj. Rodhatul Jennah, M. Pd.
ORN 1967100319930 3 2001

MOTTO AND DEDICATION

“SO VIE WITH ANOTHER IN GOOD WORK”

(Al-Baqarah 2:148)



This thesis is dedicated to:

My beloved parents for their valuable endless prayer, sacrifice, the best support, and my everything in my life.

DECLARATION OF AUTHORSHIP



Herewith, I:

Name : Lydia Anggraini
NIM : 1501121024
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

1. this thesis has never been submitted to any other tertiary education institution for any other academic degree,
2. this thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person, and
3. if at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 12 January 2022

Yours Faithfully,

Yours Faithfully,



Lydia Anggraini

SRN. 1501121024
Lydia Anggraini

SRN. 1501121024

ABSTRACT

Anggraini, Lydia. 2022. *The Comparative Study on Students' Reading Motivation Between Male and Female at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd, (II) M. Zaini Mftah, M.Pd.

Key words: Comparative Study, Reading Motivation, Gender.

Become mature and effective reader that can understand and grasp the reading content, students must have the skill and the will. The will to read, or later will be mentioned as motivation, will influence students interest in reading, whether they will engage and engross in their reading. Gender is anything that is associated with a person's sex, including the roles, behavior, preferences, and other attributes that explain maleness or femininity in a particular culture. In this research female and male have same in their motivation, especially in reading motivation.

This research was aimed to measure the significance difference of students' reading motivation between male and female at IAIN Palangka Raya. The sample of this study was 30 students English education on third semester at IAIN Palangka Raya. There were consisted 15 male stuents and 15 female students.

This study used quantitative approach with comparative study or commonly called Ex-Post Facto design. Data collection that used was questionnaire by Wigfield and Guthrie (1997). Distributed questionnaire on students' reading motivation used MRQ (Motivation Reading Questionnaire) there were consists of 20 items including 11 indicator of questions. The researcher conducted the data analysis with Independent T-test with SPSS 28.00 version.

The result showed there was no significance difference on students' reading motivation between male and female, $t(2,30) = -621$, $p > 0.540$. Significant value it was more than $0.540 > 0.05$ it means that there was no a significant difference on students' reading motivation between male and female. Based on the result above the null hypothesis (H_0) stating that there was no significant difference of students' reading motivation between male and female was accepted and alternative hypothesis (H_a) stating that there was significant difference of students' reading motivation between male and female was rejected.

ABSTRAK

Anggraini, Lydia. 2022. *Studi Perbandingan Pada Motivasi Membaca antara Siswa Laki-laki dan Siswa Perempuan di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Intitut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M.Pd, Pembimbing (II) M. Zaini Miftah, M.Pd.

Kata kunci: Studi Perbandingan, Motivasi Membaca, Gender.

Menjadi pembaca yang matang dan efektif yang dapat memahami isi bacaan, siswa harus memiliki keterampilan dan kemauan. Kemauan membaca, atau nantinya disebut sebagai motivasi, akan mempengaruhi minat baca siswa, apakah mereka akan terlibat dan asyik membaca. Gender adalah segala sesuatu yang dikaitkan dengan jenis kelamin seseorang, termasuk peran, perilaku, preferensi, dan atribut lain yang menjelaskan kekelakuan atau feminitas dalam budaya tertentu. Dalam penelitian ini perempuan dan laki-laki memiliki motivasi yang sama, terutama dalam motivasi membaca.

Penelitian ini bertujuan untuk mengukur perbedaan yang signifikan antara motivasi membaca siswa laki-laki dan perempuan di IAIN Palangka Raya. Sampel penelitian ini adalah 30 mahasiswa pendidikan bahasa Inggris semester 3 IAIN Palangka Raya. Terdiri dari 15 siswa laki-laki dan 15 siswa perempuan.

Penelitian ini menggunakan pendekatan kuantitatif dengan studi banding atau biasa disebut desain Ex-Post Facto. Dalam pengumpulan data peneliti menggunakan kuesioner dari Wigfield and Guthrie (1997). Penyebaran kuesioner pada motivasi membaca siswa menggunakan MRQ (Motivational Reading Questionnaire) yang terdiri dari 20 pertanyaan dalam 11 indikator. Peneliti menggunakan Independent T-test dengan SPSS versi 28.00 untuk menganalisis data.

Hasil penelitian menunjukkan tidak terdapat perbedaan yang signifikan pada motivasi membaca siswa laki-laki dan perempuan, $t(2,30) = -621$, $p > 0.540$. Nilai signifikan lebih dari $0,540 > 0,05$ artinya tidak ada perbedaan yang signifikan pada motivasi membaca antara siswa laki-laki dan perempuan. Berdasarkan hasil di atas hipotesis nol (H_0) yang menyatakan bahwa tidak ada perbedaan yang signifikan pada motivasi membaca siswa laki-laki dan perempuan diterima dan hipotesis alternatif (H_a) yang menyatakan bahwa ada perbedaan yang signifikan motivasi membaca pada siswa laki-laki dan perempuan ditolak.

ACKNOWLEDGEMENTS

Alhamdulillah Wa Syukurillah, the researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in His whole life particularly during the thesis writing without which this thesis would not have come its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. **Dr. H. Khairil Anwar, M.Ag.**, the Rector of IAIN Palangka Raya for his direction and encouragement of conducting this research,
2. **Dr. Hj. Rodhatul Jennah, M.Pd.**, the Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, for her invaluable assistance both in academic and administrative matters,
3. **Dr. Nurul Wahdah, M.Pd.**, the Vice Dean in Academic Affairs, for her invaluable assistance both in academic and administrative matters,
4. **Akhmad Ali Mirza, M.Pd.**, the Chair of Department of Language Education, for his invaluable assistance both in academic and administrative matters,
5. **Hesty Widiastuty, M.Pd.**, the Chair of Study Program of English Education, for her invaluable assistance both in academic and administrative matters,
6. **Sabarun, M.Pd.**, and **M. Zaini Miftah, M.Pd.**, the First Advisor and Second Advisor who has given guidance, suggestions, advice and encouragement during writing the thesis,
7. Lecturers of Study Program of English Education from whom they got in-depth knowledge of English and English teaching,
8. beloved parents, Suyadi and Bayah, and also my brothers, Angga and Lana for their moral support, motivation, and endless prayer every time so that researcher able to finish her study,
9. classmates of Study Program of English Education, especially the 2015 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study and,
11. beloved someone who is always support me, and always said to me “SABAR” we can call him Bang Arif.

The researcher realizes that this thesis is still far from the perfect. There were some many errors or mistakes. Therefore, some constructive critical and suggestion are warmly welcome. Hopefully, may Allah SWT keep us on the straight path and this can be useful for all of us.

Palangka Raya, 25 February 2022

The Researcher,

Lydia Anggraini

SRN. 1501121024

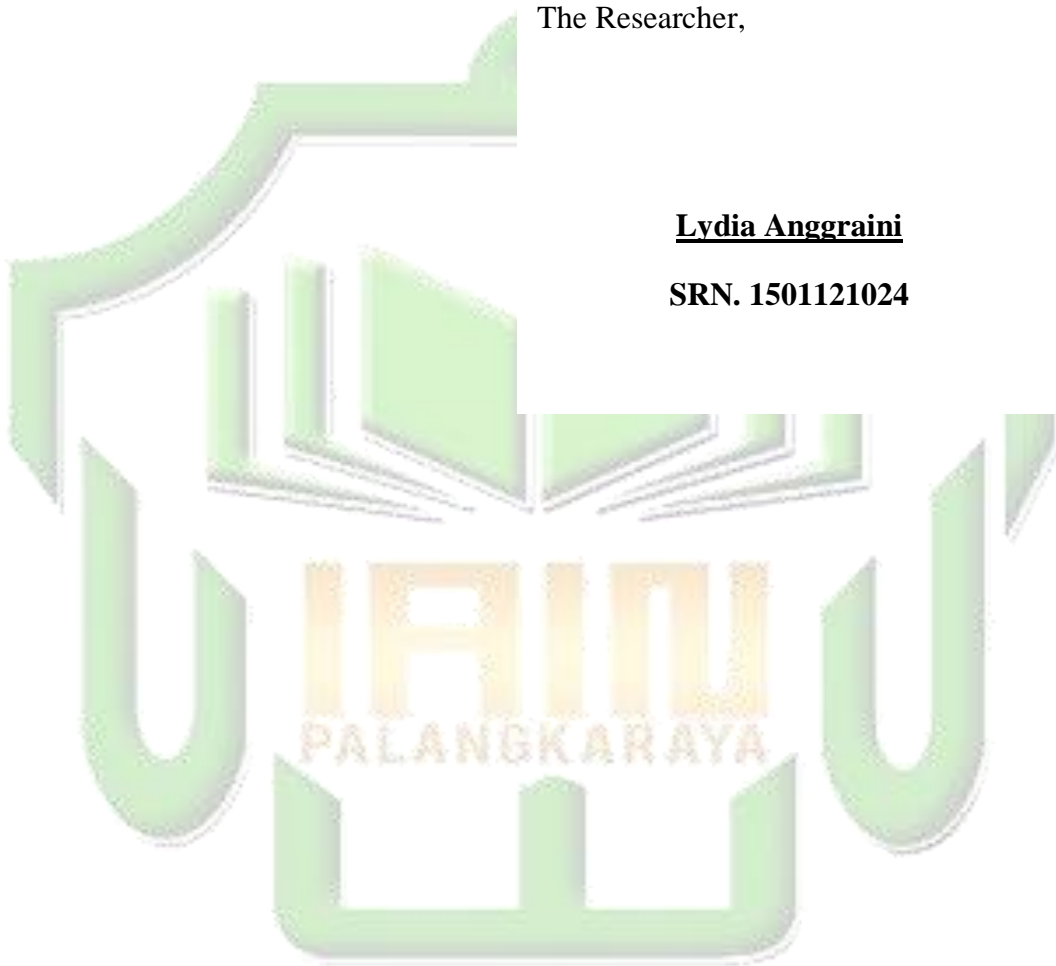


TABLE OF CONTENTS

COVER	
COVER (Second page)	
ADVISOR APPROVAL.....	i
PERSETUJUAN PEMBIMBING	ii
OFFICIAL NOTE.....	ii
NOTA DINAS	iv
THESIS APPROVAL.....	v
MOTTO AND DEDICATION	vi
DECLARATION OF AUTHORSHIP.....	vii
ABSTRACT.....	vii
ABSTRAK (Indonesia).....	ix
ACKNOWLEDGEMENTS	x
TABLE OF CONTENT.....	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES.....	xvii
LIST OF ABBREVIATIONS.....	xviii
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Problem of Study	4
C. Objective of Sudy	4
D. Hypothesis of Study.....	5
E. Assumption	5

F. Scope and Limitation	5
G. Significant of The Study	5
H. Definition of Key Terms	6
a. Reading	6
b. Motivation.....	6
c. Gender Difference	7
d. Comparative Study	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Related Studies	8
B. Nature of Reading.....	16
C. Nature of Motivation	21
D. Reading Motivation	25
E. Aspects of Assessment Students' Reading Motivation	28
F. Sex Difference	31
G. Questionnaire.....	32
H. The <i>t</i> Test for Independent Sample.....	34
I. Comparative Study	35
J. Theoretical Framework	37
CHAPTER III RESEARCH METHOD	
A. Research Design	38
B. Variable of Study.....	38
C. Population and Sample	39
D. Research Instrument	40
E. Data Collecting Procedure	44
F. Data Analysis Procedure.....	45
CHAPTER IV RESEARCH FINDING AND DISCUSSION	
A. Data Presentation	46
B. Research Findings.....	54
C. Discussion	56
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	59
B. Suggestion.....	59
REFERENCES.....	61

LIST OF TABLES

Table 3.1 Research Population	39
Table 3.2 Research Participant	40
Table 3.3 Questionnaire Score	41
Table 3.4 Categorization of Reading Motivation	41
Table 3.5 The Indicators of Questions	42
Table 3.6 Data Collecting	44
Table 4.1 Questionnaire Score	47
Table 4.2 Categorization of Reading Motivation	47
Table 4.3 Indicator of Questions.....	47
Table 4.4 Male Student's Score from the Questionnaire.....	48
Table 4.5 Male Student's Categorization Score	49
Table 4.6 Female Student's Score from the Questionnaire	50
Table 4.7 Female Student's Categorization Score	51
Table 4.8 Normality Test of Male and Female Students	52
Table 4.9 Test of Homogeneity Variance of Male and Female	53
Table 4.10 Group Statistics.....	54
Table 4.11 Result of Independent T-Test	55

LIST OF FIGURES

Figure 2.1 Theoretical Framework	37
Figure 4.1 Illustrated Male Students Score from the Questionnaire.....	49
Figure 4.2 Illustrated Female Students Score from the Questionnaire	51



LIST OF APPENDICES

Appendix 1 Students' Name/Samples

Appendix 2 Questionnaire

Appendix 3 Description of male and female students' score for each item

Appendix 4 Female and male students' total score from the questionnaire

Appendix 5 Students answers for each item

Appendix 6 Letters

Appendix 7 Research Schedule



LIST OF ABBREVIATIONS

- IAIN :Institut Agama Islam Negeri
MRQ :Motivation Reading Questionnaire
SPSS :Statistical Package for the Social Sciences



CHAPTER I

INTRODUCTION

This chapter consists of background of study, problem of the study, objective of the study, scope and limitation, significant of the study, and definition of the key terms.

A. Background of the Study

In Indonesia, English considered as a foreign language that is taught at every level of education beginning from the primary to Higher level of education. In teaching English as a foreign language, four skills to be taught are speaking and listening as receptive skills, writing and reading as productive skills (Fatimah & Suharto, 2017, p. 40).

Sari (2019, p. 2) reading is one of the important receptive skills in foreign language skill and complex activity that involves a series of mental processes. There are also those who argue that reading is a psycholinguistic process that aims to shape the reader's understanding of what is being read. Whereas, in a simpler sense, reading is an activity that aims to find, see, and understand the contents of a reading or text. According to Grabe (2009, p. 5) Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. Whereas, what is meant by the results of reading is communication, which is the delivery of thoughts and emotions of the author to the reader and the achievement of understanding in the reader about the ideas written by the reading author.

Spangler (2000, p. 15) in order to become mature and effective reader that can understand and grasp the reading content, students must have the skill and the will. The will to read, or later will be mentioned as motivation, will influence students interest in reading, whether they will engage and engross in their reading. Motivation, as a subjective factor, always affects students' learning behavior. Spolsky, an American linguist mentioned motivation as the combination of effort plus desire to achieve the goal

of learning, plus favorable attitudes towards learning the language, could make a successful achievement in language learning. Lacking in desire or favorable attitudes, namely lacking in motivation, is one of the most important factors that progress in reading class.

According to Dornyei and Ushioda (2011), they said that motivation is what moves a person to make certain choices, to engage in action, to expend effort and persist in action. Whereas, Richard (2010) stated that motivation can be divided into two: they are intrinsic and extrinsic. Intrinsic motivation is enjoyment of language learning itself in which they are learning because of their willingness while extrinsic motivation is driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments in which there are many factors that can build their motivation to learning including their parents, teachers and academic requirements. In short, motivation is the important part in reading, because motivation can determine success and failure of students in reading.

Based on research conducted by previous researcher female and male differ in their (motivation, strategy, attitude, learning style, and cognitive abilities) especially in reading motivation. For the correlation between reading motivation and gender, studies show that females are more motivated to reading than their male counterparts (Saidi, 2012, p. 241). Gender is anything that is associated with a person's sex, including the roles, behavior, preferences, and other attributes that explain maleness or femininity in a particular culture (Baron & Byrne, in Hoang 2008).

Furthermore, those facts can involve any aspects of human. They are included religion, strata social, job vacancy, communication style and language learning. These factors are likely because there is difference between man and woman in their interaction and activity within using language in interaction. American English speakers like

Tannen, Holmes, Nilsen and Lakoff say that girls have been found in producing more standard language than boys, a pattern that continues on through adulthood (Brown, 2000, p. 259).

Based on the explanation above, the researcher is interest to conducted a research by a title: *“The Comparative Study on Students’ Reading Motivation Between Male And Female At IAIN Palangka Raya”*.

The reasons for choosing this topic are as follows: (1) Each people has different thought even in the same sex moreover in the different sex. Therefore, this study wants to compare between male and female through analyzing their reading motivation. (2) The previous studies found that female students have higher motivation on reading than male students. (3) As far as the writer is concerned, the topic has not been raised to be a bachelor paper in State Islamic Institute of Palangka Raya.

The reasons for choosing the place as follow: The Virus Covid-19 that was ravaged my country in one year, which one through a large crowd. And one of the effects of the virus is that all educational institutions or potentially charitable activities should be temporarily suspended. Students are to be carried the lesson out at home by E-Learning or otherwise. That’s why I chose IAIN Palangka Raya as my college to collect the data in my research. The reason I would have been easier to reach those who were filling out data and avoid taking too much time on data fill-ups than when I would have to do research in a middle school or high school that would have been harder to reach and take a little longer.

B. Problem of The Study

Is there any significance difference of students’ reading motivation between male and female at IAIN Palangka Raya?

C. Objective of The Study

The objective of the study is to measure the significance difference of students' reading motivation between male and female at IAIN Palangka Raya.

D. Hypothesis of The Study

1. Alternative hypothesis (H_a): there is significance difference of students' reading motivation between male and female.
2. Null hypothesis (H_o): there is no significance difference of students' reading motivation between male and female.

E. Assumption

The assumption, male and female students are having significance difference in reading motivation.

F. Scope and Limitation

The study belongs to comparative design. It is focus determining the comparative of students' reading motivation between male and female. This study is limited to students English study program third semester academic year 2020-2021 at IAIN Palangka Raya.

G. Significant of The Study

The study is expected to give theoretical and practical contribution.

1. Theoretical significance of this study, will give the information about the difference students' in reading motivation between male and female.
2. Practical significance of this study. For EFL teachers who might use this research result as an input for English teaching learning especially in reading skill. Furthermore, by conducting this research, the writer can broaden her knowledge about male and female students' reading motivation. Finally, the result of this

research is expected to be the guidance for those who want to conduct further research under the relevant topic.

H. Definition of Key Terms

There is some key term used in this study, so to make the readers understand, the writer tries to give the definition of key term.

1. Reading

Reading is a process (reading, receiving, understanding, and interpreting) of writing. In order to gain information and to advance science, through several of media (print/electronic). In context of, Noor (2011, p. 2) states reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers.

2. Motivation

Motivation is the impelling motion of a person's behavior to do something in accomplishing a particular purpose. According to Harmer (2007, p. 98) argue motivation as some kind in internal drive which pushes someone to do thing in order to achieve something.

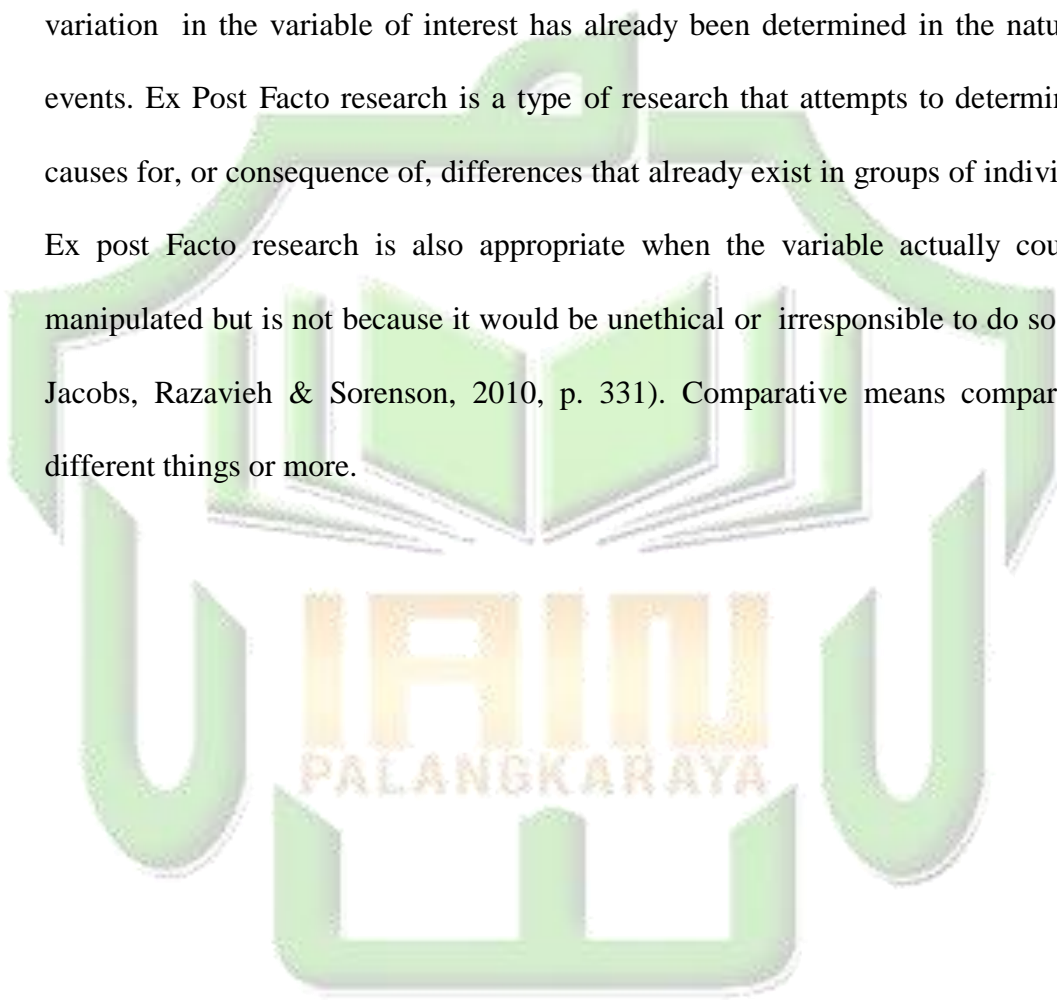
3. Gender Difference

Gender comprises a range of differences between male and female extending to the biological to the social (Manstead, 2012). Commonly, it was divided into two

kind species; male and female. Gender difference that will be measure in this study is the difference between male and female students' reading motivation at IAIN Palangka Raya.

4. Comparative Study

Comparative study or commonly called Ex Post Facto. Ex Post Facto from Latin for "*after the fact*" in indicated that **ex post facto research** is conducted after variation in the variable of interest has already been determined in the natural of events. Ex Post Facto research is a type of research that attempts to determine the causes for, or consequence of, differences that already exist in groups of individuals. Ex post Facto research is also appropriate when the variable actually could be manipulated but is not because it would be unethical or irresponsible to do so (Ary, Jacobs, Razavieh & Sorenson, 2010, p. 331). Comparative means compare two different things or more.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support the study. This includes related study, the nature of motivation, motivation in learning language, instrumental and integrative motivation, gender in language learning, comparative.

A. Related Studies

There some previous studies which have a comparative with this study. The first a study conducted by Muliati (2017), entitled “*The Students’ Motivation in Reading and Reading Interest of the Fifth Semester Students of IAIN Palangka Raya*”. This study was aimed at: (1) investigating the factors that motivate the fifth semester students in reading, and (2) knowing what types of reading materials interest the students. The study was descriptive study using qualitative approach with case study design. Data were collected through a questionnaire and interview which analyzed quantitatively. The subjects of study were 40 students from the fifth semester of IAIN Palangka Raya. The students are all in similar age of 20-21 years old. The samples of the study were chosen by using purposes sampling technique. The results of the study showed that: (1) the fifth semester students of IAIN Palangka Raya have only acquired an average level of reading motivation. This can be rooted from a low level of competency regarding their prior knowledge and experience in reading. The students’ tendency to ditch reading difficult materials and the high level of work avoidance, recognition, and compliance,

shows that students are mainly motivated by extrinsic motivation, (2) the results of reading interest also discovered that the students found non-academic related materials more interesting than the academic ones. There was a quite gap in difference between the male and female reading interest, yet the types of reading for pleasure materials dominate for the other types for both genders. The differences are the researcher use a correlation research design to correlation two variables. The similarities between this research is the researcher use a questionnaire as an instrument to measure the reading motivation.

A study by Murtafi'ah & Putro (2020), their conducted a research "*Gender Differences in Santri's Reading Attitude and Motivation*", This study attempts to investigate santri's reading attitude and reading motivation based on their gender. Three hundred and nineteen students at pesantren-based senior high schools in Yogyakarta Special Region province participated in the study by completing both reading attitude questionnaires and motivational reading questionnaire (MRQ). The results showed that there were significant differences among female and male santris in terms of reading attitude and motivation. The independent sample t-test revealed that female students reported statistically significant higher attitude in both academic and recreational reading than male students. Similarly, female students also reported higher reading motivation in three dimensions of MRQ, i.e. reading involvement, importance of reading, and competition in reading than male student. The differences study is pesantren-based senior high schools as a

population. The similarities study is Motivation Reading Questionnaire (MRQ) as an instrument.

Sari (2019), conducted a study “*Relationship Between Genders, Motivation And Reading Achievement At SMP Muhammadiyah 7 Medan*”. The aim was to find out the relationship between students reading motivations and reading achievement based on genders by using Pearson Product Moment test. The data was analyzed by calculating the student score in reading comprehension achievement and the questionnaire of reading motivations. Besides the result, finding of this research, there are coefficient correlations obtained was of 424. Therefore, it answered the research that there was a significant relationship between genders and reading motivations. For more details, the correlations of reading motivations and reading comprehension achievement is significant in 0.016. In other words, the contributions of reading motivations toward reading comprehensions achievement significant enough for the students eight grades of SMP Muhammadiyah 7 Medan. Another result from the student perceptions about the teachers` teaching method as extrinsic motivations found out that they are more motivated if the teacher teaches them by speech as one of the stage inquiry based learning than teachers teaching by group discussions or questioning. The differences this study is use a correlation research design. The similarities this study is reading motivation as one of the variable of the research.

Willoughby (2010) focused on “*Reading Motivation: The Different Between Boys and Girls*”. This research paper examines the different factors that motivate girls and boys to read. Current research claims that boys and girls have different preferences, which is a large cause of the “gender gap” in schools. Other researchers claim that boys’ resistance to reading is due to the type of texts used in school, which is primarily fiction. Action research was conducted, where five fifth graders chose three texts that they would like to read, found that boys and girls have similar reading preferences, but varies from person to person, not gender. This implies that students need opportunities to choose texts not based on gender, but their own preferences and interests. The differences from the study are researcher use reading text as an instrument. The similarities from the study are boys and girls as a things to comparing.

Ilahiyah, Andina, Tiven & Cahyono (2019), entitled “*Indonesian EFL Students’ Reading Motivation and Writing Achievement Across Gender*”. This current research aimed at the correlation between students' reading motivation and their writing achievement across gender. It involved 50 third-year EFL students enrolled essay writing course divided into two classes in the ELT department. The quantitative data were collected through the use of the questionnaire on motivation in reading. Correlation analysis completed using Pearson product-moment revealed that the students' motivation in reading significantly positive influences their writing scores. It described that changes in students' reading motivation are a very weak correlation with the

changes in their writing score. Another finding demonstrated that female and male students' reading motivation and their writing achievement are significantly different. It signified that the differences correlation coefficient of both male and female students. Finding teaching implication is one of the areas that future researchers are suggested to investigate. Regarding the research findings, it indicates that there are more extensive areas offered for further studies in the relationship between reading and writing. The differences is research aimed at the correlation two variables there are reading motivation and writing achievement. The similarities are research did on college.

This study carried out by McGeown, Goodwin, Henderson & Wright (2012), entitled "*Gender Differences in Reading Motivation: Does Sex or Gender Identity Provide a Better Account?*". This study examined sex differences in reading skill and reading motivation, investigating whether these differences could be better accounted for by sex, or by gender identity. One hundred and eighty-two primary school children (98 males) aged 8–11 completed a reading comprehension assessment, reading motivation questionnaire and a gender role questionnaire. While there were no sex differences in reading skill or extrinsic reading motivation, girls had significantly higher intrinsic reading motivation. However, responses to intrinsic motivation were better explained by gender identity than sex. In addition, a feminine identity was more closely associated with many different aspects of reading motivation than a masculine identity. Implications for our

understanding of sex differences in reading are discussed. The differences are the research did on abroad. The similarities are boys and girls as things to comparing.

The study by Dakhi & Damanik (2018) "*Students' Motivation in Reading English Text: A Qualitative Study in EFL Context*". This research addresses an objective description and reasons for the student's motivation in reading English text. Sixty students of tenth grade at SMA Negeri 55 South Jakarta participated on filling in 50 statements of 11 domains of motivation. An interview, another method to collect data needed and to meet a methodological triangulation, was employed to capture the participants' perspective. Findings revealed that reading curiosity is the highest domain of the students' motivation (92.22%), and social reason for reading is the lowest one (55.56%). Some interpretations are included in this paper. The differences are qualitative study as a research design. The similarities are students EFL as a population.

Marsela (2017), conducted study "*The Correlation Between Reading Motivation And Reading Comprehension Achievement of The Eleventh Grade Students of MAN 2 Palembang*". The purpose of this study were to find out: (1) whether or not there is significant correlation between reading motivation and reading comprehension achievement of the eleventh grade students of MAN 2 Palembang, (2) whether or not reading motivation significantly influence reading comprehension achievement of the eleventh grade students of MAN 2 Palembang. The population of this study was whole classes of 11th

grade which consist of three hundred forty six students. And then one hundred forty seven students was selected as the sample by using purposive sampling technique. The data were collected using MRQ questionnaire by Wigfeld. Jhin & Guthrie (1996) and reading section of TOEFL Junior test. Person Product Moment and regressions analysis were used to find out the correlation and influence between two variables. The result showed that there is significant correlation between reading motivation and reading comprehension achievement with $r=587$. Besides, there was also significant influence of reading motivation and reading comprehension achievement with 34,5%. This study could have implications for English teacher, students, and next researcher. The differences are researcher used Person Product Moment to analysis data collecting. The similarities are the data were collected using “Motivation Reading Questionnaire” (MRQ) by Wigfield and Guthrie.

The last conducted by Leyla Tercanlioglu (2001) “*The Nature Of Turkish Students' Motivation For Reading And Its Relation to Their Reading Frequency*”. This exploratory study examined the nature of Turkish students' motivation to read. The objectives of the study were threefold: (1) to explore the mean level of Turkish students' reading motivations; (2) to identify students' reading frequencies; (3) to understand the relation between their reading motivations and their reading frequencies. One hundred and fifty one students completed the Motivations for Reading Questionnaire (MRQ) and Reading Activity Inventory (RAI) designed to assess dimensions of students' reading motivations and to measure the amount and breadth of students'

reading in and out of school. Result of reading motivation sec different there are no significant sex differences on any of the scales. It means that boys and girls do not differ in their motivations for reading. However, the descriptive analysis of the means for girls' reading motivation shows that theirs is most strongly related to Curiosity (M=3.03), Competition (M=2.85) and Recognition (M=2.82). Boys read most for Grades (M=2.97). Grades are followed by Curiosity (M=2.82) and Competition (M=2.91). The differences are researcher used two kinds of questionnaire as an instrument. The similarities are the data were collected using "Motivation Reading Questionnaire" (MRQ) by Wigfield and Guthrie.

Based on the previous study above, the similarity in this study is quantitative approach and focus on students' reading motivation, but the differences in this study such as population, sample, place, and also about the theory of motivation. Can be conclude, researcher will conduct related studies. This study use quantitative approach especially comparative design by giving questionnaire to students. The researcher will conduct a study entitled "*The Comparative Study on Students' Reading Motivation Between Male and Female at IAIN Palangka Raya*".

B. Nature of Reading

1. Definition of Reading

Grabe and Stoller (2002, p. 9) describe on their book, *Teaching and Researching Reading*, that “Reading is the ability to draw meaning from the printed page and interpret this information appropriately”. Sometimes, the readers read the passage by not understanding the meaning of it. Instead, they also identify the words correctly without being able to comprehend and construct much meaning. The reader not only need to read words by words, but they need to understand the meaning of the passage, the plots of the story, and also the meaning of the passage itself. By reading and understanding, the readers will be able to conclude what they have got from the passage.

Reading is a process of getting information from text or written text more than that, reading also requires the skill of the readers to grasp the meaning from the text. Lines (2005, p. 69) argue reading is set of skill that involves making sense and driving. Meanwhile, Mikulecky (2008, p. 1) explains that reading is a conscious and unconscious thinking process which requires the reader applies many strategies to get the meaning that the author has. The reader can do it by comparing information in text to his or her background knowledge and prior experience. Zare (2013, p. 1566) reading comprehension has semantics of the text. That reading is complex cognitive activity that reading is only to be crucial for adequate functioning and for obtaining learn new vocabulary pronunciation of

understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences. Plani (2012, p. 92) continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In short, reading is an active process involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information (Muliati, 2017, p. 22).

2. Models of Reading

In this part, Grabe and Stoller (2002, p. 31) classifies metaphorical models of reading into three parts. There are bottom-up, top-down and interactive models of reading, particularly in L2 discussions. These models represent metaphorical generalizations that stem from comprehension research conducted over the past four decades. As an initiation into thinking about reading comprehension, these models serve

useful purposes; however, they do not clarify more recent research advances.

a. Bottom-up-model

One side consists of experts who claim that the process of reading begins with letters and their sounds (phonics). They support bottom-up model to explain the reading process. Additionally, Harmer (2007, p. 270) describes that in bottom-up processing, the reader focuses on individual words, phrases, cohesive devices, and understands the text by combining those detail parts to make a complete understanding. Reader builds meaning from the smallest units of meaning to achieve comprehension (Grabe & Stoller, 2002, p. 32).

b. Top-down-model

Top-down model of the reading process believe reading as mainly “externally guided”. Grabe and Stoller (2002, p. 32) gives a statement that reader generates meaning by employing background knowledge, expectations, assumptions, and questions, and reads to confirm these expectations. To accomplish this sampling efficiently, the reader directs the eyes to the most likely places in the text to find useful information. The mechanism by which a reader would generate expectations is not clear, but these expectations might be created by a general monitoring mechanism (i.e. an executive control processor). Inferencing is a prominent feature of top-down models,

as is the importance of a reader's background knowledge. For example, Pre-reading activities (i.e. activating schema, previewing, and predicting) with background knowledge.

c. Interactive Model

According to de Debat (2006, p. 13), "the interactive model acknowledges that lower level processing skills are essential for fluent and accurate reading; it also emphasizes that as bottom-up processing becomes more automatic, higher-level skills will become more engaged". In spite of the fact that the field of teaching of reading today is strongly influenced by top-down processing perspectives, efficient and effective reading involves both processes interacting simultaneously. Reader uses both bottoms-up and top-down strategies simultaneously or alternately to comprehend the text (Reader uses top-down strategies until he/she encounters an unfamiliar word, then employs decoding skills to achieve comprehension).

3. Types of Reading

According to Patel and Praveen (2008), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

- a. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary exist in poem, poetry, novel or other source. For example: The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar .
- b. Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For example: The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
- c. Aloud reading are reading by using loud voice and clearly. For example: Reading poetry, dialogue, and other type of text.
- d. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts.. For example: The sutudents reading a text by heart.

C. Nature of Motivation

1. Definition of Motivation

There are various definitions of motivation from many psychologists. We have to comprehend what the motivation is in order to know and understand it. At its most basic level, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer 2007, p. 98). The word motivation is derived from the motive that means anything that encourages a person to act to do something (Purwanto, 2011, p. 60). Brown (2007, p. 170) stated that "Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner".

According to Brown (2000, p. 72) "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit".

a. A Behavioristic Definition

A behaviorist would define motivation as "the anticipation of reinforcement". Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

b. Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward.

2. Types of Motivation

Motivation was dividing into two kinds, which are namely, intrinsic and extrinsic; the following sections explain motivation in more details.

a. Intrinsic Motivation

Deci and Ryan (2000, p. 56) states, intrinsic motivation refers to doing activity for inherent stratification of the activity itself. A person intrinsically motivated if an activity is done for itself and for the pleasure that drives from doing the activity. Another definition of intrinsic is Usher, Alexandra; Kober, and Nancy (2012, p. 2) intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Based on autonomy and competence, intrinsic motivation is described as situation in which is material is engaged in for its inherent interest and stratification and enjoyment it engenders (Bernard 2010, p. 5). Ahmadi, Hairul and Pourhossein (2012, p. 11) declare that, intrinsic motivation refers to the reason why we perform certain activities for inherent satisfaction or pleasure. You might say performing one of these activities in reinforcing in-and-of itself.

Meanwhile Lile (2002, p. 1) state, intrinsic motivation is motivation from within the students intrinsically motivated students studies because of she/he want to study. In other word, intrinsic motivation refers to motivation that comes from inside an individual rather or outside reward.

b. Extrinsic Motivation

Extrinsic motivation is relates to the reward an individual will get as a result or any instrumental actions. Thus it does not basically refer to the determination in the activities or behavior. The extrinsic motivational factors need to categorize in the area of their interest. Refer to the motivation that comes from outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. Hopefully the results and suggestions of this research will help the relevant parties take several actions to improve the situations. Therefore, extrinsic motivation is the answer to help the students to feel more confident in answering mathematics examinations or quizzes (Deci and Ryan 2000,p. 60). Furthermore Ahmadi, Hairul and Pourhossein (2012, p. 11) stated that extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Lile (2002, p. 1) described, extrinsically motivated students studies and learners other reasons. Such as students performs in order to receive a reward; like

graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade. Although extrinsic motivation can, and should be, used with extrinsically motivated students too. If students are not given a reward or credit for their effort, and no feedback is given to students, the most students extrinsic motivation would be began decrease.

3. Measure Motivation

According to Hanafiah (2010, p. 28) there are some measurements that can be used to know the motivation that is:

- a. The performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b. A questionnaire is to know persistence and loyalty.
- c. Free compose is to understand information about vision and aspirations.
- d. An achievement test is to get information about the achievement of the students' academic.
- e. The scale is to understand information about attitude. In this research the researcher used one of the measurements above that is questionnaire. In the questionnaire, there are four options that strongly agree, agree, disagree and strongly disagree. The answer to the questionnaire would change become score by using Likert-scale.
- f.

D. Reading Motivation

Motivation is an influence that causes someone to be passionate about doing something. Interest and Motivation are two things that are interrelated with each other, at abstract. Anytime something with full interest and motivation can be expected to be better. Generally, reading motivation connects with the results of student academic achievement. Motivational and reading studies show that students are more motivated to read the exhibition higher academic achievement than those who are not motivated to read next, students with higher intrinsic motivation indicating higher reading comprehension. Thus by reading a student who is has high interest and motivation to learn so it can be expected to achieve results also high. Motivation is considered a factor quite important for students (Sari, 2019, p. 11).

Ormrod (2008, p. 58) explains that "Motivation is something energize, direct, and maintain behavior so make students move, place students in a certain direction, and keep students going move ". Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity. According to Hairul, Ahmadi and Pourhosein (2012) reading motivation is the large amount of motivation that students have to concentrate their positive or negative opinions about reading. For instance, learners who read for pleasure and

employing approaches to help their comprehension are extremely motivated readers. Learners of this kind typically consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers. Hairul, Ahmadi, and Pourhosein (2012) said that reading motivation has a great impact on reading comprehension. Guthrie and Wigfield (2000), states reading motivation has a determining effect on students concerning how much they will read. It means that high or low reading motivation will affect how many the students read. Meanwhile, Mihandoost (2011) states that motivation for reading is a crucial entity for successfully engaging in the reading process because it is the elements that what activates and maintains students' engagement throughout the entire reading process.

Guthrie and Wigfield (1999, p. 199), who defined reading motivation as "the individual's goals and beliefs regarding reading", claimed that what influences reading engagement is different from what influences engagement in other fields. It must be noted that Wigfield and his associates' Reading Motivation Theory includes a general dimension that similar motivational factors such as beliefs, values and goals also influence reading engagement. However, the main emphasis in their view is on the factors which are unique to the reading domain.

To assess specific dimensions of reading, Wigfield, Guthrie and McGough (1996) developed a set of possible dimensions that could comprise reading motivations. From their studies, they proposed three major learner

factors that affect reading comprehension: (1) Individual's beliefs that they are competent and efficacious at reading; (2) achievement values and goals; (3) social reasons for reading.

Proposed Aspect of Reading Motivation		
Competence and Efficacy Beliefs	Reading Efficacy	Intrinsic
	Reading Challenge	Intrinsic
	Reading work Avoidance	Extrinsic
Achievement Values and Goals	Reading Curiosity	Intrinsic
	Reading Involvement	Intrinsic
	Importance of Reading	Extrinsic
	Competition in Reading	Extrinsic
	Recognition for Reading	Extrinsic
	Reading fir Grades	Extrinsic
Social Aspects	Social Reasons for Reading	Intrinsic
	Compliance	Intrinsic

E. Aspects of Assessment Students' Reading Motivation

Aspects of students' reading motivation have a eleven. Those explained including the following:

1. Reading Efficacy

Reading efficacy is part of intrinsic motivation. Reading efficacy believes that one can be successful at reading. Self-efficacy in reading is necessary for continuing advancement in achievement. Students who have high self-efficacy believe that they can tackle the difficult text. They also believe that their effort will be beneficial for them. On the other side, students with low self-efficacy will lack believe in their capacity in reading a text.

2. Reading Curiosity

Reading curiosity is refers to gain understanding about topics or text in students interest. Curiosity is an integral part of intrinsic motivation. Curiosity refers to the quest for learning about a person, topic, or event. Students who have curious about something or information regarding with their lesson they will have a curiosity to read to get the knowledge about what they want to know.

3. Reading Challenge

Reading challenge also part of intrinsic motivation where students are a desire to read relatively difficult or challenging text. Individual believes that they can master the challenge they faced while reading a text. Students who have confidence in their reading skill will enjoy the

challenge of mastering new words and complex idea or information in the text.

4. Reading Involvement

Reading involvement refers to the enjoyment involved with reading a different kind of text. Involvement is an intrinsic motivation which means the students have deep engagement with a text. Giving students choices and allowing group discussion make the students have high involvement in reading. When students have an interest in the specific topic, object or activity students will create strategies and will engage them selves to that topic.

5. Recognition for Reading

Recognition for reading is part of extrinsic motivation. In these factors, the motivation for reading provides students with public symbols such as a gold star, points, or announcements of their success. Many students interest in these kinds of reward so, it will help them to have more motivation in reading.

6. Competition

Another part of extrinsic motivation is competition, where students have reading to do better than other classmates. Students who enjoy being the best in the class, or who seek to outperform their peers think that success in reading means doing better than others were doing worse may be viewed as a failure.

7. Reading for Grades

This motivational aspect is included in extrinsic motivation. Extrinsic reading motivation referred to do something outside of the individual such as rewards, deadlines, competition, goals or evaluation.²⁹ Reading for grades is student desire to improve their grades in reading and to be evaluated favorably by the teacher.

8. Importance of Reading

Importance of reading is students desire to achieve important goals through reading.³⁰ This aspect also part of extrinsic motivation that makes students need to read English. Importance of reading makes the students think to be a good reader.

9. Compliance

Compliance is the motivated student to read because of an external goal, requirement or because of external pressure. Wigfield and Baker stated that compliance in reading is to meet the expectation of others. The students have to read because to do the assignment.

10. Reading Avoidance

Reading avoidance is an act to avoid threatening situation in reading. In this case is in an act to avoid a bad score in reading English or punishment from the teacher.

11. Social Reason for Reading

This aspect of motivational reading factors includes in the extrinsic motivation. Students desire to read because of their family or friends. Student's motivated to share their process of gaining the meanings of what have they read with their environments such as parents, or friends. (Ambarwati, 2019, p. 14).

F. Sex Difference

Sex differences take involve at verbal skills. Macoby and Jacklyn reported that females have better verbal skills than boys (Brown, 2000, p. 5). For educational attainment, there are various facts in any country because there is difference in condition and involving factors. In the United States, females are more likely than males to complete their high school. In many fields of language learning research, increasing attention has been given in recent years to sex differences as an important variable. The results of the studies vary across many aspects of language. Elliott et al. (2000, p. 30) states that there are several factors that influence the development of each individual, who interacts one with others, called bio-psychosocial. Furthermore, explained that birth (birth) is one of the biological characteristics from the bio-psychosocial theory, which in this case can be associated with being born as a man or even women, which then leads to the concept of gender. Indeed, the concept of birth as male or as women (sex) is different from the concept of gender, but the concept of gender is often used overlap. Elliott et al. (2000, p. 146) clarify: "Gender refers to psychosocial

aspects of maleness and femaleness, whereas sex referring to biological maleness and femaleness ". So, it is clear that gender is a psychosocial aspect of manhood (virility) and femininity (femininity), whereas sex is biologically male and female.

Based on Tarcanlioglu (2001), found of result motivation to read is a complicated process and many factors influence it. The students' sex is accepted as an important factor that educators believe to have important effects on students' reading motivation. Girls' reading motivation shows that theirs is most strongly related to Curiosity (M=3.03), Competition (M=2.85) and Recognition (M=2.82). Boys read most for Grades (M=2.97). Grades are followed by Curiosity (M=2.82) and Competition (M=2.91). Many studies (e.g., Eccles et al., 1993; Gambrell et al., 1993; Marsh, 1989) showed that girls are more positive in their ability beliefs and attitudes about reading than are boys. Therefore, sex differences in students' reading motivation were examined to see whether there were gender differences.

G. Questionnaire

1. Definition of Questionnaire

Asking questions is one of the most natural ways of gathering information and, indeed, as soon as babies have mastered the basics of their mother tongue they launch into a continuous flow of questions, and keep going throughout the rest of their lives. Some people such as reporters actually make a living of this activity and survey/polling organizations can base highly successful businesses on it. Because the

essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that the questionnaire has become one of the most popular research instruments applied in the social sciences. Questionnaires are certainly the most often employed data collection devices in statistical work, with the most well-known questionnaire type - the census - being the flagship of every national statistical office (Dornyei, 2003, p. 3).

2. Types of Questionnaire

a. Open-ended Questions

Open-ended questions include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space (e. g., dotted lines) for the respondent to fill. As we have seen in the previous chapter (in Section 1. 3), questionnaires are not particularly suited for truly qualitative, exploratory research. Accordingly, they tend to have few open-ended questions and even the ones included are relatively short, with their 'openness' somehow restricted. Questionnaires are not the right place for essay questions (Dornyei, 2003, p. 47).

b. Closed-ended Questions

Closed-ended (or simply 'closed') questions. Although this category subsumes several very different item types, these all share in common the fact that the respondent is provided with ready-made response options to choose from, normally by encircling or ticking one of them or by putting an 'X' in the appropriate slot/box. That is, these items do not require the respondents to produce any free writing; instead, they are to choose one of the alternatives, regardless of whether their preferred answer is among them (Dornyei, 2003, p. 35).

H. The t Test for Independent Samples

Ary et al (2010, p. 171). In our math concepts example, the statistic is the difference between the mean of the group taught by method B and the group taught by method A ($X_B - X_A$). Through deductive logic statisticians have determined the average difference between the means of two randomly assigned groups that would be expected through chance alone. This expected value (the error term) is derived from the variance within each of the two groups and the number of subjects in each of the two groups. It is called the standard error of the difference between two independent means ($S_{x_1-x_2}$).

I. Comparative Study

Comparative research is a broad term which refers to the evaluation of the similarities, differences, and associations between entities. Entities may be based on many lines such as statements from an interview or individual, symbols, social groups, and cross-national comparisons (Tavakoli, 2012, p. 78). Comparative research, simply put, is the act of comparing two or more things with a view to discovering something about one or all the things being compared. When it comes to method, the majority agreement is that there is no methodology peculiar to comparative research.

Comparative research is a research methodology in the social sciences that aims to make comparisons across different countries or cultures. A major problem in comparative research is that the data sets in different countries may not use the same categories or define categories differently (for example by using different definitions of poverty). Comparative research or analysis is a broad term that includes both quantitative and qualitative comparison of social entities (Isnaini, 2018, p. 12).

In comparative study or ex post facto research, the researcher takes the effect (or dependent variable) and examines the data retrospectively to establish causes, relationships or associations, and their meanings. Ex post facto designs are appropriate in circumstances where the more powerful experimental method is not possible. These arise when, for example, it is not possible to select, control and manipulate the factors necessary to study cause-and-effect relationships directly; or when the control of all variables

except a single independent variable may be unrealistic and artificial, preventing the normal interaction with other influential variables; or when laboratory controls for many research purposes would be impractical, costly or ethically undesirable (Cohen, Manio & Marrison, 2007, 268).

The underlying goal of comparative research is to search for similarity and variation between the entities that are the object of comparison. The examination of similarity often means the application of a more general theory and a search for universals or underlying general processes across different contexts or categories. The ontology of patterns or categories is assumed to be universal and independent of time and space. In other words, the comparison should be broad enough to allow researchers to compare at a higher level of abstraction. However, it remains difficult to determine these general patterns. For this reason, comparative research is often used to separate patterns that are more general and isolate regularities or discrepancies from the context-laden environment (Tavakoli, 2012, p. 79).

J. Theoretical Framework

This study has to know the significance difference between male and female in reading motivation. Therefore, the framework of my study as follow:

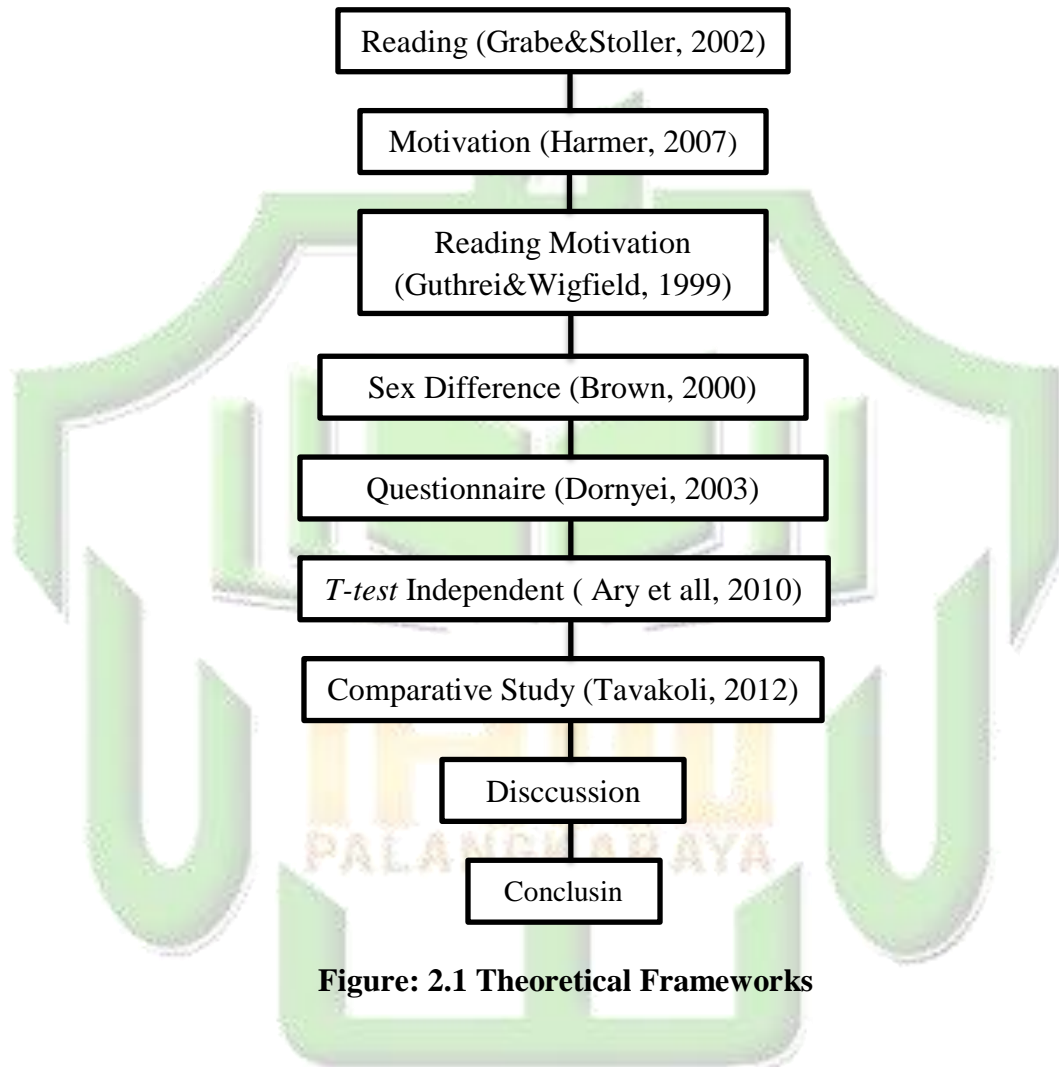


Figure: 2.1 Theoretical Frameworks

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

Research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing (Creswell, 2011, p. 20). In this study researcher used quantitative approach.

The researcher used the ex post facto method to did this research, because this study compare reading motivation between male and female on students English education academic year 2020-221 at IAIN Palangka Raya. Ary et all (2010, p. 331) state that, comparative study or commonly called Ex Post Facto research is a type of research that attempt the causes for, or consequence of, differences that already exist in group of individuals. Comparative means compare two different things or more. In this research, two things was compare, there was students' reading motivation between male and female at IAIN Palangka Raya.

B. Variable of Study

According Polit and Beck (2004, p. 32) a continuous variable can assume an infinite number of value between two points. This research measure the significant different of male and female on reading motivation. Continuous measures in actual use are contained in a range each individual obtains a score within the range. Continuous variables are those for which fractional

value exists and have meaning e.g., age, weight, achievement, where 14.5 years, 62.75 kgs and 45.50 scores or any other fractional of a whole unit is logical and measurable within the precision of the instrument used (Singh, 2006, p. 215).

C. Population and Sample

1. Population

A population is a group of individuals who have the same characteristic (Creswell, 2011, p. 42). The population of this study was students English study program academic year 2020-2021 of IAIN Palangka Raya.

Table 3.1 Research Population

Gender		Total
Male	Female	
16	43	59 students

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2011, p. 142). The sample of this study was students of English Education third semester academic year 2020-2021 at IAIN Palangka Raya, 15 male students and 15 female students. Ary et all, (2010, p. 156), purposive sampling—also referred to as judgment sampling—sample elements judged to be typical, or representative, are chosen from the population. Researchers often use purposive sampling for forecasting national elections. In each state, they choose a number of small districts

whose returns in previous elections have been typical of the entire state. Because the sample of male students in third semester academic year 2020-2021 only 15 students still active in college, that's why the researcher choose the sample of female students was 15 students.

Table 3.2 Research Participant

Gender		Total
Male	Female	
15	15	30 students

D. Research Instrument

In this study, researcher used one kind of instrument to collect the data. The instrument was questionnaire.

1. Questionnaire

Questionnaire are any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Dornyei, 2010, p. 3). This study used questionnaire as an instrument to collect the data. The questionnaire consisted of 20 items including 11 indicators of questions. Each item had four options to choose (1 to 4 scale), with respondents opinion in responding to the following options: 1 *for very different from me*, 2 *for a little different from me*, 3 *for a little like me*, and 4 *for a lot like me*. The data has collect through a ready-made questionnaire "Motivation Reading Questionnaire" by Wigfield and Guthrie (1997). Indicators of questions conclude: *Reading Efficacy* (1 items), *Reading Challenge* (2 items), *Reading Curiosity* (2 items),

Reading Involvement (2 items), *Importance of Reading* (1 items), *Reading Work Avoidance* (2 items), *Competition in Reading* (2 items), *Recognition for Reading* (2 items), *Reading for Grade* (2 items), *Social Reasons for Reading* (2 items), and *Compliance* (2 items). The total of questions is 20 items.

Table 3.3 Questionnaire Scores

Questions/Statements	
Alternative Questions	Score
Very Different for Me	1
A Little Different for Me	2
A Little Like Me	3
A Lot Like me	4

Table 3.4 Categorization of Reading Motivation

Categorization	Scores
Low level of Motivation	26-52
Medium level of Motivation	53-79
High level of Motivation	80-106

Table 3.5 The Indicator of Questions

Variable	Indicator	Items Number
Reading Motivation	Reading Efficacy	1
	Reading Challenge	2, 3
	Reading Curiosity	4, 5
	Reading Involvement	6,7
	Importance of Reading	8
	Reading Work Avoidance	9, 10
	Competition in Reading	11, 12
	Recognition for Reading	13, 14
	Reading for Grades	15,16
	Social Reason for Reading	17, 18
	Compliance	19, 20
Total of Questions		20

2. Validity of the Instrument

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure (Ary et al., 2010, p. 225). Factor analyses conducted by Wigfield and Guthrie (1997) indicated evidence of construct validity supporting eleven factors for the 53-item revised MRQ in 4th and 5th grade students. Most of the reading motivation aspects correlated positively from low- to moderately high levels, providing further evidence of construct validity. Only the Work Avoidance aspect correlated negatively with all aspects aside from Competition in Reading. Unrau and Schlackman (2006) also found support for the 11-factor model in a sample of 6th, 7th, and 8th

grade students with a confirmatory fit index (CFI) of .90, suggesting relatively good model fit.

a. Face Validity

According to Ary et al (2010, p. 228) face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The questionnaire as an instrument to measure the students' reading motivation.

b. Content Validity

Content Validity is especially important for achievement tests, it is also a concern for other types of measuring instruments, such as personality and aptitude measures (Ary et al, 2010, p. 228). Content validity refers to the degree to which the sample of items, tasks, or questions on a test representative of some defined universe or domain of content. In the present study, students' reading motivation questionnaire consisted of 20 items.

3. Reliability of the Instrument

According Ary et al (2010, p. 2), reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. The questionnaire is taken from MRQ (Motivation Reading Questionnaire) by Wigfield & Guthrie (1997). Wigfield and Guthrie (1997) reported the reliabilities for all the aspects of the 53-item MRQ ranging from .43 to .81. Work Avoidance and Reading for Grades

had reliabilities of .44 and .43, respectively, at one time point, but they had reliabilities of .60 and .59 at a different time point. The remaining 9 aspects showed consistent reliabilities ranging from .52 and .81.

E. Data Collecting Procedures

In this research, the researcher used the questionnaire as an instrument to collect the data. To collect the objective data, this research has several steps as follows the table below:

1. The researcher searched of data respondents (number of male and female).
2. The researcher asked permission from the one of students third semester to enter researcher on grup WhatsApp English education academic years 2020-2021 and gave the link of questionnaire.
3. The researcher distributed questionnaire on students' reading motivation used MRQ (Motivation Reading Questionnaire) by Wigfield & Guthrie 1997) on via google form.
4. The researcher collected the students' questionnaire answer.
5. The researcher calculated the score from questionnaire to find total score students' questionnaire answer.
6. The researcher analyzed total score students' questionnaire answer by SPSS 28.00 version to find the different male and female students' reading motivation..

F. Data Analysis Procedures

This study was comparative study. The data for this research is collect through questionnaires. The questionnaires are used to know male and female students' reading motivation different. The data obtain from the questionnaires was analysis used the independent t test. To analyze the data, the steps applied as follow:

1. Collected the main data (item score/responses).
2. Calculated the total score from the questionnaire.
3. Classification the total score in high score, low score, mean.
4. Categorization students score.
5. The researcher calculated the normality used One-Sample Kolmogorov Smirnov test with significant 5% on SPSS 28.00 Version.
6. The researcher calculated the homogeneity used One Way ANOVA with SPSS 28.00 Version.
7. The researcher calculated the data used t test for independent sample to test the hypothesis of the study with SPSS 28.00 version.
8. The researcher gave the discussion.
9. The researcher gave the conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the Description of Data, Research Finding, and Discussion. Description of data consisted of result of students' reading motivation questionnaire. Research finding was consisted of the result of data analyze using SPSS 28.00 Version. Discussion was consisted conclusion the result of research.

A. Data Presentation

1. Motivation Reading Questionnaire

This research conducted at IAIN Palangka Raya. This study was students of English Education third semester at IAIN Palangka Raya, 15 male students and 15 female students. This chapter talked about the result of calculating the students' reading motivation between male and female. As a researcher said before, this research used questionnaire as an instrument to measure of students' reading motivation between male and female. The researcher used questionnaire from MRQ (Motivation Reading Questionnaire) by Wigfield & Guthrie (1997). The questionnaire consisted 20 items about motivation in reading including 11 indicators of questions. Each item had four options to choose (1 to 4 scale), with respondents opinion in responding to the following options: 1 *for very different from me*, 2 *for a little different from me*, 3 *for a little like me*, and 4 *for a lot like me*. Indicators of questions conclude: *Reading Efficacy* (1 items), *Reading Challenge* (2 items), *Reading Curiosity* (2

items), *Reading Involvement* (2 items), *Importance of Reading* (1 items), *Reading Work Avoidance* (2 items), *Competition in Reading* (2 items), *Recognition for Reading* (2 items), *Reading for Grade* (2 items), *Social Reasons for Reading* (2 items), and *Compliance* (2 items).

Table 4.1 Questionnaire Scores

Questions/Statements	
Alternative Questions	Score
Very Different for Me	1
A Little Different for Me	2
A Little Like Me	3
A Lot Like me	4

Table 4.2 Categorization of Reading Motivation

Categorization	Scores
Low level of Motivation	26-52
Medium level of Motivation	53-79
High level of Motivation	80-106

Table 4.3 Indicator of Questions

Variable	Indicator	Items Number
Reading Motivation	Reading Efficacy	1
	Reading Challenge	2, 3
	Reading Curiosity	4, 5
	Reading Involvement	6,7
	Importance of Reading	8
	Reading Work Avoidance	9, 10
	Competition in Reading	11, 12
	Recognition for Reading	13, 14
	Reading for Grades	15,16
	Social Reason for Reading	17, 18
	Compliance	19, 20
Total of Questions		20

2. Result of Male students' Reading Motivation Questionnaire

The explanation below gave the result of male students' reading motivation such as score motivation reading questionnaire, students' categorization of reading motivation, and students' score graphic reading motivation. The male students score motivation reading questionnaire is described in the table 4.4.

Table 4.4 Male Students Score Motivation Reading Questionnaire

NAME	GENDER	SCORES
R	Male	58.75
TH	Male	62.5
RF	Male	61.25
FK	Male	70
MH	Male	73.75
MZS	Male	81.25
YF	Male	82.5
AAB	Male	68.75
BA	Male	77.5
AM	Male	88.75
AF	Male	70
MA	Male	68.75
AAF	Male	51.25
MDAK	Male	65
RAZ	Male	78.75
HIGH SCORE		88.75
LOW SCORE		51.25
MEAN		70.58
TOTAL PARTICIPANTS		15

The score above is illustrated male students score moivation reading questionnaire in figure 4.1.

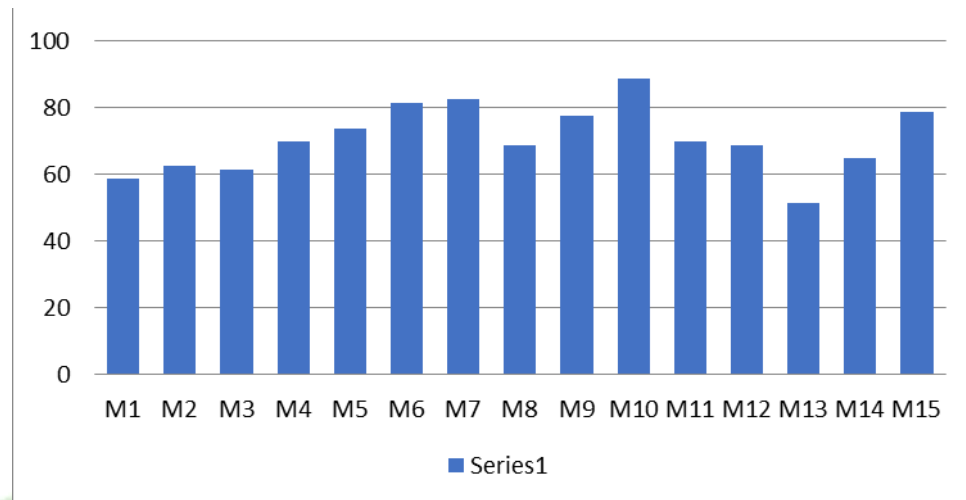


Figure 4.1

Then the male student's categorization score reading motivation can be seen in table 4.5.

Table 4.5 Male Students Categorization Score Reading Motivation

NAME	GENDER	SCORE	CATEGORIZATIO N
R	Male	58.75	MEDIUM
TH	Male	62.5	MEDIUM
RF	Male	61.25	MEDIUM
FK	Male	70	MEDIUM
MH	Male	73.75	MEDIUM
MZS	Male	81.25	HIGH
YF	Male	82.5	HIGH
AAB	Male	68.75	MEDIUM
BA	Male	77.5	MEDIUM
AM	Male	88.75	HIGH
AF	Male	70	MEDIUM
MA	Male	68.75	MEDIUM
AAF	Male	51.25	LOW
MDAK	Male	65	MEDIUM
RAZ	Male	78.75	MEDIUM

3. Result of Female students' Reading Motivation Questionnaire

The explanation below gave the result of female students' reading motivation such as score motivation reading questionnaire, students' categorization of reading motivation, and students' score graphic reading motivation. The female students score motivation reading questionnaire is described in the table 4.6.

Table 4.6 Female Students Score Motivation Reading Questionnaire

NAME	GENDER	SCORES
ZKW	Female	71.25
SFP	Female	76.25
DGP	Female	90
A	Female	46.25
F	Female	81.25
K	Female	75
A	Female	68.75
TAR	Female	53.75
SH	Female	85
NW	Female	66.25
S	Female	88.75
NFJ	Female	76.25
S	Female	68.75
IN	Female	78.75
SS	Female	70
HIGH SCORE		90
LOW SCORE		46.25
MEAN		73.08
TOTAL PARTICIPANTS		15

The score above is illustrated female students score motivation reading questionnaire in figure 4.2.

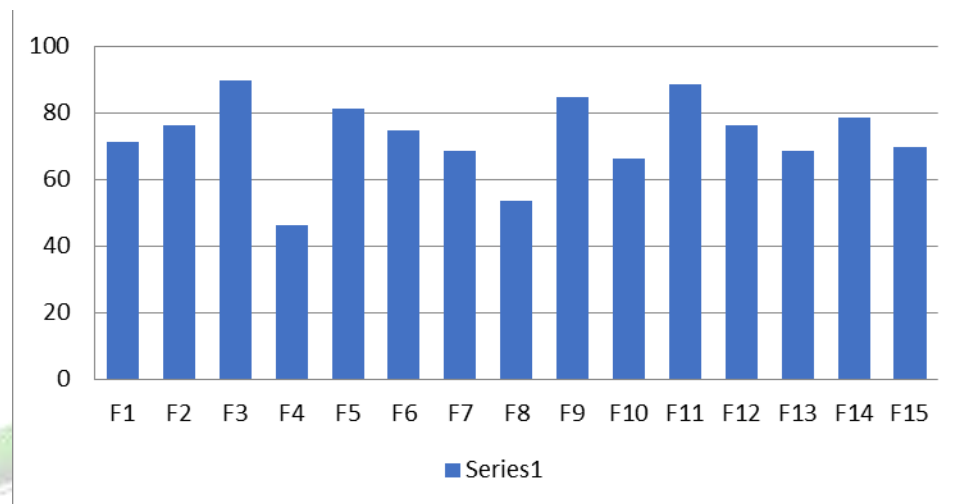


Figure 4.2

Then the female student's categorization score reading motivation can be seen in table 4.7.

Table 4.7 Female Students Categorization Score Reading Motivation

NAME	GENDER	SCORES	CATEGORIZATION
ZKW	Female	71.25	MEDIUM
SFP	Female	76.25	MEDIUM
DGP	Female	90	HIGH
A	Female	46.25	LOW
F	Female	81.25	HIGH
K	Female	75	MEDIUM
A	Female	68.75	MEDIUM
TAR	Female	53.75	MEDIUM
SH	Female	85	HIGH
NW	Female	66.25	MEDIUM
S	Female	88.75	HIGH
NFJ	Female	76.25	MEDIUM
S	Female	68.75	MEDIUM
IN	Female	78.75	MEDIUM

SS	Female	70	MEDIIUM
----	--------	----	---------

B. Research Findings

1. Testing Normality and Homogeneity

a. Normality Test

Normality test is a test to know about what the motivation reading questionnaire had given to the students normally. In this study, the researcher used Kolmogorov-Smirnov test to testing normality of female and male students, as illustrated in table 4.8.

Table 4.8 Normality Test of Male and Female Students in Reading Motivation

		Unstandardized Residual	
N		30	
Normal Parameters ^{a,b}	Mean	,0000000	
	Std. Deviation	10,83145430	
Most Extreme Differences	Absolute	,078	
	Positive	,063	
	Negative	-,078	
Test Statistic		,078	
Asymp. Sig. (2-tailed) ^c		,200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	,908	
	99% Confidence Interval	Lower Bound	,901
		Upper Bound	,916

Based on the calculation used SPSS 28.00 version above, the asymptotic significance normality of female and male students was 0.200. It means $0.200 > 0.05$, it could be concluded that the data was in normal distribution.

b. Homogeneity Test

Homogeneity test is test conducted to determine whether the collected data from a population have the same variances or not. The researcher used One Way ANOVA with SPSS 28.00 version as follows:

Table 4.9 Test of Homogeneity Variance of Female and Male in Reading Motivation

		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	,166	1	28	,687
	Based on Median	,149	1	28	,703
	Based on Median and with adjusted df	,149	1	26,164	,703
	Based on trimmed mean	,149	1	28	,702

Based on the calculation SPSS 28.00 version above, the table showed that the significance was 0.687. It means $0.687 > 0.05$, could be concluded that the data was not violated the homogeneity.

2. Testing Hypothesis

a. Testing Independent T-test

There were two hypothesis of this study. They were null hypothesis (Ho) that stated there is no significant difference of students' reading motivation between male and female students and alternative hypothesis (Ha) that stated there is significant difference of students' reading motivation between male and female. To get a result of hypothesis, researcher conducted the data analysis with Independent Sample T-test with SPSS 28.00 version to measured difference significance between male and female in reading motivation. Saw the table of result below:

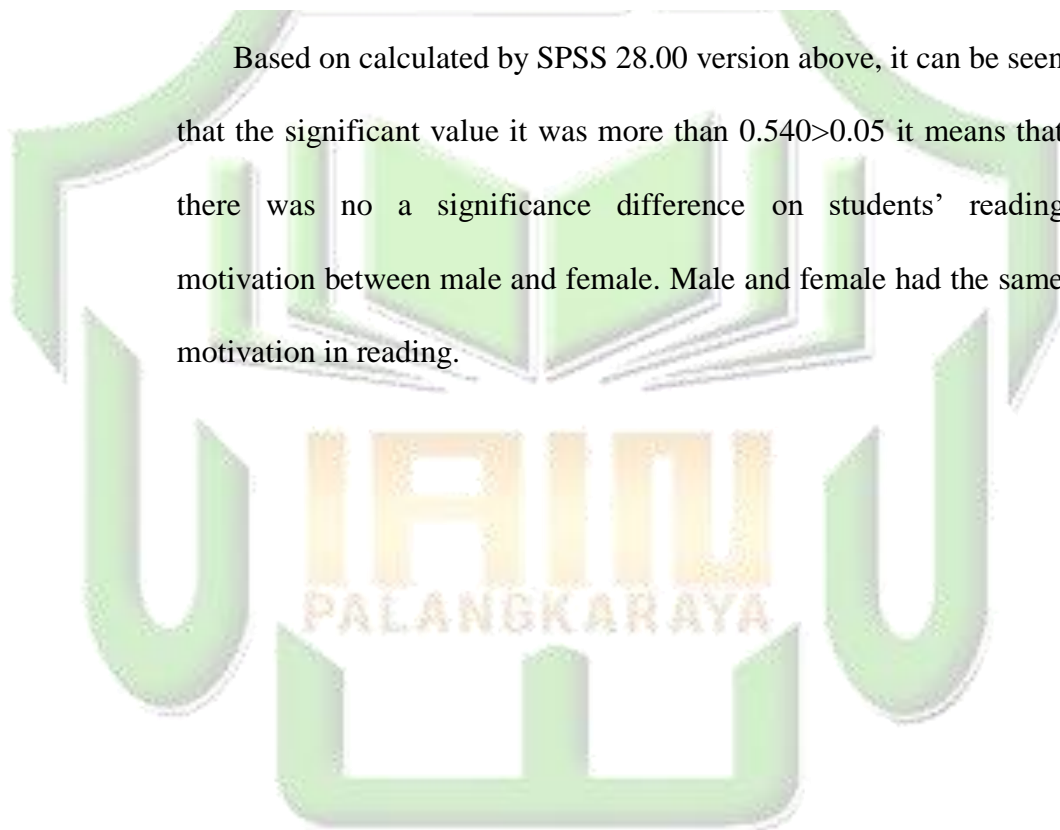
Table 4.10 Group Statistics of Students' Reading Motivation

Group Statistics					
	GENDER	N	Mean	Std. Deviation	Std. Error Mean
NILAI	MALE	15	70,5833	10,05417	2,59598
	FEMALE	15	73,0833	11,91363	3,07609

Table 4.11 Result of Independent T-test Students' Reading Motivation

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
NILAI	Equal variances assumed	,166	,687	-,621	28	,270	,540	-2,50000	4,02509	-10,74503	5,74503
	Equal variances not assumed			-,621	27,231	,270	,540	-2,50000	4,02509	-10,75554	5,75554

Based on calculated by SPSS 28.00 version above, it can be seen that the significant value it was more than $0.540 > 0.05$ it means that there was no a significance difference on students' reading motivation between male and female. Male and female had the same motivation in reading.



C. Discussion

Based on the problem of the study was “Is there any significance difference of students’ reading motivation between male and female? The finding this study used SPSS 28.00 version there was no significance difference on students’ reading motivation between male and female, $t(2,30) = -621$, $p > 0.540$. Significant value it was more than $0.540 > 0.05$ it means that there was no a significance difference on students’ reading motivation between male and female.

The finding was supported by Leyla Tercanlioglu (2001) conducted research on Turkish students’ motivation to read. The objectives of the study were threefold: (1) to explore the mean level of Turkish students’ reading motivations; (2) to identify students’ reading frequencies; (3) to understand the relation between their reading motivations and their reading frequencies. Her study showed intrinsic motivation like Curiosity (Mean=3.00) and Challenge (Mean=2.77) and more extrinsic motivation like Grades (Mean=2.88) and Competition (Mean=2.88) have the highest mean scores. Whereas Social Reasons (Mean=2.34) for reading and Reading Work Avoidance (Mean=2.50) have the lowest scores and sex differences of students there are no significant sex differences on any of the scales. It means that boys and girls do not differ in their motivations for reading. However, the descriptive analysis of the means for girls’ reading motivation shows that theirs is most strongly related to Curiosity (Mean=3.03), Competition (Mean=2.85) and Recognition (Mean=2.82). Boys read most for Grades

(Mean=2.97). Grades are followed by Curiosity (Mean=2.82) and Competition (Mean=2.91). Based on the explanation above, that previous study was similar result with this research.

However, we finding was in contrast with Murtafi'ah, Setyo Putro (2020), conducted a research "Gender differences in santri's reading attitude and motivation". The results showed that there were significant differences among female and male santris in terms of reading attitude and motivation. The independent sample t-test revealed that female students reported statistically significant higher attitude in both academic and recreational reading than male students. Similarly, female students also reported higher reading motivation in three dimensions of MRQ, i.e. reading involvement, importance of reading, and competition in reading than male student. Based on the independent sample t-test, "reading involvement" differed by gender. Therefore, in the regression model, gender was used as an independent variable for "reading involvement". As shown in Table 4 that "reading involvement" was statistically significantly predicted by students' gender ($\beta = .18, p < .05$). The predictor, i.e. gender, explained 3.3% of the variability in "reading involvement". In the same vein, gender was also used to explain students' "importance of reading". In this model, gender ($\beta = .14, p < .05$) was found to be a significant predictor for students' motivation in terms of importance of reading. It explained 2.1% of the variance in "importance of reading". Finally, in terms of "competition in reading", gender ($\beta = .14, p < .05$) was also found to be a significant predictor for students' "competition in

reading”. It explained 2.2 % of the variability in “competition in reading”. Table 4 presents the summary of the regression analyses for reading motivation dimensions.

Based on explanation above, this study showed about comparative study on students’ reading motivation between male and female at IAIN Palangka Raya. Based on calculated by SPSS 28.00 version above, it can be seen that the significant value it was more than $0.540 > 0.05$ it means that there was no a significance difference on students’ reading motivation between male and female.

The advantage of this study is that it is carried out in a short time due to the small number of samples, but also a weakness, it should be better if in quantitative research was carried out on a larger and wider number of sample, the study has limitation, the researcher did not give a treatment. While, the benefits of this study are knowing about no significance difference of reading motivation between male and female in college.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related to the reading motivation.

A. Conclusion

This study concluded there was no significance difference on students' reading motivation between male and female, $t(2,30) = -621$, $p > 0.540$. Significant value it was more than $0.540 > 0.05$ it means that there was no significance difference on students' reading motivation between male and female.

B. Suggestion

Based on the research findings, the researcher would like to propose some suggestions that hopefully would be useful and valuable for the student's English education, the teachers, and the next researchers.

1. For Students

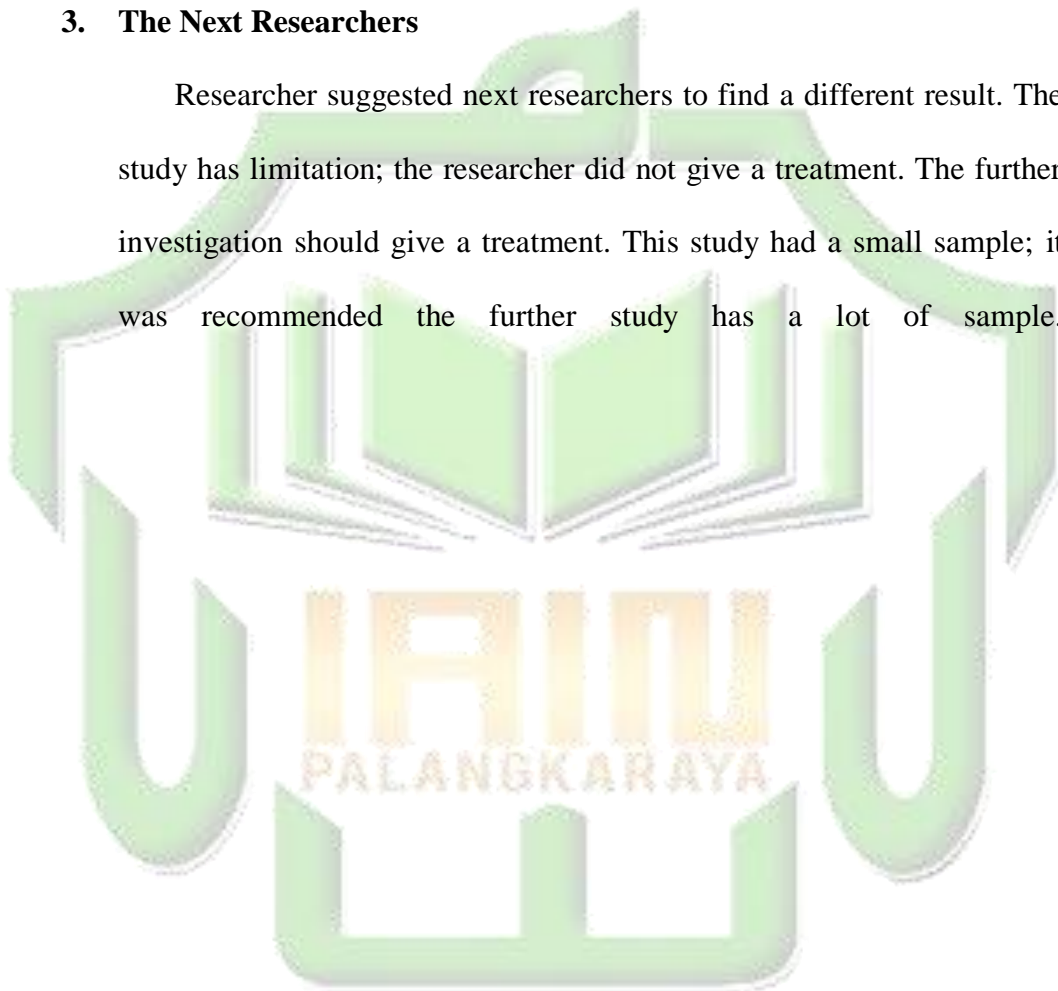
No significance difference of reading motivation based on gender its not influence the activity students on reading subject. Everyone students had motivation each other. Researcher suggested, keep moving to be a good reader on your way, intrinsic motivation or extrinsic motivation.

2. For Teachers

Researcher suggested teachers always to be a motivator especially in extrinsic motivation on teachers' way. No significance difference of reading motivation between male and female, as an information to the teachers.

3. The Next Researchers

Researcher suggested next researchers to find a different result. The study has limitation; the researcher did not give a treatment. The further investigation should give a treatment. This study had a small sample; it was recommended the further study has a lot of sample.



REFERENCES

- Ahmadi, M. R., & Hairul, N. I. 2012. The Relationship Between Reading Motivation and Reading Comprehension. *Journal of educational practice*, 4(18), 8-17.
- Ambarwati, U. 2019. *Factors Influencing Student's Motivation In Reading English Text At School Literacy Program Of "Saturday Reading" In SMPN 5 Sidoarjo*. Published by English Language Education Department. Unpublished Thesis. Surabaya. UIN Sunan Ampel Surabaya.
- Ary, D., Jacobs, L. C. & Sorensen, C. 2010. *Introduction to Research in Education* (8th ed). Nwe York: Wadworth/Thomson Learning.
- Becironic. S. 2017. *The Relationship Between Gender, Motivation and Achievement in Learning as Foreign Language*: International BURCH University.
- Bernard, J. 2010. *Motivation in Foreign Language Learning: The Relationship Between Classroom Activities, Motivation, and Outcomes in a University Language-Learning Environment*. (Master's thesis). Carnegie Mellon University. Pennsylvania, US.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. San Fransisco: Longman.
- Brown, H. Douglas. 2007. *Teaching by Principles: An Interctive Approach to Language Pedagogy*. New York: San Fransisco State University.
- Cohen, L. Manion, L. Morrison, K. 2007. *Research Methods in Education Sixth Edition*. New York: Routledge.
- Crewell, John. W. 2011. *Education Research: Planning, Conducting, an Evaluating Quantitative and Qualitative Research*. New York:
- Dakhi, & Damanik. 2018. Students' Motivation in Reading English Text: A Qualitative Study in EFL Context. *Journal of English Education*, 4(2). 1-12, (retrieved [file:///C:/Users/ACER/Downloads/832-Article%20Text-2704-2-10-20201031\(1\).pdf](file:///C:/Users/ACER/Downloads/832-Article%20Text-2704-2-10-20201031(1).pdf)).
- Debat, Elba Villanueva. 2006. Applying Current Approaches to the Teaching of Reading. *English Teaching Forum* 44 (1), 8-15.
- Dörnyei, Zoltán & Ushioda, Ema. 2011. *Teaching and Researching Motivation*. Second Edition. Britain: Pearson Education Limited.
- Dornyei, Zoltan. 2003. *Questionnaire in Second Language Research*. USA: Lawrence Erlbaum Associates.
- Elliott, S. N. at al. 2000. *Educational Psychology Effective Teaching Effective Learning*. USA: The McGraw-Hill Companies, Inc.
- Fatimah, S., & Suharto, G. 2017. Using peer feedback technique to improve students' writing skills: A Quasi experimental study among secondary students. *Journal Of English Language and Language Teaching*, 1(2), 4048.

- Grabe, W. 2009. *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Grabe, Willian and Stoller, Fredericka. 2002. *Teaching and Researching Reading*. Britain. Pearson Education.
- Guthrie, J., & Wigfield, A. 2000. Engagement and Motivation in Reading. *Reading research book* , 403.
- Guthrie, J. T. & Wigfield, A. 1999. How motivation fits into a science of reading. *Scientific Studies of Reading*, 3, 199-205.
- Hanafiah, Nanang. 2010. *Konsep Strategi Pembelajaran*. Bandung: Rafika Aditama.
- Harmer 2007. *The Practice of English Language Teaching. Fourth edition*. Malaysia : Longman Pearson Education Limited.
- Hoang, T. N. 2008. *The Effect of Grade Level, Gender, and Ethnicity on Attitude And Learning Environment in Accounting Ni High School*: International Electronic Journal of Accounting Education. Vol. 3.
- Ilahiyah. Andina. Tiven, & Cahyono. 2019. Indonesian EFL students' reading motivation and writing achievement across gender. *Journal of English Education, Literature, and Culture*, 4 (2). 1-13, (retrieved <http://jurnal.unissula.ac.id/index.php/edulite>).
- Isnaini, Arzakul. E. 2018. *Comparative Study in Writing Ability Between Male and Female at MAN Kotawaringin Barat Published by English Education*. Unpublished Thesis. Palangka Raya. IAIN Palangka Raya.
- Lile, W. T. 2002. *Motivation in ESL Classroom. The Interest TESL Journal* 8(1). (Retrieved from <http://iteslj.org/Tecniques/Lile-Motivation>).
- Lines , C. T. 2005. *Teaching English Language Teaching. Young Learners*. New York, NY. McGraw-Hill.
- Manstead. 2000. *Gender Theory in Learning*, (Online), (<http://www.interscience.wiley.com>, accessed March 23, 2018).
- Marsela, Seli. 2017. *The Correlation Between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of MAN 2 Palembang. Published by English Education*. Unpublished Thesis. Palembang. UIN Raden Fatah Palembang.
- McGeown, S., Goodwin, H., Henderson, N., & Wright, P. 2012. Gender differences in reading motivation: does sex or gender identity provide a better account? *Journal of Research in Reading*, 35(3). 328-336, (retrieved 10.1111/j.1467-9817.2010.01481.x).
- Mickulecky, B. S. 2003. *Reading Power: Reading for pleasure, comprehension skill, reading faster White Plains*. NY:Longman.
- Mihandoost, Z. 2011. A comparison of the reading motivation and reading attitude of the students with dyslexia and students without dyslexia in the elementary school. *International Journal of Psychological studies*, 17-27 .

- Muliati, Chitra. 2017. *"The Students' Motivation in Reading and Reading Interest of the Fifth Semester Students of IAIN Palangka Raya"*. Published by digital library IAIN Palangka Raya. Unpublished Thesis: Palangka Raya. IAIN Palangka Raya.
- Murtafi'ah, & Purto. 2020. Gender Difference in Santri's Reading Attitude and Motivation. *Journal of English Education, Literature, and Culture*, 5(2). 1-12, (retrieved <http://jurnal.unissula.ac.id/index.php/edulite>).
- Noorizah, Mohd. Noor. 2011. *Reading Habits and Preferences of EFL Post Graduates: A Case Study*, Indonesian Journal of Applied Linguistics, Vol. I No. 1.
- Ormrod, J. E. 2008. *Educational Psychology*. America: Pearson Education.
- Pachtman, A. B., & Wilson, K. A. 2006. What Do the Kids Think? *The Reading Teacher*, 59(7), 680-684.
- Pangestika, Bentari. 2018. *A Small-Scale Survey On Reading Motivation Of Undergraduate Students*. Unpublished Thesis: Yogyakarta. Universitas Islam Indonesia.
- Patel, M. F. & Jain, Praveen M. 2008. *English Language Teaching*. Jaipur : Sunrise Publisher & Distributor.
- Plani, K.K. 2000. Promoting reading habit and creating literate society. *Journal of Art & Commerce*, 2(1), 91-94.
- Polit Denise F., Beck CT. *Nursing Research, Principles and Methods*. 7 edition. Philadelphia: Lippincott Williams & Wilkins; 2004. p 29-32,37-38.
- Purwanto. 2011. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- Richard, Jack C, Richard Schmidt. 2010. *Longman Dictionary of Language Teaching & Applied Linguistics*. Britain: British Library Cataloguing in Publication Data.
- Ryan, R. M. & Deci, R. 2000. Intrinsic and Extrinsic Motivation: Classic Definition and New Direction. *Contemporary Educational Psychology*, 5(2), 378-396.
- Saidi , A.A. 2012. *The Influence of Gender On Omani College Students' English Language Learning Strategies, Comprehension and Motivation*. International Journal of Applied Linguistics & English Literature.4(1),230- 244.
- Sari, Egita. 2019. *Relationship Between Gender, Motivation and Reading Achievement at SMP Muhammadiyah 7 Medan*. Published by English Education Program. Unpublished Thesis. Medan: Universitas Muhammadiyah Sumatra Utara.
- Sing, Kumar, Y. 2006. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publishers.
- Spangler, A. 2000. *The Motivation to Read*. Retrieved on 20th May 2005. <http://www.ci.swt.edu/course/CI5390Peterson/final%20papers/Motivation%20to%20>
- Tarcanlioglu, Leyla. 2001. The Nature of Turkish Students' Motivation for Reading and Its Relation to Their Reading Frequency. *The Reading Matrix* 2, 1: 1-33.

- Tavakoli, H. 2012. *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Tehran: Rahnama Press.
- Unrau, N., & Schlackman, J. 2006. Motivation and its relationship with reading achievement in an urban middle school. *Journal of Educational Research*, 100, 81-101.
- Usher, A. & Cober, N. 2012. *Students Motivation an Overlooked Piece of School Refrom*. Center on Education Policy, Washington, D. C. (Retrieved from <http://files.eric.ed.gov/fulltext/ED532667>. Pdf).
- Wigfield, A., & Guthrie, J.T. 1997. Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89, 420-432.
- Willoughby, Jacqueline. 2010. *Reading Motivation: The Difference Between Boys and Girls*. Published by Fisher Digital Publications at St. John Fisher College. (retrieved https://fisherpub.sjfc.edu/education_ETD_masters/7). York. San Fransisco: Longman.
- Zare, P. 2013. Exploring Reading Strategy Use and Reading Comprehension Success Among EFL Learners. *Sciences Journal* 22(1), 1566-1571.
- Zoltan Dornyei, Tatsuya Taguchi. 2010. *Questionnaire in Second Language Research*. New York: Routledg

