

***READING STRATEGIES USED BY MALE AND FEMALE STUDENTS IN
ENGLISH READING COMPREHENSION OF ENGLISH EDUCATION
PROGRAM OF UNIVERSITAS MUHAMMADIYAH BENGKULU***

Submitted as a Partial Requirements for Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program Faculty of Teacher Training and Education
Muhammadiyah University of Bengkulu



THESIS

Written By:

RIKA OLAN TRY

NPM: 2389203035P

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU
2025**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama : Rika Olan Try
NPM : 2388203035P
Program Studi : Pendidikan Bahasa Inggris
Jurusan : pendidikan Bahasa dan Seni FKIP UMB
Perguruan Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:


READING STRATEGIES USED BY MALE AND FEMALE STUDENTS IN ENGLISH READING COMPREHENSION OF ENGLISH EDUCATION PROGRAM OF UNIVERSITAS MUHAMMADIYAH BENGKULU

Adalah karya sendiri. Apabila dikemudian hari ternyata karya tertulis ini berindikasi sebagai karya plagiat, saya bersedia menerima sanksi yang berlaku di fakultas keguruan dan ilmu pendidikan Universitas Muhammadiyah Bengkulu.

Bengkulu, Agustus 2025

Mengetahui

Ketua Program Studi


Washlurachim, M.Pd

NIDN.0230058702

Surat Pernyataan



RIKA OLAN TRY

NPM.2388203035P

**READING STRATEGIES USED BY MALE AND FEMALE STUDENTS IN ENGLISH
READING COMPREHENSION OF ENGLISH EDUCATION PROGRAM OF
UNIVERSITAS MUHAMMADIYAH BENGKULU**

THESIS

Written by

Name : Rika Olan Try
NPM : 2388203035P
Study Program : English Education Program

Approved by

Advisor



Washlurachim, M.Pd

NIDN.0230058702

Acknowledge by Dekan of FKIP

Muhammadiyah University of Bengkulu



Drs. Santoso, M.Si

NIP.196706151993031004



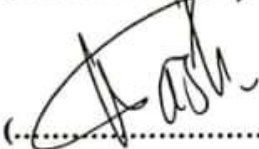
**READING STRATEGIES USED BY MALE AND FEMALE STUDENTS IN ENGLISH
READING COMPREHENSION OF ENGLISH EDUCATION PROGRAM OF
UNIVERSITAS MUHAMMADIYAH BENGKULU**

**THESIS
Written by**

**RIKA OLAN TRY
NPM.2388203035P**

**Has Been by the board of examiners of the English language education study program of
teacher training of education faculty Muhammadiyah University of Bengkulu**

Examiners

Name	Signature
1. Kiagus Baluqiah, M.Pd Examiner I	 (.....)
2. Ririn Putri Ananda, M.Pd Examiner II	 (.....)
3. Washlurachim Safitri, M.Pd Advisor	 (.....)

**Acknowledged by Dekan of FKIP
Muhammadiyah University of Bengkulu**



Drs. Santoso, M.Si

NIP.196706151993031004

DEDICATIONS

In the name of Allah, the Most Gracious, the Most Merciful May peace and blessing of Allah be upon all of us.

And

My prophet Muhammad saw, for everything has done for me that has given me his great success and happiness in my life.

With gratitude and love, I dedicated this thesis to:

- ❖ My greets God, Allah SWT, without your blessing I cannot do everything. Because of you, I believe that everything will be fine, thanks a lot, I really love you**
- ❖ Rika Olan Try thank you, finally you can do it, even though there are many obstacles, you keep trying even though it is not the same as other people, you never give up**
- ❖ Dad and Mom, even though your child always fails, thank you for always giving me prayers, support and endless love, being a source of strength and inspiration in every step I take.**
- ❖ My chatty little sister, thank you for always helping me and reminding me to always fight and never stop for the happiness of my parents. And my grumpy older brother, thank you for always asking about my condition and always giving me encouragement.**
- ❖ My supervisor, who patiently guided me, provided me with knowledge, and provided motivation throughout the process of writing this thesis.**
- ❖ My fellow students and all those who helped me, who provided assistance and support, both directly and indirectly.**

MOTTO

My mottos in life are:

- ❖ **Ikhtiar, tawakal and always pray to Allah SWT**
- ❖ **"Success is not measured by speed or slowness, but by perseverance and an unyielding spirit."**
- ❖ **When you feel like give up remember your parents' face. And say it again for you. Are you sure want to give up?**
- ❖ **Nothing possible if you want try**
- ❖ **"Success is not measured by speed or slowness, but by perseverance and an unyielding spirit."**
- ❖ **"Hasbunallahu wa ni'mal wakil." (Allah is sufficient for us as a helper and Allah is the best of protectors)**
- ❖ **"Don't be afraid to fail, because from failure we learn to succeed."**
- ❖ **"Everyone has their own timeline. I'm just making my way."**
- ❖ **"Life is not about waiting for the storm to pass, but learning to dance in the rain."**
- ❖ **"Success is not the key to happiness. Happiness is the key to success."
Albert Schweitzer**
- ❖ **"Failure is just life's way of teaching you to be stronger."**

CURRICULUM VITAE



Curriculum Vitae

Name : Rika Olan Try
Date of birth : 04 April 1998
Religion : Islam
Nationality : Indonesia
Address : Jl. Raden Fatah 1 RT 16 Rw 03
Selebar kota Bengkulu

She was born in Padang Kelapo 04 April 1998. She is the second daughter of Mr. Biran A and Mrs. Dahara. She graduated on Elementary School, SD 100 Seluma 2010. Then, she graduated in Junior Hig School, SMPN 14 Seluma 2013. And, she graduated on Senior High School, SMAN 05 Seluma 2016. After thst she graduated on English Education Program at Muhammadiyah University Bengkulu 2025.

PREFACE

Alhamdulillahirobbil'alamin, almost gratitude to Allah SWT because Allah always blessed me, thanks to my beloved mother and father gave the motivation and support to finish this thesis. Thank you for my beloved sister and brother, all of my friends you are my strength. Then my sincerely gratitude for my advisor Washlurachim Safitri, M.Pd thank you critical thinking ideas, recommendation and guidance to conduct this thesis from the beginning to the end.

The researcher realizes that this thesis still has many mistakes and was not perfect or good enough because of that the researcher accept all supporting suggestion and criticism to make a better one the in the future. Finally the researcher hopes this thesis can be used by the readers, especially for the students and lectures at English Education Program of Muhammdiyah University Bengkulu.

Bengkulu, Agustus 2025



Rika Olan Try

NPM.2388203035P

LIST OF CONTENTS

	Page
COVER	i
HALAMAN PENGESAHAN.....	ii
PREFACE.....	iii
ABSTRACT	iv
ABSTRAK	v
LIST OF CONTENTS	vi
LIST OF TABLE.....	vii
CHAPTER I INTRODUCTION.....	ii
1.1 Background	1
1.2 Research Question	4
1.3 Research Objective.....	4
1.4 Significance of the Research	4
1.5 Theoretical Framework	5
1.6 Key Terms	5
CHAPTER II THEORETICAL REVIEW.....	6
2.1 Reading Theory	6
2.2 Kind of Reading Strategies	11
2.3 Gender	16
2.4 Reading Based on Gender Theory	18
2.5 Previous Study	20
CHAPTER III METHODOLOGY	22
3.1 Research Design.....	22
3.2 Subject of the Research.....	22
3.3 Instrument.....	23
3.4 The Data Collection Technique.....	27
3.5 The Data Analyzing Technique.....	27
CHAPTER IV RESULT AND DISCUSSION.....	28
4.1 Results.....	28
4.1.1 Participant Demographics	28
4.1.2 Overall Reading Strategy Use.....	29

4.1.3 Reading Strategies Used by Male Students	31
4.1.4 Reading Strategies Used by Female Students	32
4.1.5 Comparison Between Male and Female Students	34
4.1.6 Interview Results	36
4.2 Discussion	42
4.2.1 Gender Differences in Strategy Use	42
4.2.2 Consistency with Previous Studies	45
4.2.3 Implications for Teaching	46
CHAPTER V CONCLUSION AND SUGGESTION	49
5.1 Conclusion	49
5.2 Suggestion.....	50
REFERENCES.....	53

Daftar lampiran

1. Interview Guidelines	58
2. Questionnaires	62
3. Data Collection	65
4. Interview Transcript	68
5. Documentation	70

ABSTRACT

Rika Olan Try, 2025. *“Reading Strategies Used by Male and Female Students in English Reading Comprehension of English Education Program of Universitas Muhammadiyah Bengkulu.” English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu.*

Advisor: washlurachim safitri M.Pd

This research investigates the differences in reading strategies used by male and female students in the English Education Program of Universitas Muhammadiyah Bengkulu. The study is motivated by the observation that gender may influence students' choice of strategies when comprehending English texts. The objective of this study is to identify the specific reading strategies employed by both genders and analyze how these strategies affect their comprehension outcomes. A qualitative method was used, combining questionnaires based on Oxford's S2R model and in-depth interviews. The findings reveal that male students predominantly used cognitive and metacognitive strategies, focusing on reasoning and problem-solving. In contrast, female students employed a wider range of strategies, particularly affective and sociocultural-interactive strategies, such as motivation, emotional regulation, and peer collaboration. The study concludes that gender significantly influences reading strategy use. It is recommended that English lecturers apply gender-responsive teaching approaches that support diverse learner preferences to enhance reading comprehension performance.

Keywords: *Reading Strategies, Gender Differences, English Reading Comprehension, Cognitive Strategy, Affective Strategy.*

Abstrak

Rika Olan Try, 2025. *“Reading Strategies Used by Male and Female Students in English Reading Comprehension of English Education Program of Universitas Muhammadiyah Bengkulu.” English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Advisor: washlurachim safitri M.Pd*

Penelitian ini menyelidiki perbedaan strategi membaca yang digunakan oleh mahasiswa pria dan wanita dalam Program Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu. Penelitian ini dimotivasi oleh observasi bahwa gender dapat memengaruhi pilihan strategi mahasiswa ketika memahami teks bahasa Inggris. Tujuan penelitian ini adalah untuk mengidentifikasi strategi membaca spesifik yang digunakan oleh kedua gender dan menganalisis bagaimana strategi ini memengaruhi hasil pemahaman mereka. Metode kualitatif digunakan, menggabungkan kuesioner berdasarkan model S2R Oxford dan wawancara mendalam. Temuan penelitian mengungkapkan bahwa mahasiswa pria dominan menggunakan strategi kognitif dan metakognitif, dengan fokus pada penalaran dan pemecahan masalah. Sebaliknya, mahasiswa wanita menggunakan strategi yang lebih beragam, terutama strategi afektif dan sosiokultural-interaktif, seperti motivasi, regulasi emosi, dan kolaborasi sebaya. Penelitian ini menyimpulkan bahwa gender secara signifikan memengaruhi penggunaan strategi membaca. Direkomendasikan agar dosen bahasa Inggris menerapkan pendekatan pengajaran yang responsif gender yang mendukung preferensi pembelajar yang beragam untuk meningkatkan kinerja pemahaman bacaan.

Keywords: *Strategi Membaca, Perbedaan Gender, Pemahaman Membaca Bahasa Inggris, Strategi Kognitif, Strategi Afektif.*

CHAPTER I

INTRODUCTION

1.1 Background

Reading comprehension is a fundamental skill required for academic achievement, particularly for students learning English as a foreign language (EFL). In higher education, students are expected to engage with complex academic texts that require not only vocabulary knowledge but also critical thinking and strategy use. However, many EFL students face difficulties in reading comprehension, which are often attributed to limited reading strategies, lack of motivation, and inadequate support in developing appropriate reading habits. These challenges are further complicated by individual differences, especially gender, which plays a significant role in shaping how students approach reading tasks.

One prominent problem in this context is the inconsistent and ineffective use of reading strategies among students. Students often adopt different approaches when reading, and these approaches are believed to be influenced by gender. Female students are typically described as more metacognitive and strategic in their reading, employing techniques such as summarizing, rereading, and self-questioning. Male students, in contrast, may rely more on surface-level strategies, such as skimming and guessing from context, and tend to prioritize speed over depth. While such tendencies have been observed globally, little is known about how they manifest in the Indonesian university context, especially among students studying English as a foreign language.

Several studies have examined gender differences in reading performance and strategy use. For instance, Sari & Setiawan (2023) found that female students showed stronger reading comprehension performance than their male peers during the COVID-19 pandemic, which was attributed to greater emotional regulation and more consistent use of metacognitive strategies. Rahmawati et al. (2024) also suggested that psychological factors, such as motivation and engagement—often higher in females—played a role in enhancing reading skills. Other scholars, including Deliany & Cahyono (2020), noted that awareness of strategy use was more prominent in female students, although it varied depending on the reading context and text types. Mahmud & Sahril (2018) added that motivation interacts with gender in determining the strategies students apply. Despite these findings, the combination of gender, motivation, cultural context, and strategy use remains underexplored, particularly in Indonesian higher education.

This study responds to that gap by investigating how male and female students at Universitas Muhammadiyah Bengkulu use reading strategies when engaging with English texts. The research is grounded in the recognition that students' strategic behavior in reading cannot be generalized across genders or cultures. Preliminary data collected through interviews with fifth-semester students at the university in January 2025 revealed noticeable differences in reading strategy preferences. Female students reported rereading texts, underlining important parts, and discussing unfamiliar content with peers, while male students preferred scanning for keywords, predicting content, and relying on digital tools for translation. These insights suggest that gender differences in

reading strategies are present, but nuanced and shaped by both individual preferences and environmental factors.

The main purpose of this study is to examine these differences more systematically and determine how they influence reading comprehension outcomes. The findings aim to provide a clearer understanding of how gender affects students' reading behavior and to offer practical recommendations for English lecturers. A key goal is to help educators design more inclusive and responsive reading instruction that aligns with the diverse learning styles of both male and female students. In doing so, the research seeks to improve overall reading outcomes and reduce the gap in comprehension performance.

This study is urgent due to the ongoing reliance on generalized teaching methods that may not address the specific needs of different student groups. In many classrooms, reading strategies are taught in a one-size-fits-all manner, overlooking how gendered learning experiences influence students' approach to texts. By identifying which strategies are most effective for each gender, this research can help improve instructional practices in EFL classrooms, particularly in the Indonesian university setting where empirical data is still scarce.

Ultimately, this research addresses a critical educational issue: the gap in understanding how gender influences reading strategy use among EFL students in Indonesia. It contributes to existing scholarship by providing context-specific evidence and highlights the importance of gender-sensitive teaching approaches. Through its findings, the study aims to enhance reading instruction and promote better learning outcomes for all students, regardless of gender.

1.2 Research Question

The question of this research is “what are the differences in reading strategies used by male and female students of English Education Program of Universitas Muhammadiyah Bengkulu in comprehending English texts”?

1.3 Research Objective

The objective of this research is to identify the differences in reading strategies used by male and female students in comprehending English texts of English Education Program of Universitas Muhammadiyah Bengkulu.

1.4 Significance of the Research

The results of this research is hope to be useful for:

a) Theoretical Significance

This research enriches the theoretical understanding of gender-based differences in reading strategies within the context of English language learning at the tertiary level.

b) Practical Significance

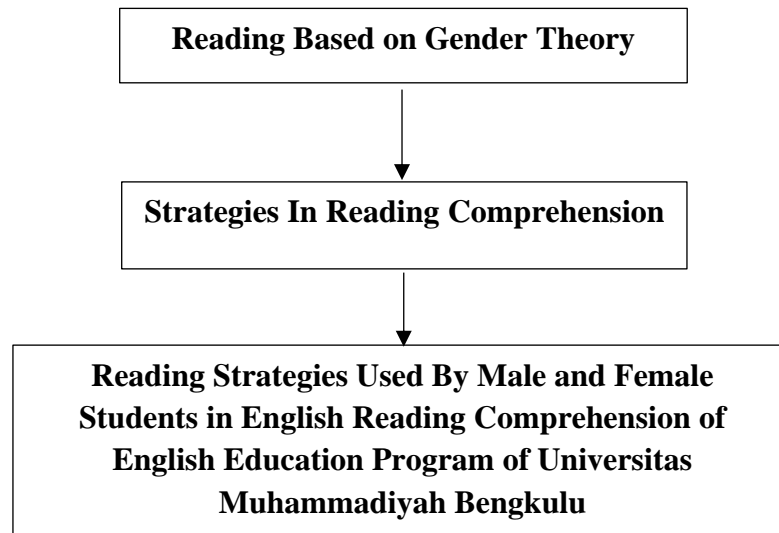
The findings can guide lecturers in adapting reading instruction methods that cater to the specific needs of both male and female students.

c) Social Significance

The study raises awareness about the importance of acknowledging different learning characteristics between male and female students as part of promoting equality in education.

1.5 Theoretical Framework

Figure 1 Theoretical Framework



1.6 Key Terms

a) Reading Strategies

Techniques or approaches used by students to comprehend English texts.

b) Reading Comprehension

The ability to understand, interpret, and evaluate English-language texts.

c) Gender (Male and Female Students)

The biological classification of students, used as a factor to explore potential differences in reading strategies.