

**GENDER DIFFERENCES IN EFL STUDENTS' READING MOTIVATION
AND READING ACHIEVEMENT IN THE NEW NORMAL**

SKRIPSI

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
DECEMBER, 2022**

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AND READING ACHIEVEMENT IN THE NEW NORMAL**

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Faculty of Teacher Training and Education University of Islam Malang

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BY

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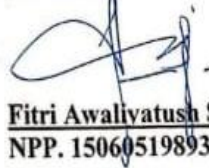
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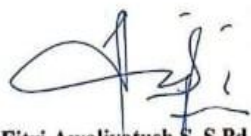
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MOTTO AND DEDICATION

“Life is suffering. It is hard. The world cursed. But still, you find reasons to keep on living” (Ghibli-1997)

This *Skripsi* is dedicated to:
The greatest support systems of my life:
My beloved mother Kurnia Yuniasri and my father
Redi Pratikno, my young sister Hilya Azzahra, my
inspiration Kak Linda.

DECLARATION OF AUTHORSHIP

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Declare that:

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ABSTRACT

Regina, Annisa 2022. *Gender Differences in EFL Students' Reading Motivation and Reading Achievement in the New Normal*. Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Henny Rahmawati, S.Pd., S.S., M.Pd.; Advisor II; Fitri Awaliyatush S, S.Pd., M.Pd.

Key words: *Reading skills, gender differences, reading motivation, reading achievement, New Normal.*

The aim of this study was to investigate the differences between male and female in terms of the students' reading motivation and reading achievement in the New Normal in the first-year of Islamic junior High School.

The sample of this research was 26 students of first-year MTs. Hasyim Asy'ari which the subjects are 13 male and 13 female. The researcher employed descriptive quantitative method. The instruments of this research were questionnaire and test.

The findings research showed that students are low in reading English even next new normal. In reading motivation, female students tend to be more motivated in achieving goals at learning English than male students. However, students' motivation in new normal is still relatively low because they can't adapt to their environment after online course. Therefore, male and female students have differences in reading comprehension achievement. The result of their reading achievement show that female students achieved better in reading comprehension than males even after pandemic Covid-19 over. Some of them get above average score in the reading achievement.

In addition, this study was expected to be useful for teachers to guide the way and role of motivation. Secondly, for the students, this study to be able to increase their antusias and knowledge in learning English especially in reading motivation and reading achievement. Furthermore, the future researcher can thoroughly investigate students' motivation and reaing achievement after online learning.

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CHAPTER I

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Due to the COVID-19 pandemic, WHO, March 11, 2020, declared the disease as a global pandemic. Reading English in Pandemic Covid-19 is the teacher and student challenging. Many things have changed since the pandemic, one of which is the learning system in the world which has become E-learning. E-Learning is carried out using a distance learning system and teaching learning activities are not carried out face-to-face. When teaching and learning activities have to be shifted and carried out from home as now, the teachers cannot monitor students as well as when in class. Students' interest in learning during Covid-19 pandemic must be maintained and there is also need students' motivation when do they learning process in covid- 19 pandemic.

Lestari, (2020), the research showed the enhancement can be seen from the higher of mean from each class" English score and the timeliness in submitting of the assignment and evaluation in e-learning using JB Class during COVID-19 pandemic. Last is from Krishnapatria, (2020) this research is motivated by the need of exploring the students" perception of e-learning implementation of two

English language subjects in the time of COVID-19 pandemic. Then, it showed that fair assessment of students' perception in e-learning may grant a good precedent in the implementation of full online learning due to physical isolation caused by the COVID-19 pandemic, which alternatively can be done with the method of blended learning in the New Normal.

In the (post-) pandemic era (regional) development planning is systematically adapting to people's new living habits in the new normal. New habits include working from home and online education through distance learning from home. As it has been demonstrated to assist students in becoming more proficient in their target language, reading is one of the key abilities in the learning process of learners, particularly for second language learners (Murtafi'ah & Putro, 2020). Reading comprehension is one of the four key language acquisition skills that are read, write, listen, and speak in the process of learning English as a second or foreign language. Similar to other studies, learning is more successful when students can use their skills, particularly in reading (Ahmed, 2016). Reading a foreign language is a complex skill that depends on a variety of learning variables, including reading comprehension and the learner's personality (Rianto, 2021). In this context, reading is an important aspect for learning process in foreign language and complex process.

Teachers need to be aware that reading comprehension requires both emotional and cognitive components, with motivation being one of the key effects. Many recent studies have confirmed that motivation is superiorly correlated with improved reading scores, endurance on difficult reading tasks, and

improved cognitive skills (Parsons, et.al 2015; Retelsdorf, et.al 2014; Ritchie, et.al 2015). Otherwise, pupils will not capable achieve their knowledge. That is unassailable for century the motivation is a important aspect in academic achievement. There is no factual evidence to support the widely held belief that minority students' historically poor performance is due to a lack of motivation.

Language and education are more prominent than culture and conduct. The step when the teachers learn students and the situations affect students gaint and characteristic. The most important factors is gender. Specially in reading, gender is the gaps between the characteristic and abilities of boys and girls. Discussion of gender in relation to reading has led to the assertion language proficiency is higher in girls than in boys.

There are several researches that propose similar topics about gender differencess on reading motivation and reading achievement. The first, the study was conducted by Jan, Hochweber (2016) The goal of this study is to ascertain how much the perceived effectiveness of teaching or learning has to do with the shift in the link between students' gender and their reading achievement and interest in the ninth grade. As a result, there was a moderate but not significant difference in the association between gender and achievement. Based on the results of a t-test, this strategy investigated whether gender can predict other factors, such as reading attitudes and motivation characteristics.

Second research was conducted by Banatul, Murtafi'ah, Putro (2020) In this study, we discussed Santris' attitudes towards reading and their motivations for reading based on their gender. Female students had statistically significantly better

attitudes toward academic and competitive reading than male students, according to an independent-samples t-test. The results showed significant differences in attitudes and motivations for reading between female and male santri.

The last, was administered by As Sabiq, et al (2021) Different research views on student attitudes and reasons for teaching English based on gender disparities were supplied by the study's design, which included qualitative and quantitative methods. Additionally, both males and females indicate motivation as a means (76% males, 83% females). As such, providing authentic materials and presentations has become a key part of enhancing the meaningful learning experience.

Previous researchers used the same topic but the research was conducted before and during the Covid-19 pandemic. In this study, the topic of reading motivation and achievement were employed with a qualitative method by doing offline because this was carried out in the New Normal. This research aims to find out gender differences on reading motivation and reading achievement in the New Normal.

1.2 Research Problem

The study's research problem can be summed up as follows.

1. Is there any difference between male and female in terms of the students' reading motivation in the New Normal?
2. Is there any difference between male and female in terms of the students' reading achievement in the New Normal?

1.3 Objective of the Study

Based on the background of the study and the research problems, the objectives of the study are:

1. to determine the differences between male and female in terms of the students' reading motivation in the New Normal.
2. to investigate the differences between male and female in terms of the students' reading achievement in the New Normal.

1.4 Significance of the Study

This research is very helpful and has some benefits for teacher and students in learning English. There are two kinds of benefits as follows :

1. Theoretical Significance

This result of this research are expected gives some useful information about gender differences in reading motivation and reading achievement. Hopefully, this research can develop motivation towards reading and reading achievement at the first year of Islamic Junior High School in the New Normal.

2. Practical Significance

Practically, it is hoped that the study are expected for English teacher to use this research to guide the way and role of motivation. Also, it is hoped that teachers can find appropriate methods in the teaching and learning process. Moreover, that students increase their interesting and knowledge in learning English especially in reading motivation and achievement. Suggest for futher

researchers to use this reference innovative approach for educational field especially to use this study in learning process and teaching.

1.5 Scope and Limitation of the Study

On the problem identification, the research tends focus on the reading motivation and achievement in the first-year of Islamic Junior high School. First, this study is limited to an Islamic school (Madrasah Tsanawiyah). Second In the current study, we only looked at the effect of gender on first-year students' motivation and reading achievement. Speaking, writing, and listening are the other three English language skills that were not taken into account in this study. This research was time constraints because it only covered a month after the pandemic. The data obtained may be temporary given the student's condition or environment still early after the New Normal.

1.6 Definition of Key Terms

In order to avoid confusion and misunderstanding, crucial terminology are defined. Some of the words used in this study needed to be defined, including:

1. *Reading Motivation* is one of the most important influences on language ability and requires both emotional and cognitive components. Pupils of first grade are intrinsically or extrinsically motivated to exert themselves in reading comprehension pasca the Covid-19 pandemic.
2. *Reading achievement* refers to pupils of Mts. Hasyim Asyar'i after the pandemic covid-19 being able to use the skills that are necessary to read grade-level material fluency and with understanding.

3. *Gender differences* which separate the characteristic and ability, as well as the learning process pasca the pandemic between boys and girls of first year at Mts.Hasyim Asyar'i.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about the definition of Reading motivation, definition of reading achievement, differences gender, differences gender in reading and previous study.

2.1 The Definition of Reading Motivation

Accomplishment in learning English is not just a matter of teaching technique, it is a matter of many factors. Personal factors such as motivation and gender are often recognized as possible aspects of foreign language learning. Over the past four decades, a relatively wide range of theories, approaches, and perspectives has been applied to the study of motivation in reading one's first language (L1) and L2/FL, including the theory of on self-determination, social cognitive theory, constructivism on learning, performance causality allocation, and self-motivation systems. Motivation is a situation that influences how we act, what drives us, and what behaviors we engage in. Learning gives us the ability to gain knowledge, which motivates us to demonstrate what we have learned, and motivation gives us the ability to do so. Learning and learning are equally important to success. A motivation is an internal mechanism that fervently supports a specific behavior and directs activity (Reeve, 2005; Zlate & Cucui, 2015). However, Reeve (2016) emphasized that a person's behavior, involvement, physiology, and self-evaluation can be used to infer this reason from its manifestation.

The first year turns into a crucial time for students' reading development, not only in terms of their added reading skills but also in terms of the step that motivation takes. Reading comprehension and motivation seem to go hand in hand, so it is important to encourage children to work with both concepts together from an early age.

According to the article Bates, et al., (2016), Motivational research conducted over the past 15 years was analyzed to test how the educational component of educational motivation is defined in student reading. The assessment yields four components: Interest, challenge, cooperation, self-efficacy.

2.1.1 Interest

It has been demonstrated that student interest has a favorable impact on student engagement (Bogner et al., 2002). By matching books to students' interests, for example, teachers can motivate and engage their students while also capturing their interest. Furthermore, Nolen (2007) discovered that reading works by the same author encouraged pupils to maintain a passion for particular genres. Students may also become interested in reading on top of these other kinds of interests. Creating a pleasant environment and using appealing text increases interest, which increases motivation to read. Reading Recovery teachers focus on developing a relationship with the child in order to capitalize on the student's interests (Lyons, 2003). Teachers learn about students' interests, likes, and dislikes through conversations during the reading and writing components of the lesson (DeFord, 1994). Teachers choose texts with care, making sure they build on the

child's interests as well as the literacy processing system. Additionally, there are times in the course when students can choose the books they want to read.

2.1.2 Challenge

While pupils are motivated, challenges hold their interest (Gambrell & Morrow, 1996). Bogner and colleagues (2002) revealed that student motivation rises when teachers encourage taking chances while presenting difficult opportunities. The capacity of the teacher to support students' progress might help lessen difficulties (Wood et al., 1976). Teachers can introduce, guide, and modify hard stages by using scaffolding to match the requirements of their pupils (Rodgers, 2004). Making the appropriate assignments during scaffolding helps keep students from losing concentration or becoming irritated (Powell, McIntyre, & Rightmyer, 2006). As students do work on their own, scaffolding should be adapted to their skills and gradually increased. Collaborative scaffolding exchanges between teachers and students support relationships between them (Lyons, 2003). Close supervision and ongoing evaluation are used in children's reading recovery (Clay, 2001). The teacher can carefully watch a child's reaction to stimuli or other scaffolding exchanges through observation. Teachers can reflect on interactions and provide the support that kids need by carefully observing youngsters and keeping anecdotal notes of their findings (Clay and Casden, 1990).

2.1.3 Collaboration

Students have the chance to learn more and become more motivated to read when they collaborate. Children's reading motivation is greatly influenced by

teachers, who must act with awareness and purpose in order to inspire their charges. "Not all educational activities stimulate young learners in the same way" (Powell et al., 2006, p. 24). Bogner and colleagues (2002) assert that in order to empower students—especially those who are struggling—a great deal of positive motivation is required. Collaboration between teachers and students is important for fostering kids' reading development. In order for teacher-student collaboration to have a good impact on motivation processes, scaffolding is crucial (Lyons, 2003). This is occasionally referred to as a group dance. The interactions between teachers and students reflect the value of cooperation in the classroom. Through this technique, the teacher can rely less on text instructions and more on what the student already understands (Clay, 2001).

2.1.4 Self-efficacy

Students who read more widely linked effort to internal forces, while those who performed poorly attributed external variables to external factors (Bogner et al., 2002). Self-determination theorists contend that motivation can be classified into intrinsic and extrinsic impulses depending on the circumstances and objectives that underlie the actions (Deci & Ryan, 1985). Extrinsic motivation entails acting in a way that produces a different result from intrinsic motivation, which consists of doing something because it makes you happy (Deci & Ryan, 1985). Reading behavior that is designed to earn an external reward (such as high grades or admiration from others) or to avoid punishment is recognized as a symptom of extrinsic motivation. On the other hand, engaging in a task based on one's pleasure in the activity is regarded as intrinsic motivation.

Extrinsically motivated readers read for reasons unrelated to the reading process facts, such as grades, money, or other people's praise, while internally motivated readers read because they find the reading process rewarding in and of itself. Recent research has also revealed that students' affective elements, such as reading motivation and attitudes, are crucial to their performance in reading.

According article (Banatul Murtafi'ah & Nur Hidayanto, 2020) However, no in-depth research has been done on the reading motivations and attitudes of students attending Islamic and Santri boarding schools. The approach of the notion of motivation is related to psychological and educational principles, such as the concepts of attention, wants, goals, and interests. These principles all support student learning and engagement in certain tasks as well as the accomplishment of various objectives. (Cook and Artino Jr, 2016). Furthermore, Daskalovska et al. (2012) asserted that successful learners possess a variety of traits, the majority of which are driven, in addition to a natural capacity for learning. In this sense, incentive can sometimes assist in enhancing comprehension. A reading motivation strategy was initially developed to enhance comprehension results throughout the teaching and learning process. If students are not inspired to engage with the literature they have read, their comprehension skills will not advance.

2.2 Reading Achievement

Reading is seen as a crucial cultural competency that has a significant impact on future academic success and social participation. (Schchiefele, Schaffner, Möller, & Wigfield, 2012) Reading achievement is generally defined

as "understanding, applying, reflecting on, and engaging with written texts to reach one's goals, to involve one's knowledge and potential, and to engage in and join society" (OECD, 2009). It is thought of as a complicated construct that, among other things, entails reading fluency, understanding, and the ability to comprehend one's own reading. Students' comprehension of texts, which is influenced by a variety of elements, including their reading strategies, determines how well they read. Receiving high marks or successful outcomes will demonstrate comprehension of the passage. The ability of students to establish the content of the texts, along with comprehending the main idea, knowing supporting concepts, understanding content organization, recognizing implied details, understanding word meanings, understanding pronoun reference, and other reading micro-skills, is related to the students' reading achievement, based on the reading micro-skills suggested by the experts at the Education Testing Service (ETS), who developed the Test of English as a Foreign Language (TOEFL) (Sulistyo, 2015).

The analysis of research on the relationship between students' reading motivation and skills confirms that there is a link between the two (Morgan & Fuchs, 2007). Additionally, the findings first corroborate the idea that reading motivation and proficiency are predictors of one another over time. The findings of Morgan and Fuchs provide credence to the idea that literacy and reading motivation are mutually dependent. As a result, it appears that reading ability and motivation interact, indicating that therapies for struggling readers should focus on both. Reading motivation and performance interact, according to theoretical

theories and experimental findings (Deci & Ryan, 1985; Eccles, Wigfield, & Schiefele, 1998; Morgan & Fuchs, 2007; Ryan & Deci, 2000; Schiefele et al., 2012; Wigfield & Eccles, 2000).

2.3 Gender Differences

The way a person views society, their personality, and their gender are social constructions. The social, cultural, and psychological constructs that are applied to biological distinctions are referred to as gender. Although they are distinct concepts, sex and gender are frequently used interchangeably. However, sex is understood to be either male or female, and both men and women can be described as gender-specific. There is still little research on gender and interaction in foreign language classrooms, despite the fact that gender has been extensively examined in the teaching of foreign languages. Despite the study's lack of self-focus, there is still relevant information on sex, particularly when it comes to the attitudes and motivations of English as a foreign language. Sunderland noted that there are reasons why the gendered nature of classroom discourse varies depending on the course content. In a language class where at least two languages are used, there is typically much more talk, and the teacher can try to say as little as possible about what the students should give and students are more likely to participate. These differences can help differentiate a foreign language classroom from another gender language subject (Sunderland, 2000). She asserted that this is the reason why it is probably different when questioned in language schools whether or not the teachers pay more attention to male or female students. As language instructors, they will be better supervised and focused, which will stop

any disparities in their care. They must also comprehend how gender relations alienate kids and how language frequently reproduces or supports activities that promote inequity and negative feelings.

Performance, motivation, gender, and gender differences are rarely acknowledged. Contrary to popular belief, the two names do not actually signify the same thing when they are used interchangeably. While gender relates primarily to the characteristics often associated with men or women, sex refers to the biological distinctions between men and women (which is the context in which gender differences are most frequently reported in readings). Therefore, rather than being caused by gender differences, it's possible that the sex differences in reading are a result of variations in children's gender identities (i.e., how much they identify with masculine or feminine traits). In fact, it's possible that a child's gender is less accurate a predictor of their reading ability or desire to read than the traits connected with being male or female. In terms of gender identity, it is extremely likely that boys and girls would differ in the degree to which they identify with masculine and feminine features. As a result, it is intriguing to investigate if a child's reading achievement or motivation can be better predicted by their gender identity than by their reading sex. If gender differences in motivation and reading ability were discovered, it was anticipated that gender identity would account for greater variations in these factors than gender. It was also anticipated that gender identity would shed light on significant distinctions outside of traditional gender roles. Finally, it is anticipated that female traits will be more strongly correlated with reading motivation than male traits.

2.4 Gender Differences in Reading

The element affecting reading ability is gender. For many years, the topic of gender inequalities in educational success has been discussed in the educational community. The focus of current research has shifted from difficulties faced primarily by girls to low-performing boys. The "boys' argument" is sparked by boys' lower test scores and poorer performance, as well as by their unique challenges, especially in reading. Politicians and experts are concerned about boys' low reading skills and lack of reading desire because reading is crucial for learning in many subjects as well as involvement in cultural and social activities. The educational process can have a big impact on gender differences in reading, especially in classroom learning, given the important role that schools play in helping kids learn to read. However, little is known about the classroom traits connected to gender variations in reading. Our research identifies a starting point for enhancing gender equality in reading by examining the role of instructional quality. We now quickly go through the fundamental aspects of good teaching. After that, we go into detail about how we think these qualities are connected to gender variations in reading performance and enjoyment.

2.4.1 Gender Differences in Reading Achievement

Gender is a persistent issue in academic performance, particularly in the areas of reading and literacy. Research on gender disparities in reading ability is prevalent but unsolved. While some studies demonstrate a strong link between reading performance and gender, others show a weaker association. Girls perform significantly better than boys in reading. Boys and girls' reading proficiency varies

even more between grade levels. Research on the gender variations in reading ability, or the lack of differences, is still contradictory. However, if and when gender disparities in reading proficiency do exist, the reason why they exist raises questions. According to the facts, girls are given more chances than boys to experience literacy. Adult women are also more likely to support and participate in reading activities with kids. The secondary level has mainly been disregarded, but the research does not consistently describe gender disparities in reading ability at any level. Prior research on gender differences typically just reported if the differences were statistically significant, and the conclusions were frequently based on significance thresholds that obscured modest impact sizes. When gender variations in high school reading performance are made clear, it will be easier to decide whether or not curricular and professional consequences should be investigated. For instance, greater gender disparities can suggest that readers of a particular genre need more assistance in identifying and employing effective reading strategies. The proportion of men and women in industries and professions that heavily rely on reading comprehension and processing can also be impacted by gender variations in reading ability.

Parents can have a significant impact on their kids' moods in addition to their views and values. In this study, it has been proposed that parental influence on children's sentiments, particularly reading delight, may help explain in part gender disparities in reading performance. Yuyang Cai (2019) contends that parental enjoyment of reading and the emotional transmission of children's enjoyment of reading can account for gender variations in reading performance.

2.4.2 Gender Differences in Reading Motivation

In comparison to males, girls typically have more favorable attitudes toward reading, prefer to read more books, have stronger reading abilities, and in many civilizations, have higher levels of self-awareness and self-efficacy (Chiu et al. 2007; Wagemaker et al. 1996). This gender disparity in reading motivation may result from the fact that women prioritize literacy more than men do in many communities (Blackburn 2003). Some of the gender disparities in reading motivation may be explained by behavioral or discipline concerns between men and women. Boys are more likely than girls to experience disciplinary or behavior issues (e.g., fighting, truancy). Their learning is frequently hampered by these behavioral issues, which also lower their motivation and general academic performance (including motivation and performance for reading, Chiu and Chow 2011).

2.5 The Previous Studies

In this study, the researcher conduct research on differences between male and female in the reading motivation pasca the Covid-19 pandemic. There are several previous studies as follows.

The first, Jan Hochweber article entitled (2016) “*Gender Differences in Reading Achievement and Enjoyment of Reading: The Role of Perceived Teaching Quality*”. The goal of this study was to determine the degree to which changes in the correlations between students' reading proficiency and enjoyment in the ninth grade were related to changes in their gender. All 16 German federal states' 219 schools were chosen at random, and within each school, two Grade 9 classrooms

were sampled. The reading achievement test and the student survey served as the basis for all variables, with the exception of two. The ensuing gender-achievement relationship disparities are modest but not insignificant. In both cases, the gender differences in reading achievement and enjoyment widened in favor of the females ($B = 0.097$ and $B = 0.046$, respectively). The purpose of this research was to determine whether gender, as determined by the t-test results, could predict other variables, such as reading attitude and motivation dimensions.

Secondly, Banatul Murtafi'ah, Nur Setyo Putro journal entitled (2020) *Gender differences in santri's reading attitude and motivation*. Based on their gender, santri's reading attitude and motivation were discussed in this study. Santri in grades 10 and 11 from four distinct private Madrasah Aliyah (MA) in four separate type-B Pesantrens in the Yogyakarta Special Region province were recruited as participants ($N=319$; 133 males; 186 females). The questionnaire was the primary research tool. The means of two groups on the same continuous variable were compared using the independent sample t-test. When compared to male students, female students reported statistically significantly greater attitudes toward both academic and leisure reading, according to an independent sample t-test. Particularly, two aspects of reading attitude (i.e., academic reading and recreational reading attitude) and three measures of reading motivation showed substantial gender differences (i.e. reading involvement, importance of reading, and competition in reading).

The last was administered by As Sabiq, et al. journal entitled (2021) *Investigating Gender Differences on the Students' Attitudes and Motivation*

toward English Learning. This study looks at how students' motivation for learning English and attitudes toward it are influenced by gender disparities at a public junior high school in Banyumas Regency, Central Java, Indonesia. In this study, 70 pupils from a public junior high school in Banyumas Regency, Central Java, took part. In order to provide a variety of research perspectives on the students' attitudes and motivation toward English language teaching based on gender differences, the research design used qualitative and quantitative approaches. The findings of this study revealed a sizable difference and the impact of gender disparities on the attitudes and motivation of the pupils. Additionally, both male and female students share an instrumental motivation of 76% and 83%, respectively. Giving students access to real materials and exposure become important factors in enhancing meaningful learning experiences.

From the previous researchers, they find out various research perspectives concerning the students' attitudes, motivation and reading achievement toward English language based on gender differences. Therefore, previous study was conducted before and during pandemic Covid 19. Thus, this research to determine difference between male and female in terms of students' reading motivation of first year of Islamic Junior High School pasca the Covid-19 pandemic.

CHAPTER III

RESEARCH METHOD

This chapter discusses some topics which related to research method. It consists of research design, setting of the research, subject of the research, instrument of the research, data collection, and data analysis.

3.1 Research Design

In collecting the data, the method of this study is descriptive quantitative research. Gay, Mills & Airasian (2012), the quantitative descriptive data in order to explain, conclude the anomaly that is numeric and statistic studied in this research.

In thus research, the researcher use the structured of questionnaire could simplify the respondent and the reseacher to obtain data. The researcher will conduct research to find out about gender differences especially student's motivation and student's achievement.

3.2 Setting of the Research

Mts Hasyim Asy'ari Batu is selected as the place where the researcher conducted her research. It is located on Jl. Semeru No. 22, Sisistr, Batu Regency, Batu City, and East Java 65314. Mts Hasyim Asy'ari Batu is A-accredited school in Batu City. Meanwhile, the research conducted research on the majors of English language at the first-year students.

3.3 Subject of the Research

The subject of this study was students of first-year students at Mts Hasyim Asy'ari, where the total number 26 (twenty six) students. The subject in the research is 13 male and 13 female. Because English is taught as a secular topic in madrasah, participants from this type of madrasah were selected (school).

3.4 Instrument of Research

The instrument of this research was a questionnaire and test. The types of questionnaire used in the present study, i.e. the questionnaire were adapted from Attitude/Motivation Test Battery (AMTB) proposed by Gardner (1985). The questionnaire on motivation in English learning consisted of 15 items. The questionnaire is shown in Appendix 1. The test was used to investigate the reading achievement in pupils of first-year. The test consisted of 15 multiple choice items which require the students to investigate whether reading achievement differs in relation to gender.

3.5 Data Collection

Two different methods of data gathering were used in this investigation. Both the sample was tested and questions about the respondents' attitudes were asked. A reading test and a questionnaire on motivation in English learning were the two tools employed in this study. The questionnaire and a test were distributed in one meeting to the 26 students of Mts Hasyim Asy'ari Batu.

3.5.1 Questionnaire

The questionnaire was modified from Gardner's Attitude/Motivation Test Battery (AMTB) (1985). The responses on the four-point Likert scale questions

ranged from highly agree (4) to agree (3) to disagree (2) to disagree forcefully (1). Because the goal of the study was to determine the students' predisposition toward agreement or disagreement, the middle point, "Neither agree nor disagree," was not employed in this study. Twenty items made up the motive for learning English questionnaire. The researcher first collected the individuals' responses, which served as the study's data, and then conducted a descriptive analysis of that data. In addition, Sugiono (2015) in his article mentioned that if the questionnaire uses a Likert scale. Here is the formula for percentage calculations based on Sugiono's explanations:

$$P = F/N \times 100$$

P: Percentage

F: Frequency of each questionnaire component response

N: Number of respondents in total

After that, the number of students who responded was then transformed into a percent. Finally, the final result was shown in a table.

3.5.2 Test

One of test form used in this question in the odd semester of the 2020/2021 there are objective test (multiple choice questions) and true and false taken from the 2013 curriculum source book. The reading test consisted of 20 items.

1. Learning Achievement Analysis

At the end of each cycle, a test is held to measure student achievement (Purwanto, 2010)

a. Student Score

$$S = \frac{R}{N} \times 100$$

S = searched value

R = the score obtained by each student

N = total score/maximum score

- b. To calculate the class average value in each cycle using the following formula:

$$\bar{x} = \frac{\sum xi}{N}$$

$\bar{x}$ = mean

$\sum xi$ = sum of all values

N = number of students

- c. Student achievement data is calculated based on the overall class completeness with KKM > 75 using the formula :

$$NP = \frac{R}{SM} \times 100 \%$$

NP = percent value

R = the number of students who scored >75

SM = total number of students

3.6 Trustworthiness

In a study, there are standard requirements for trust in the results of the study. This is done so that there are no errors in the results of the research data. Trustworthiness of data is done to get data that can be accounted for and trusted. The researcher has conducted data collection in MTs Hasyim Asy'ari Batu.

Therefore, researcher must collect data check repeatedly carefully in order get validity with high credibility.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings and an in-depth discussion about the data of the differences between male and female in terms of the students' reading achievement and reading motivation in the New Normal that had been acquired through questionnaires and test. In addition, the findings and the discussion would be described along with the theories supported by some experts in the form of descriptive.

4.1. Research Findings

This research analyzed the data that have been collected through direct test and questionnaire, the participants were asked to answer question that given by the researcher. The finding aims to answer the research problem of this research. The researcher used two instruments to collect the data. The first is a questionnaire. There are 20 questions which all questions ask about the students' reading motivation. Those 20 questions had been shared with the 26 (13 female and 13 male) students of the first year Junior High School/Mts class using papersheet. After gathering the answers, the researcher analyzed them in-depth in the form of percentages. The second data was gathered by using test. All students participate in this research. For convenience, these findings are grouped by research instrument.

4.1.1 Findings from the Questionnaire

A questionnaire is a set of questions given to people to gather facts or opinions about something. In this study, the questionnaire aims to find out about gender differences in student's reading motivation and reading achievement in the New Normal. The researcher explained the responses one by one.

In the first part of the instrument survey, participants were asked to fill out a questionnaire on a papersheet. There were 26 students who participated in filling out the questionnaire. The questions were in the form of four-point Likert scales, ranging from strongly agree (4), agree (3), disagree (2), and strongly disagree (1). After the questionnaire data are filled in. There are some data that can be explained.

1. *Setelah pandemi covid 19, saya lebih suka menggunakan bahasa Inggris di dalam dan di luar kelas.*

The first statement is about gender differences related to student's motivation in using English inside and outside of class pasca the Covid-19 pandemic. The data obtained from the questionnaire is 92% of the male students disagree and strongly disagree about the statement, and 8% are strongly agree. Female students for disagree is 46%, and 54% are strongly disagree. From the data, it can be concluded that most of the students when pasca pandemic have difficulty in interact with other friends use English language inside and the outside the classroom.

2. *Setelah pandemi covid 19, saya memiliki rasa ingin tahu dalam sastra Inggris seperti puisi, drama.*

The second statement is about the gender differences related to student's motivation that have curiosity in English literature which are poetry or drama. The data obtained from the questionnaire shows male students 23% are agree, 62% are disagree, and 15% are strongly disagree about the statement. For female students 8% are strongly agree, 30% are agree, 54% are disagree and 8% are strongly disagree. It can be concluded that most of the students lack of antusias in English literature.

3. *Setelah pandemi usai membaca adalah hal yang mudah bagi saya*

This third statement is about gender differences related to reading is easy lesson when after the pandemic ended. The data obtained from the questionnaire show the highest percentage with 76% of the female students choose agree and male students 38%, 46% are strongly agree for male students and female students 15% and 23% are disagree. From the data it can be concluded that majority of the students especially female students think after pandemic, reading is easy lesson.

4. *Saya percaya diri selama pelajaran bahasa Inggris terutama saat pandemi usai*

The fourth statement about the gender differences related to their confidence during English lesson pasca pandemic. The data show that female students 84% choose disagree 30% are male students, 8% are strongly agree chosen by female students and 23% by male students, and 38% male and female students are disagree about the statement. The data can be concluded that the majority of the students especially female students not confidence during English lesson pasca pandemic so are the boys.

5. *Saya ingin latihan yang menantang selama belajar bahasa Inggris terutama saat pandemi usai*

The fifth statement is about gender differences related to student's motivation in English exercise is challenging after pandemic. The data obtained from the questionnaire show that 46% for female 15% for male choose agree, 15% choose strongly agree for male students 8% for female students, 54% male students choose disagree 23% for female students and 46% of male students choose strongly disagree 23% for female students. It can be concluded that female students excited about challenging exercise during learning English after pandemic than male students.

6. *Selama kelas bahasa Inggris, Saya mudah untuk memahami paragraf/kata*

The sixth statement is about gender differences related to English lesson because it is easy to understand paragraph or word. The data obtained from the questionnaire show 62% female students are disagree, 38% are strongly agree. 38% male students choose agree, 30% are disagree and 31% are strongly disagree about the statement. From the data that have been obtained, it can be concluded that the majority of the students especially female students doesn't really understand the material about paragraph/word.

7. *Saya belajar bahasa inggris karena Saya bisa mendapatkan hadiah dari orang tua/ keluarga*

The seventh questionnaire is about gender differences related to students' motivation in English for getting a present from a parent. The data obtained from the questionnaire show 54% male students are disagree 38% for female students, 30% are strongly disagree 46% for female students, and 15% for both gender are

agree about the statement. It can be concluded that most of the students for male/female students did not matter what gift their parents gave.

8. *Saya belajar bahasa Inggris karena saya ingin mendapatkan gelar sarjana dan pekerjaan yang baik*

The eighth statement about the gender differences related to students' motivation in getting a degree for the work. The data from questionnaire show high percentage 61% are agree for female and male students, 39% are disagree about the statement. From the data it can be concluded that most of the students agree that learning English language for getting a degree and good work.

9. *Saya belajar bahasa Inggris karena mahir dalam bahasa Inggris dapat menghasilkan lebih banyak kesuksesan dan pencapaian dalam hidup terutama saat berakhirnya pandemi.*

The ninth statement about gender differences related to students' motivation in learning English to make a lot of succes in life. The data obtained from the questionnaire show 69% female students and 30% male studets are agree, 8% are strongly agree for female students and for male students 23%, 15% female students are disagree about the statement. It can be concluded that female students are motivated in learning English to bring succesful life especially after the pandemic ended than male students.

10. *Saya belajar bahasa Inggris karena saya ingin bepergian atau tinggal di negara-negara berbahasa Inggris terutama saat berakhirnya pandemi*

The tenth statement is about gender differences related to students' motivation in learning English to travel foreign countries. The data obtained from the questionnaire show 30% female and male students are agree , 38% female students are strongly agree and male students 15%. It can be concluded that

female and male students are motivated to learn English to travel foreign countries especially after the pandemic.

11. Saya belajar bahasa Inggris karena itu adalah pengetahuan yang potensial untuk pengembangan di masa depan

The eleventh statement is about gender differences related to students' motivation in learning English for the knowledge in the future. The data obtained from the questionnaire show 46% female and male students are agree, 38% female students are disagree while male students 30%, and 8% female students are strongly disagree about the statement. It can be concluded from the data high percentage for agree to learn English for knowledge and development in the future.

12. Setelah pandemi usai, saya lebih memahami film berbahasa Inggris, musik pop, dan program lain di TV satelit

The twelfth statement is about the gender differences related to student's motivation in understanding movies, pop song, and TV pasca pandemic. The data obtained from the questionnaire show 53% female students are agree whereas male students 38%, 23% male students are disagree while female students 30%, and 8% male students are strongly disagree about the statement. It can be concluded from the data that most of the students choose agree. This indicates that most of them agree they understand movies, pop, song pasca pandemic.

13. Setelah pandemi usai, saya merasa lebih keren saat belajar bahasa Inggris

The thirteenth statement is about gender differences related to students' motivation in personal feeling when learning English language after pandemic. The data obtained from the questionnaire show 61% female and male students are

agree, 23% are strongly agree, 15% are disagree about the statement. It can be concluded that most female and male students feel great since learn English language.

14. Setelah pandemi usai, saya belajar bahasa Inggris karena saya ingin tahu saat pelajaran bahasa Inggris di kelas

The fourteenth statement is about gender differences related to students' motivation in learning English so that they know the meaning after pandemic. The data obtained from the questionnaire show 38% female and male students are agree, 23% are strongly agree, 38% are disagree about the statement. From the data, it can be concluded that female and male students are want to know more about the meaning when learning English after pandemic.

15. Saya belajar bahasa Inggris karena saya tahu itu adalah pembelajaran yang sulit

The fifteenth statement is about gender differences related to students' motivation in learning English because they know it is difficult lesson. The data obtained from the questionnaire show 53% male students are agree while male students 46%, 30% male students are strongly agree, 38% female students are strongly agree, and 8% female students are strongly disagree about the statement. From the statement it can be concluded that students choose agree which indicates that the students motivated in learn English because it is a difficult lesson.

16. Saya belajar bahasa Inggris karena memberi saya kepercayaan diri untuk memahami bahasa terutama saat berakhirnya pandemi

The sixteenth statement is about gender differences related to students' motivation in self-confidence to understand the language. The data obtained from the questionnaire show 61% female students are disagree whereas male students

38%, 30% male students and 15% female students are agree, and 15% are strongly agree about the statement. From the data it can be concluded that most students disagree that they are still not confident to learn English after the pandemic.

17. Saya belajar bahasa Inggris karena saya mempunyai kemampuan untuk mempelajari itu terutama saat berakhirnya pandemi

The seventeenth statement is about gender differences related to students' motivation in ability to learn English. The data obtained from the questionnaire show 46% male students are disagree while female students 53%, 23% male students are agree and female students 30%. From these data, it can be concluded the students do not have the ability to learn English, especially after the pandemic ended.

18. Saya belajar bahasa Inggris karena merasa nyaman belajar membaca di kelas terutama saat berakhirnya pandemi

The eighteenth statement is about gender differences related to students' motivation to learn English because it comfort lesson. The data obtained from the questionnaire show the highest frequency with the percentage 69% female students agree with the statement, while male students 46% agree, 15% male students are disagree, 8% female students are agree, and 8% female students are strongly agree and male students 15%. From the data, it can be concluded that female students motivated to learn English because it comfort lesson especially pasca pandemic.

19. Saat berakhirnya pandemi ketika saya belajar bahasa Inggris saya merasa seperti orang Luar Negeri

The nineteenth statement is about gender differences related to students' motivation in English as foreign people. The data obtained from the question

show 23% female and male students are agree, 15% female and male students are disagree, while 38% are strongly disagree. From the data, it can be concluded that students are not motivated to learn English like foreigners after the pandemic.

20. Saya belajar bahasa Inggris karena itu tren di seluruh dunia terutama saat berakhirnya pandemi

The last statement is about gender differences related to students' motivation learn English because it is a trend around the world. The data obtained from the questionnaire show 69% male students are agree, while female students 53% are agree, 23% male students are disagree whereas female students 15%, and 8% are strongly agree about the statement. From these data it can be concluded that male students are motivated to learn English because it is a trend around the world especially after the pandemic ended.

4.1.2 Finding from the Test

The researcher tested students to provide a deeper explanation of their opinions or experiences in order to obtain more detailed data from the questionnaire. The researcher delivers the test data's findings in the paragraphs that follow. Participants who took the exam were first-year madrasah students at Mt. Hasyim Asyar'i. To determine pupils' reading comprehension after the COVID 19 pandemic stopped, the researcher conducted an offline test using paper worksheets in August 2022. The computations for the data below are broken down by gender.

Table 4.1: Students' Achievement Score

No	Name	Gender	Score
1	TLR	F	65
2	ID	F	70
3	AC	F	60
4	KP	F	70
5	DM	F	65
6	RR	F	75
7	SN	F	65
8	ZA	F	80
9	MN	F	60
10	FC	F	65
11	GW	F	70
12	AM	F	60
13	FSC	F	75
14	AZ	M	60
15	TI	M	65
16	PN	M	55
17	TID	M	60
18	MD	M	65
19	TD	M	55
20	BR	M	50
21	GA	M	45
22	PT	M	45
23	RD	M	50
24	ADF	M	55
25	EA	M	60
26	KD	M	60

Based on Table 4.1, the majority of students—both male and female—had scores below 80, which indicates that they do not have sufficient reading achievement. Most male students' scores are below >75, although a few female students still have scores above >75. Based on their performance in class, it was used to explain the degree of the pupils' reading achievement. The following table lists the pupils' reading proficiency scores from Mts. Hasyim Ayar'i Batu's first-year students.

Table 4.2: The Students' Score Classification

No	Category	Score	Frequency
1	Very Good	80-100	1
2	Good	60-79	18
3	Fair	40-59	7
4	Poor	20-39	0
5	Very Poor	00-19	0
	Total		26

The researcher must assess the following study data in order to determine which students scored highly and poorly. Recapitulation of evaluation results or test results related to gender differences can be seen in the following table:

Table 4.3 : Female Student's Achievement

No	Achievement	Score
1	High Score	80
2	Low Score	60
3	Mean	67
4	Finished (%)	23
5	Not Finished (%)	76

Table 4.4 : Male Student's Achievement

No	Achievement	Score
1	High Score	65
2	Low Score	45
3	Mean	55
4	Finished (%)	0
5	Not Finished (%)	100

The descriptive statistics of pupils' reading achievement according to gender differences are shown in tables 4.3 and 4.4. The table 4.3 demonstrates that the lowest and highest reading achievement scores for female students are 60 and 80,

respectively. The reading proficiency score for male students ranges from 45 to 65, with 45 being the minimum and 65 being the maximum. Moreover, female students who complete are 13% compared to male students, none of them complete. In addition, it shows female students are still quite lacking in reading after the pandemic ends. As well as male students who are still very lacking in reading even after the pandemic ended. The mean score for both students' reading proficiency is displayed in the table above. Male students' reading accomplishment scores on average are 55, while female students' reading performance scores on average are 67.

Table 4.5 : Student's Achievement

No	Achievement	Score
1	High Score	80
2	Low Score	45
3	Mean	61
4	Finished (%)	12
5	Not Finished (%)	88

The data is shown in table 4.5 and includes descriptive information regarding pupils' reading proficiency. 26 students (N=20) made up the entire sample for this study. According to the table, a student's reading proficiency must score at least 45 and a maximum of 80. Moreover, students who complete are 12% compared to not finished are 88%. In addition, it shows most female and male students are still lacking in reading even after the pandemic ended. The mean reading score for both pupils is displayed in the table above. The average reading proficiency score for students is 61.

Overall, it can be summarized that some of them may need a few more lesson or they want to understand English better, but because of the previous pandemic they still have difficulty in English reading.

4.2 Discussion

The primary research problem in this study was to identify the differences between male and female in terms of the students' reading motivation and to investigate the differences between male and female in terms of the students' reading achievement. After gathering and analyzing the data, the researcher conducted an in-depth discussion to address this issue. According to the research findings, students' English reading proficiency remains low even after the pandemic has ended. The researcher disseminated a reading motivation questionnaire to find out how motivated the students were to read in English, and she also recorded the students' reading scores to assess their proficiency in reading according to in the New Normal. Male and female students from a madrasah school made up roughly equal percentages of participants. This study, however, concentrated on how the students' motivation and achievement varied by gender.

The first research issue concerns inequalities in reading motivation between male and female students due to the Covid-19 epidemic. In conclusion, the comments from the students demonstrate their motive for learning English and its gender. Compared to male students, female students are typically more motivated to learn English as a foreign language and more effective in accomplishing their goals. Male students are less motivated than female pupils to learn English as a foreign language. Some of the male participants studied English as a second

language just to elevate their social standing, to communicate with English speakers, and to extend their perspective on the world. Thus, it is clearly demonstrated that there are gender disparities in motivation for learning English as a foreign language. The motivation and objectives of each gender when studying English as a second language differ. Researchers discovered that female students are more enthusiastic, eager, and attracted to learning English. Both male and female students exhibit differing levels of overall academic enthusiasm. According to Mori and Gobel (2006), female students are more motivated than male students to learn English, which may account for their overall dominance in the language. The degree of anxiety and fear associated with potential negative outcomes may also have an impact on motivation. Male and female students will experience anxiety and apprehension to different degrees, however female students are likely to feel greater emotions. In the New Normal, male and female students are not equally interested and drawn to learning English. Males are less enthused than females are. There may be additional elements in play when learning English as a second language that could affect the students' motivation and success, whether they are male or female. Because they are still unable to adjust to their surroundings after taking online classes, students' motivation is still only moderately high after the pandemic.

The second research topic concerns the reading proficiency of students and the differences between male and female readers. Boys and girls perform differently in terms of reading comprehension. In addition to topic and genre, gender is undoubtedly a factor that affects reading comprehension performance. According

to the test, girls perform better than boys on the reading comprehension section. The average reading comprehension exam score for 13 females is 67 out of 20 items, compared to 55 for boys. The highest score for girls is 36 while the highest score for boys is 80. Overall, girls perform better than boys in terms of reading comprehension. In general, girls may respond to questions with a correct value of 8,8%, compared to 7,2% for guys. The findings indicate that guys perform below averagely in reading comprehension. Naturally, not all of the boys perform poorly on the reading comprehension test; some of the boys also perform well. The findings indicate that girls have superior reading comprehension skills to boys. This relates to the long-standing gender and reading debate, which held that boys' reading comprehension achievement falls short of their reading ability.

According to this report, underachievement in boys is still a problem. However, the focus is on the impact of gender inequalities in reading achievement in the New Normal, not the underachievement of males. According to the data below, reading comprehension tests are typically poorly scored by boys. 13 boys participated, and only two of them scored poorly on the reading comprehension test. Girls display an equal distribution of low, moderate, and high scores. Three of the girls achieve great marks. Even after moving on from primary school after the pandemic and entering grade six, students still haven't adjusted to learning English. This pattern demonstrates that female pupils are still capable of achieving reading comprehension goals. The results of the reading exam are shown in the chart below, showing that girls still outperformed boys in terms of reading comprehension even in the New Normal.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents two parts, conclusions and suggestions. Conclusions and suggestions are drawn based on the results of the data analysis and discussion presented in the previous chapter. In addition, some suggestions are also made to provide some ideas for further research in this field.

5.1 Conclusions

After the research was conducted at the first-year in Mts Hasyim Asyar'i Batu, the major findings are summarized as follows. Gender is a significant motivating factor when learning English as a foreign language. Following the Covid 19 pandemic, students' motives change between genders, which in turn affects how well they perform in EFL. In terms of attitudes and motivation, female students perform better on average than male pupils. Male students, however, are more driven to achieve their goals than female students. The students acknowledged that they were driven to learn English for academic and professional reasons, and only a small number of them were motivated to interact with others who spoke the target language. These results also lend credence to claims that girls typically show greater levels of engagement and, as a result, perform better in English classes than boys. Therefore, efforts to increase children's motivation should concentrate on improving their intrinsic motivation, as this is more likely to have an impact on participation in reading activities and the development of reading skills. Boys' reading underachievement has been

attributed, in part, to their lack of interest and involvement in literacy-related activities due to consistent sex differences in reading motivation (in this study, intrinsic motivation). Since they advanced from sixth grade to junior high school, the majority of students still haven't gotten used to their new surroundings. Prior to this, kids engaged in online learning activities for two years in order to obtain instruction without having the teacher present. However, some female students can still successfully respond to reading exam questions. Students in female classes were found to be more excited than those in male classes when completing the questionnaires and test, which allowed the researchers to notice another difference. The findings of this study demonstrate that even after the Covid 19 epidemic, female students are more motivated to learn English as a foreign language than male students. Some of them attain reading achievement scores that are above average.

5.2 Suggestions

Following the completion of the current study, the researcher has some recommendations for future research, teachers, and students.

1. For the teacher

Based on the results of this study, the researcher suggests teachers to use this research to guide the way and role of motivation. Also, it is hoped that teachers can find appropriate methods in the teaching and learning process.

2. For the students

Since this study's findings show that reading can boost students' reading motivation and increase reading achievement, it is advised that they do so both

within and outside of the classroom. The study's findings will boost the participants' motivation and expertise in learning English, particularly in reading.

3. For the future researcher

This study's findings also include recommendations for future studies. Researchers can also evaluate the usefulness of this thesis to be a complete and new research for junior high or high school level in relation to reading. Then, the next researcher can thoroughly investigate students' motivation and students' reading achievement after online learning.

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APPENDIX 1

Instrument :

The instrument of this research was a questionnaire and test. The types of questionnaire used in the present study, i.e. the questionnaire were adapted from Attitude/Motivation Test Battery (AMTB) proposed by Gardner (1985). The questionnaire is used to measure how is the students' reading motivation. However, test is used to measure students' reading achievement at the first year of Mts Hasyim Asyar'i pasca the covid-19 pandemic.

Appendix 1

Name:

Date:

Age:

Class:

Sex:

Questionnaire

Berikut adalah pernyataan mengenai motivasi Anda dalam belajar bahasa Inggris. Bacalah pernyataan berikut dengan seksama, dan tentukan seberapa kuat Anda setuju atau tidak setuju dengan pernyataan tersebut dengan mencentang (✓) kotak yang sesuai yang menunjukkan tingkat motivasi Anda. Perhatikan bahwa tidak ada jawaban benar atau salah untuk setiap item kuesioner. Harap jujur dengan semua tanggapan Anda. (1= Sangat Tidak Setuju; 2= Tidak Setuju; 3= Setuju; 4= Sangat Setuju).

No	Question	4	3	2	1
1	Setelah pandemi covid 19, saya lebih suka menggunakan bahasa Inggris di dalam dan di luar kelas				
2	Setelah pandemi covid 19, saya memiliki rasa ingin tahu dalam sastra Inggris seperti puisi, drama				
3	Setelah pandemi usai membaca adalah hal yang mudah bagi saya				
4	Saya percaya diri selama pelajaran bahasa Inggris terutama saat pandemi usai				
5	Saya ingin latihan yang menantang selama belajar bahasa Inggris terutama saat pandemi usai				
6	Selama kelas bahasa Inggris, Saya mudah untuk memahami paragraf/kata				
7	Saya belajar bahasa Inggris karena Saya bisa mendapatkan hadiah dari orang tua/ keluarga				
8	Saya belajar bahasa Inggris karena saya ingin mendapatkan gelar sarjana dan pekerjaan yang baik				
9	Saya belajar bahasa Inggris karena mahir dalam bahasa Inggris dapat menghasilkan lebih banyak kesuksesan dan pencapaian dalam hidup terutama saat berakhirnya pandemi				
10	Saya belajar bahasa Inggris karena saya ingin bepergian atau tinggal di negara-negara berbahasa Inggris terutama saat berakhirnya pandemi				
11	Saya belajar bahasa Inggris karena itu adalah pengetahuan yang potensial untuk pengembangan di masa depan				
12	Setelah pandemi usai, saya lebih memahami film berbahasa Inggris, musik pop, dan program lain di TV satelit				
13	Setelah pandemi usai, saya merasa lebih keren saat belajar bahasa Inggris				
14	Setelah pandemi usai, saya belajar bahasa Inggris karena saya ingin tahu saat pelajaran bahasa Inggris di kelas				
15	Saya belajar bahasa Inggris karena saya tahu itu adalah pembelajaran yang sulit				

16	Saya belajar bahasa Inggris karena memberi saya kepercayaan diri untuk memahami bahasa terutama saat berakhirnya pandemi				
17	Saya belajar bahasa Inggris karena saya mempunyai kemampuan untuk mempelajari itu terutama saat berakhirnya pandemi				
18	Saya belajar bahasa Inggris karena merasa nyaman belajar membaca di kelas terutama saat berakhirnya pandemi				
19	Saat berakhirnya pandemi ketika saya belajar bahasa Inggris saya merasa seperti orang Luar Negeri				
20	Saya belajar bahasa Inggris karena itu tren di seluruh dunia terutama saat berakhirnya pandemi				

APPENDIX 2

1. TEXT for questions 18 - 19

Hi! I am Masha. I usually wake up at 5 o'clock in the morning. I never forget to tidy up my bed and clean it up. Then I take a bath and pray. After that, I help my mother to prepare breakfast. And then, I have breakfast with my family in the dining room. We usually have warm tea, milk and fried rice. Then, I go to school with my friends. I study at school till 1 p.m. I go home, put off my uniform, and have lunch with my mother.

After that, I pray, watch TV and take a nap. I always take a bath at 5 p.m. in the afternoon. Then I watch TV while waiting the time for praying. After I pray, I and my family have lunch together. And then, I read a book and prepare the lesson for the next school day. I go to bed at 9 p.m. That's all my activity starting from waking up till going to be. Thank you. Here are what Masha does after she goes to school, except ...

- A. She goes home
 B. She has lunch with her family
 C. She has breakfast
 D. She watches TV then takes a nap.
2. When does Masha usually sleep?
 A. at five o'clock in the afternoon
 B. at nine o'clock in the evening
 C. at five o'clock in the morning
 D. after she put off her uniform
3. TEXT for question 20 - 21

My best friend

I have a special friend. She is my classmate and sits beside me. Her name is Sundari. Sundari is a quiet girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Sundari comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money.

Sundari sells food during our class break, while her brother sells newspapers and magazines after school. One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

o0o

What does the second paragraph tell you about?

A. Sundari and her family

C. Sundari and her brother

B. Sundari and her father

D. Sundari and her friends

4. "...Rohmi and her brother work part-time to earn some money." What do the underlined words mean?

A. work for the whole of the working week

B. work for the purpose of getting money as much as possible

C. work for only part of each day or week

D. work for family

5. My Cute "White"

Hello everybody! My name is Dian. I live in a small village. I have a pet. His name is White. It is a rabbit. His fur is white and has black spots. It has long ears and a short tail. He also has big eyes.

My rabbit likes to eat carrots and other vegetables. I bring White to a veterinarian when he does not look well. I love White very much.

When does the writer take White to the veterinarian?

A. When her mother asks her to.

C. When White is not healthy.

B. When she has some money.

D. When she needs some friends.

6. TEXT for questions 23 - 24

Today, my cousin Andri comes to visit our house. He is 13 years old. He's my closest cousin. He studies at SMP Mutiara Kita grade 7.

He is tall enough for a 7th grader, about 170 cm. His skin is tan. His nose is sharp. His hair is black and wavy. He is quite good-looking. He's popular at his school because he's smart and athletic. He always ranks first in his class. He is calm too. His teachers and friends like him.

According to the text, the word good-looking means ...

- A. Beautiful
B. Handsome
 C. Calm
 D. Ugly
7. The reasons why Andri become famous in his school are, except ...
 A. He smart
 B. He is athletic
 C. He is good-looking
D. He is rude
8. Ms. Citra : What can I help you with today?
 Dina : I need to check out this book.
 Ms. Citra : I'm going to need your member card?
 Dina : I don't have a member card.
 Ms. Citra : Why don't you apply for one right now?
 Dina : Sure. That would be great.
 Ms. Citra : Please fill out this application.
 Dina : Okay, here you go.
 Ms. Citra : Here's your card.
 Dina : Thanks.
 Where did the conversation probably take place?
 A. In the classroom
 B. In the laboratory
 C. In the canteen
D. In the library
9. Mother : Where is your father?
 Diana : He is in the . . . As usual, he is watering the flowers.
 A. Living room
 B. Dining room
C. Garden
 D. Garage
10. The room is very hot, so you can use this object. It is an electric device with blades that turn quickly, used to move the air around.
 A. Curtain
B. Fan
 C. Broom
 D. Room heater
11. Doni : What are you doing?
 Roni : Repairing my bike. I got a flat-tire.
 Doni : . . . ?
 Roni : OK. Thank you.
 Doni : Well, let's do it.
 A. Can you give me some help
 B. Would you help me
C. May I help you
 D. Can I see it
12. Arrange the jumbled words below! can not - at - school - because of - virus - the corona - we - study - pandemic. The correct arrangement of those words is ...
 A. 7 - 1 - 2 - 3 - 4 - 6 - 5 - 8 - 9
 B. **7 - 1 - 8 - 2 - 3 - 4 - 6 - 5 - 9**
 C. 6 - 5 - 9 - 1 - 7 - 8 - 2 - 3 - 4
 D. 7 - 1 - 8 - 3 - 4 - 2 - 6 - 5 - 9
13. Rearrange these jumbled sentences into a good order!

1. He plays football very well.
2. They like him very much.
3. He has a lot of friends.
4. Bambang Kurniawan is my neighbor.
5. Because he is a good football player.
6. He is a Persebaya Surabaya football player.

A. 6 - 4 - 3 - 2 - 1 - 5

C. 4 - 6 - 3 - 2 - 1 - 5

B. 6 - 4 - 1 - 3 - 2 - 5

D. 4 - 6 - 1 - 3 - 2 - 5

These following text for number 31-40

Hello! My name is Andri and this is my house. My house is quite big. It has got two floors; a ground floor and a first floor. It has also got an attic and a basement. On the ground floor, there is a hall, a kitchen, a pantry, a living room, a big dining room, and a toilet. On the first floor, there are three bedrooms, one bathroom, and a big corridor. My bedroom is between my parents' bedroom and the bathroom. My sister's bedroom is in front of mine.

I love my bedroom, but I also like the attic. In the attic, I keep some of my books and my old toys. I like to spend my time there because it is very spacious and there is a big sofa there where I sometimes take a nap.

In the basement is where we keep the washing machine, the drying machine, and old stuff. At the back of the house, there is also the garage, where my parents park the family car, and a lovely garden, with many green spaces, flowers. Two swings and a small swimming pool. I love my house. It's very comfortable and cozy.

Please select one answer, mark "T" for True and mark "F" for False!

- | | |
|---|-------|
| 14. The text about the writer's house | (T/F) |
| 15. Living room on the first floor | (T/F) |
| 16. The writer's house is quite big | (T/F) |
| 17. The washing machine, drying machine on the basement | (T/F) |
| 18. The writer don't like his bedroom | (T/F) |
| 19. The attic, he keep some books and old toys | (T/F) |
| 20. Garage on the front of the house | (T/F) |