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## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. The Difference of Reading Comprehension Between Average Motivated Male Students and Average Motivated Female Students at Madrasah Aliyah Anshor Al-Sunnah Boarding School Kampar

In order to make a measurement of the influence of difference of reading comprehension between Average motivated males students and average motivated female students, independent sample t test was applied, and the results of analysis indicated that there was a significant different of reading comprehension between average motivated male students and average motivated female students. The calculation was done by using SPSS.26 program and the output is displayed on the table below :

**Table 4. 1 Result of Independent Sample Test of Average Motivated Male and Female Students**

Gender			N	Mean	Sig.(2-tailed)	$\alpha$ (0.05)
Average	motivated	Male	23	21.7391	0.003	0.005
Students						
Average	motivated	Female	26	33.0769		
Students						

Table 4.1 displays the result of the sample T test that provides answer of the first research question that the difference of average motivated male and female students, which the mean score of male average motivation is 21.73 and the

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mean score of female average motivation is 33.07 with significant value 0.003 is smaller than  $\alpha$  (0.05) or tested on 95% of confidence interval.

Therefore, this can be inferred that there is the significant difference between average motivated male and female students which means that the null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_a$ ) is accepted. This result can be more briefly explained by tables and charts below.

**Table 4. 2 Average Motivated Male and Female Students**

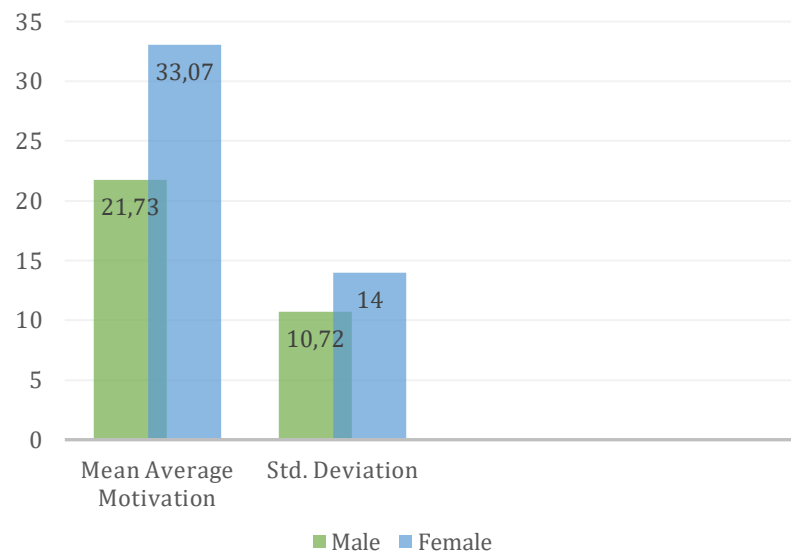
Average Motivated Male Students		Average Motivated Female Students	
N	23	N	26
Mean	21.73	Mean	33.07
Std. Deviation	10.724	Std. Deviation	10.005

Table 4.2 shows the mean scores of average motivation students. The mean score of male average motivation is 21.73 and the mean score of female average motivation is 33.07. thus related to the result of mean score of students motivation, female motivation is higher than male motivation in average category.

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Chart 4. 1 The Students' Average Motivation



The range score of reading comprehension test showed there was a difference too between the average motivated male students and average motivated male students. It is displayed on the table below :

Table 4. 3 Reading Comprehension Range Score of Average Motivated Male and Female Students

Average Male Motivated Students			Average Female Motivated Students		
Range Score	F	Percentage	Range Score	F	Percentage
41-50	0	0,0%	41-50	6	23,0%
31-40	4	17,3%	31-40	5	19,2%
21-30	5	22%	21-30	10	38,4%
11-20	9	39,1%	11-20	3	11,5%
1-10	5	22%	1-10	2	7,6%
Total	23	100%	Total	26	100%

Table 4.3 shows the differences in reading comprehension of average motivated male students and average motivated female students based on range

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scores. On the reading comprehension test, the male students' highest score was 40 and the female students' highest score was 65.

In the score range of 41-50, no male students managed to achieve that score. while there were 6 female students with a percentage of 23.0%. In the score range of 31-40, there were 4 male students who managed to get this score with a percentage of 17.3%. While there were 5 female students with a percentage of 19.2%. In the range of 21-30, there are 5 male students with a percentage of 22%. Meanwhile, there were 10 female students with a percentage of 38.4%. In the score range 11-20, this range is the highest range dominated by male students with a total of 9 students with a percentage of 39.1% and outperformed female students who were only 3 students with a percentage of 11.5%. The final score range is 1-10, with a total of 5 male students with a percentage of 22%. While there were only 2 female students with a percentage of 7.6%.

Overall, it can be described that the average motivated female students outperformed the average motivated male students in reading comprehension. Based on the table, it can be seen that the higher the range score, the more dominated by average female students. whereas the lower the range score the more dominated by average motivated male students.

Reading comprehension test was made based on several indicators. Comparison of reading comprehension from average motivated male students with average motivated female students based on question indicators can be seen in the following tables:





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**Table 4. 4 Finding the Main Idea Question**

Question number	Question	Average		Average	
		Motivated Male		Motivated	
		Students		Female Students	
		F	Percentage	F	Percentage
	The main idea of paragraph 3 is....				
	A. Visitors to Sydney Opera House must buy tickets in advance due to limited seat.				
	B. Visitors must know several things before going to Sydney Opera House				
	C. The Sydney Opera House has many facilities that suit wheelchairs	8	34%	13	50%
	D. Sydney Opera House's visitors are music, dance, and theater fans				
	E. The Sydney Opera House is accessible for wheelchairs				

It can be seen on the table 4.4 for the question number 16 the average motivated male students have lower comprehension (34%) in finding the main idea than average motivated male students (50%).

**Table 4. 5 Finding Factual Information Question**

Question number	Question	Average		Average	
		Motivated Male		Motivated	
		Students		Female Students	
		F	Percentage	F	Percentage
	Which of the following statements is correct?				
	A. King Prabu and his queen had lots of children.	2	9%	0	0%
	B. The little princess was a very good child.				
	C. Prabu gave his wife a necklace for her birthday.				

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- D. The people in Prabu's kingdom loved their royal family.
- E. The people envied to see the king's happiness to have a beautiful princess

The people were shocked...

- A. By Prabu's words to his daughter.
- B. By the princess's bad behaviour.
- C. When the royal family appeared.
- D. When the queen began to cry.
- E. Because of her kindness

3	13%	9	34%
---	-----	---	-----

It can be seen on the table 4.5 the question number 10 the average motivated male students dominated the average motivated female students. There are 2 Average motivated male students answered the question correctly (2%) but there is no average motivated female students succeeded to answer the question (0%). Conversely in the next question number 11, the average motivated female students outperformed the average motivated male student. The number of male students who successfully answered questions was only 3 students with a percentage of 9%. while the female students who managed to answer the questions were 9 students with a percentage of 34%. In general, the total of all average motivated students in answering Finding Factual Information Questions in numbers 10 and 11 is still low with evidence of a percentage that does not reach above 50%.

Table 4. 6 Knowing the Purpose

Question number	Question	Average Motivated Male Students		Average Motivated Female Students	
		Students		Female Students	
		F	Percentage	F	Percentage
3	Why did the writer write the text?				
	A. To identify Great Wall of China				
	B. To criticize Great Wall of China				
	C. To promote Great Wall of China	9	39%	10	43%
	D. To describe of Great Wall of China				
14	What is the purpose of the text above?				
	A. To compliment the Sydney Opera House.				
	B. To promote Sydney Opera House to the readers.				
	C. To explain about Sydney Opera House to the readers.	6	26%	3	12%
	D. To identify Sydney Opera House, as a tourist attraction.				
	E. To retell the writer's experience in Sydney Opera House.				

Table 4.6 shows the average motivated male students in question number 3, only about 9 students managed to answer with a percentage of 39%. while the average motivated female students with a total of 10 students with a percentage of 43%. in this question only the difference of 1 point. For the question number 14 the average motivated male students who succeeded answering the questions was 6 students with a percentage of 26%. Conversely with average female students that were about 3 students with percentage of 12%.

**Table 4. 7 Identifying the Meaning of Vocabulary**

Question number	Question	Average		Average	
		Motivated Male		Motivated	
		Students		Female Students	
		F	Percentage	F	Percentage
12	“Pull the strap to tighten it.” The underlined word has the similar meaning as ....				
	A. Line				
	B. Rope	5	21,7%	5	19%
	C. String				
	D. leash				
12	E. Mask				
	“I don’t want it! It’s ugly!” Th e underlined word means:				
	A. Not Pretty				
	B. Cheap	5	21,7%	14	53%
	C. Attractive				
11	D. Not Modern				
	E. Inexpensive				
	“...Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht.” The underlined word has the same meaning as...				
	A. Big	2	8,6%	9	34%
	B. Wide				
11	C. Huge				
	D. High				
	E. Large				

The table 4.7 shows that the average motivated male students who managed to answer the question 5 is 5 students with a percentage of 21,7%. It was same with average motivated female students that was 5 students, but the percentage was lower at 19%. The average motivated male students who managed to



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answer the question 12 is 5 students with a percentage of 21,7%. Then the average motivated female students that was 14 students, the percentage was higher at 53%. The last question in this indicator is question number 17. The average motivated male students that answered the question correctly was 2 students with a percentage 8,6%. The average motivated female students were higher with 9 students and the percentage is 34%.

For this section, the average motivated female student outperformed the average motivated male students. Two of three questions were correctly answered by the average motivated female students. For question number 12, more than half of average motivated female students answered the question correctly with a percentage of 53%.

**Table 4. 8 Making Inference**

Question number	Question	Average Motivated Male Students		Average Motivated Female Students	
		F	Percentage	F	Percentage
	We know from the text that Great Wall is...				
	A. Not a high building				
	B. Located in southeast china	6	26%	9	34,6%
	C. Built by using high technology				
	D. Built without using technology				
	E. The longest construction in the world				
	What makes people attracted to come to Great Wall?				
	A. Its highest and long sections				
	B. Its longest structure ever built	2	8,6%	4	15,3%
	C. Its location and the condition of the win				
	D. Its deserts, grasslands, mountains and plateaus				
	E. Its architectural grandeur and historical significance.				

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What does the text talk about?

- |                           |    |       |    |       |
|---------------------------|----|-------|----|-------|
| A. An emergency procedure |    |       |    |       |
| B. An emergency lighting  | 11 | 47,8% | 14 | 53,8% |
| C. The emergency exits    |    |       |    |       |
| D. Cabin monitors         |    |       |    |       |
| E. Safety briefing        |    |       |    |       |

We can infer from the text that ...

- |   |   |      |   |       |
|---|---|------|---|-------|
| A. All the luggage has to put away during the flight                        |   |      |   |       |
| B. Passengers have to follow to the instruction the safety data card        |   |      |   |       |
| C. The cabin crew has to give instruction during the emergency situation    | 2 | 8,6% | 8 | 30,7% |
| D. All passengers must stay on their seat when their emergency landing      |   |      |   |       |
| E. Passengers does not allow to bring their luggages in emergency situation |   |      |   |       |

The text is a...

- |                                     |   |       |    |       |
|-------------------------------------|---|-------|----|-------|
| A. Sports report.                   |   |       |    |       |
| B. Description of a baseball match. | 5 | 21,7% | 12 | 46,1% |
| C. Portrait of a baseball player.   |   |       |    |       |
| D. History of japanese baseball.    |   |       |    |       |
| E. Ichiro's letter.                 |   |       |    |       |

The text tells us that some teams did not want Ichiro because of his ...

- |                |   |      |    |       |
|----------------|---|------|----|-------|
| A. Size        |   |      |    |       |
| B. Nationality | 2 | 8,6% | 11 | 42,3% |
| C. Age         |   |      |    |       |
| D. Style       |   |      |    |       |
| E. Selfishness |   |      |    |       |

The text tells us that Ichiro...

- |   |   |       |   |     |
|---|---|-------|---|-----|
| A. Became a professional baseball player when he was 12 |   |       |   |     |
| B. Is unknown outside japan                             | 8 | 34,7% | 6 | 23% |
| C. Is still trained by his father                       |   |       |   |     |
| D. Has been playing for the seattle mariners since 2000 |   |       |   |     |
| E. Was a manager of the baseball player                 |   |       |   |     |

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The lake is called Talaga Warna because ...

- Of the necklace that lies at the bottom.
- Of the colours reflected in the water.
- That was the name of the princess.
- It is located in puncak.
- They had dreamt for a child for a very long time.

5 21,7% 11 42,3%

What is the writer's recommendation in visiting Sydney Opera House?

- Restaurants and bars are the only place to visit
- Visitor must accompanied by a tour guide
- Sydney Opera House's tickets are free
- Visitors must like music, dance and art
- Visitors must use wheelchairs

6 26% 13 50%

The text tells us about?

- The background to the marathon race and the writer's own experience.
- The history of the marathon race and the kind of people who run in it today.
- The background to the battle of marathon and the reasons for victory.
- Details of the writer's training plan for the london marathon next year.
- Details of my training plan for the london marathon next year.

4 17,3% 13 50%

How did the writer feel about the race?

- Disappointed because he was one of the last ones to arrive.
- Angry because he thought he should have trained harder.
- Unhappy because it took so long.
- Pleased that he had managed to complete it.
- Dissatisfied because he couldn't complete it

2 8,6% 9 34,6%

This indicator has the most questions because the model of the questions is in the form of HOTS (Higher Order Thinking Skills). this is a recommendation

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from the Indonesian education office to include HOTS questions in reading comprehension. Therefore, the reading comprehension test that was used in this research was dominated by the making inference indicator.

Table 4.8 displays various results. generally dominated by average female motivated students. In question number 1, the average motivated male students who successfully answered the questions were 9 students with a percentage of 34.6%. While male students amounted to 6 students with a percentage of 26%. Question number two was successfully answered by 4 average motivated female students with a percentage of 15.3% and 2 average motivated male students with a percentage of 8.6%. Question number 4 was successfully answered by 14 average female motivated students with a percentage of 53.8% and 11 average motivated male students with a percentage of 47.8%. Question number 6 was successfully answered by 8 average female motivated students with a percentage of 30,7% and 2 average motivated male students with a percentage of 8.6%. Question number 7 was successfully answered by 12 average female motivated students with a percentage of 46,1% and 5 average motivated male students with a percentage of 21,7%. Question number 8 was successfully answered by 11 average female motivated students with a percentage of 42,3% and 2 average motivated male students with a percentage of 8.6%. Question number 9 was successfully answered by 6 average female motivated students with a percentage of 23% and 8 average motivated male students with a percentage of 34,7%. Question number 13 was successfully answered by 11 average female motivated students with a percentage of 42,3% and 5 average motivated male students with a percentage of 21,7%.



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Question number 15 was successfully answered by 13 average female motivated students with a percentage of 50% and 6 average motivated male students with a percentage of 26%. Question number 18 was successfully answered by 13 average female motivated students with a percentage of 50% and 4 average motivated male students with a percentage of 17,3%. Question number 19 was successfully answered by 9 average female motivated students with a percentage of 34,6% and 2 average motivated male students with a percentage of 8.6%.

Overall, average motivated female students outperformed average motivated male students in almost every question. Average motivated male students only excelled in one number of questions, number 9. Even the average motivated female students on question numbers 4, 15, and 18, half of the average motivated female students managed to answer correctly.

Table 4. 9 Identifying Reference

Question number	Question	Average Motivated Male Students		Average Motivated Female Students	
		F	Percentage	F	Percentage
	‘...and felt proud that I finished the 42.195 kilometres.’				
	What is the opposite of the underlined word?				
	A. Pleased				
	B. Ashamed	7	30,4%	6	23%
	C. Sad				
	D. Superior				
	E. Happy				

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Table 4.9 is the last indicator. It shows that 7 average motivated male students with a percentage of 30,4% outperformed the average motivated female students that only 6 students answered the question correctly.

All the descriptions in the table support evidence that there is a significant difference between average motivated male students and average motivated female students in the reading comprehension test at Madrasah Aliyah Anshor Sunnah Kampar. On average, the average motivated female students outperformed in the range score and indicators question compared to the average motivated male students.

## 2. The Difference of Reading Comprehension Between Low Motivated Male Students and Low Motivated Female Students at Madrasah Aliyah Anshor Al-Sunnah Boarding School Kampar

In order to make a measurement of the influence of difference of reading comprehension between low motivated males students and low motivated female students, independent sample t test was applied, and the calculation was done by using SPSS.26 program and the output is displayed on the table below:

**Table 4. 10 Result of Independent Sample Test of low Motivated Males and Female Students**

Gender	N	Mean	Sig.(2-tailed)	$\alpha$ (0.05)
Low Motivated Male Students	19	22.36	0.215	0.005
Low Motivated Female Students	18	18.05		

Table 4.10 displays the result of the sample T test that provides answer of the first research question that the difference of average motivation of male and

female students, which the mean score of male low motivated is 22,36 and the mean score of female low motivated is 18,05 with significant value 0.215 is higher than  $\alpha$  (0.05) or tested on 95% of confidence interval. Therefore, this can be inferred that there is no the difference between male low motivated students and female average motivation students which means that the null hypothesis ( $H_0$ ) is accepted, and alternative hypothesis ( $H_a$ ) is rejected. This result can be more briefly explained by tables and charts below:

**Table 4. 11 Low Motivated Students**

Low Motivated Male Students		Low Motivated Female Students	
N	19	N	18
Mean	22.36	Mean	18,05
Std. Deviation	9.62	Std. Deviation	11.13

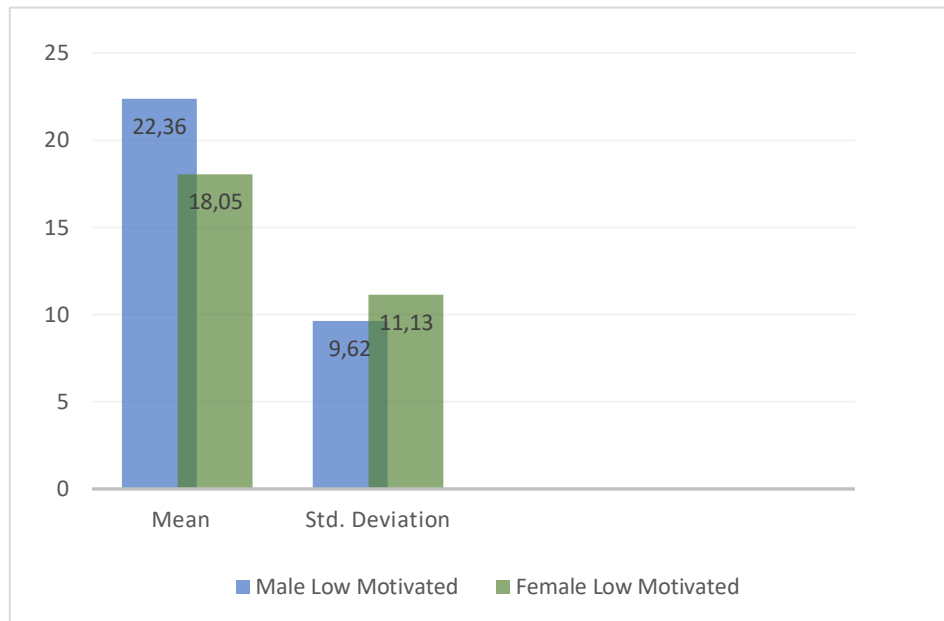
Table 4.11 shows the mean scores of average motivation students. The mean score of low motivated male students is 22,36 and the mean score of low motivated female students is 18.05. Thus related to the result of mean score of students' motivation, low male motivated is higher than male motivated in average category.

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Chart 4. 2 The Students' Average Motivation



The range score of reading comprehension test showed there was a difference between the low motivated male students and low motivated male students. It is displayed on the table below :

Table 4. 12 Reading Comprehension Range Score of Low Motivated Male and Female Students

Low Male Motivated Students			Low Female Motivated Students		
Range Score	F	Percentage	Range Score	F	Percentage
41-50	2	10,5%	41-50	0	0%
31-40	1	5,2%	31-40	1	5,5%
21-30	8	42,1%	21-30	7	38,8%
11-20	5	26,3%	11-20	3	16,6%
1-10	3	15,7%	1-10	7	38,8%
Total	19	100%	Total	18	100% %



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Table 4.12 shows the differences in reading comprehension of low motivated male students and low motivated female students based on range scores. On the reading comprehension test, the students' highest score was 50. Based on this highest score, the score ranges from 41-50, 31-40, 21-30, 11-20, and 1-10 are described.

In the score range of 41-50, no female students managed to achieve that score. while there were 2 male students with a percentage of 10,5%. In the score range of 31-40, there were 1 male students who managed to get this score with a percentage of 17.3%. While there were 1 female students with a percentage of 5.5%. In the range of 21-30, this range is the highest range dominated by male students with a total of 8 students with a percentage of 42,1% and outperformed female students who were only 7 students with a percentage of 38,8%. In the score range 11-20, there are 5 male students with a percentage of 26,3%. Meanwhile, there were 3 female students with a percentage of 16,6%. The final score range is 1-10, with a total of 3 male students with a percentage of 15,7% and 7 female students with a percentage of 3.8%.

Overall, it can be described that the low motivated male students outperformed the low motivated female students in reading comprehension. These differences do not have that much difference in total that there is no significant difference between low motivated male students and low motivated female students.

Reading comprehension test was made based on several indicators. Comparison of reading comprehension from low motivated male students with



low motivated female students based on question indicators can be seen in the following tables:

**Table 4. 13 Finding the Main Idea Question**

Question number	Question	Low Motivated Male Students		Low Motivated Female Students	
		Male Students		Female Students	
		F	Percentage	F	Percentage
16	The main idea of paragraph 3 is....				
	A. Visitors to Sydney Opera House must buy tickets in advance due to limited seat.				
	B. Visitors must know several things before going to Sydney Opera House				
	C. The Sydney Opera House has many facilities that suit wheelchairs	3	15,7%	3	16%
	D. Sydney Opera House's visitors are music, dance, and theater fans				
	E. The Sydney Opera House is accessible for wheelchairs				

It can be seen on the table 4.17 for the question number 16 the low motivated male students have same students that answer the question correctly. They are 3 students. But in percentage, there is the difference where the percentage of male is 15,7% and the female is 16%.

**Table 4. 14 Finding Factual Information Question**

Question number	Question	Low Motivated Male Students		Low Motivated Female Students	
		Male Students		Female Students	
		F	Percentage	F	Percentage
1	Which of the following statements is correct?				
	A. King Prabu and his queen had lots of children.	3	15,7%	1	5,5%
	B. The little princess was a very good child.				
	C. Prabu gave his wife a necklace for her birthday.				

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- D. The people in Prabu's kingdom loved their royal family.
- E. The people envied to see the king's happiness to have a beautiful princess

The people were shocked...

- A. By Prabu's words to his daughter.
- B. By the princess's bad behaviour.
- C. When the royal family appeared.
- D. When the queen began to cry.
- E. Because of her kindness

3 15,7% 1 5,5%

It can be seen on the table 4.14 the question number 10 the low motivated male students dominated the low motivated female students. There were 3 Low motivated male students that answered the question correctly with percentage of 15,7% but only 1 low motivated female students succeeded answering the question (5%). It is same with question number 11. There were 3 Low motivated male students that answered the question correctly with percentage of 15,7% but only 1 low motivated female students succeeded answering the question (5%).

**Table 4. 15 Knowing the Purpose**

Question number	Question	Low Motivated Male Students		Low Motivated Female Students	
		F	Percentage	F	Percentage
	Why did the writer write the text?				
	A. To identify Great Wall of China				
	B. To criticize Great Wall of China				
	C. To promote Great Wall of China	7	36%	4	22,2%
	D. To describe of Great Wall of China				
	E. To compliment Great Wall of China				



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What is the purpose of the text above?

- A. To compliment the Sydney Opera House.
- B. To promote Sydney Opera House to the readers.
- C. To explain about Sydney Opera House to the readers.
- D. To identify Sydney Opera House, as a tourist attraction.
- E. To retell the writer's experience in Sydney Opera House.

6 31% 4 22,2%

Table 4.15 shows the low motivated male students in question number 3, about 7 students managed to answer with a percentage of 36%. while the low motivated female students with a total of 4 students with a percentage of 22,2%. For the question number 14 the low motivated male students who succeeded answering the questions was 6 students with a percentage of 31%. Conversely with low female students that were about 4 students with percentage of 4%.

**Table 4. 16 Knowing the Purpose**

Question number	Question	Low Motivated Male Students		Low Motivated Female Students	
		F	Percentage	F	Percentage
	"Pull the strap to tighten it." The underlined word has the similar meaning as ....				
	A. Line				
	B. Rope	4	21%	2	11%
	C. String				
	D. leash				
	E. Mask				





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“I don’t want it! It’s ugly!” The underlined word means:

- A. Not Pretty
- B. Cheap
- C. Attractive
- D. Not Modern
- E. Inexpensive

7 36% 4 22,2%

“...Distinguished by soaring halls with a white ceramic-tiled exterior shaped to evoke the sails of a yacht.” The underlined word has the same meaning as...

- A. Big
- B. Wide
- C. Huge
- D. High
- E. Large

1 5,2% 2 11%

The table 4.16 shows that the low motivated male students who managed to answer the question 5 is 4 students with a percentage of 21%. It was different with low motivated female students that was 2 students, and the percentage was lower at 11,1%. The low motivated male students who managed to answer the question 12 is 7 students with a percentage of 36%. Then the low motivated female students were 4 students, the percentage was lower at 22,2%. The last question in this indicator is question number 17. The low motivated male students that answered the question correctly was 1 students with a percentage 5,2%. The low motivated female students were higher with 2 students and the percentage is 11,1%.

For this section, the low motivated male student outperformed the low motivated female students. Two of three questions were correctly answered by the low motivated female students. For question number 12, almost half of low

motivated male students answered the question correctly with a percentage of 36%.

**Table 4. 17 Making Inference**

Question number	Question	Low Motivated Male Students		Low Motivated Female Students	
		F	Percentage	F	Percentage
1	We know from the text that Great Wall is...				
	A. Not a high building				
	B. Located in southeast China	1	5,2%	4	22,2%
	C. Built by using high technology				
	D. Built without using technology				
2	E. The longest construction in the world				
	What makes people attracted to come to Great Wall?				
	A. Its highest and long sections				
	B. Its longest structure ever built	3	15,7%	3	16%
	C. Its location and the condition of the win				
	D. Its deserts, grasslands, mountains and plateaus				
	E. Its architectural grandeur and historical significance.				
	What does the text talk about?				
	A. An emergency procedure				
	B. An emergency lighting	2	10,8%	3	55,5%
	C. The emergency exits				
	D. Cabin monitors				
	E. Safety briefing				
	We can infer from the text that ...				
	A. All the luggage has to put away during the flight				
	B. Passengers have to follow to the instruction the safety data card	11	57,8%	3	16%
	C. The cabin crew has to give instruction during the emergency situation				
	D. All passengers must stay on their seat when their emergency landing				

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E. Passengers does not allow to bring their luggages in emergency situation

The text is a...

- A. Sports report.
- B. Description of a baseball match.
- C. Portrait of a baseball player.
- D. History of japanese baseball.
- E. Ichiro's letter.

4 21% 5 27,7%

The text tells us that some teams did not want Ichiro because of his ...

- A. Size
- B. Nationality
- C. Age
- D. Style
- E. Selfishness

8 42,1% 2 11,1%

The text tells us that Ichiro...

- A. Became a professional baseball player when he was 12
- B. Is unknown outside japan
- C. Is still trained by his father
- D. Has been playing for the seattle mariners since 2000
- E. Was a manager of the baseball player

7 36% 5 27,7%

The lake is called Talaga Warna because ...

- A. Of the necklace that lies at the bottom.
- B. Of the colours reflected in the water.
- C. That was the name of the princess.
- D. It is located in puncak.
- E. They had dreamt for a child for a very long time.

4 21% 3 16%

What is the writer's recommendation in visiting Sydney Opera House?

- A. Restaurants and bars are the only place to visit
- B. Visitor must accompnied by a tour guide
- C. Sydney Opera House's tickets are free
- D. Visitors must like music, dance and art
- E. Visitors must use wheelchairs

1 5,2% 1 5,5%

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The text tells us about?

- |   |   |       |   |     |
|---|---|-------|---|-----|
| A. The background to the marathon race and the writer's own experience.         |   |       |   |     |
| B. The history of the marathon race and the kind of people who run in it today. |   |       |   |     |
| C. The background to the battle of marathon and the reasons for victory.        | 6 | 31,5% | 3 | 16% |
| D. Details of the writer's training plan for the london marathon next year.     |   |       |   |     |
| E. Details of my training plan for the london marathon next year.               |   |       |   |     |

How did the writer feel about the race?

- |  |   |       |   |      |
|--|---|-------|---|------|
| A. Disappointed because he was one of the last ones to arrive. |   |       |   |      |
| B. Angry because he thought he should have trained harder.     | 2 | 10,5% | 1 | 5,5% |
| C. Unhappy because it took so long.                            |   |       |   |      |
| D. Pleased that he had managed to complete it.                 |   |       |   |      |
| E. Dissatisfied because he couldn't complete it                |   |       |   |      |

This indicator has the most questions because the model of the questions is in the form of HOTS (Higher Order Thinking Skills). this is a recommendation from the Indonesian education office to include HOTS questions in reading comprehension. Therefore, the reading comprehension test that was used in this research was dominated by the making inference indicator.

Table 4.18 displays various results. generally dominated by low female motivated students. In question number 1, the low motivated male students who successfully answered the questions were 1 students with a percentage of 5,2%. While female students amounted to 4 students with a percentage of 22,2%. Question number two was successfully answered by 3 low motivated female students with a percentage of 16% and 3 low motivated male students with a



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percentage of 15,7%. Question number 4 was successfully answered by 10 low female motivated students with a percentage of 55,5% and 2 low motivated male students with a percentage of 10,5%. Question number 6 was successfully answered by 3 low female motivated students with a percentage of 16% and 11 low motivated male students with a percentage of 57,8%. Question number 7 was successfully answered by 5 low female motivated students with a percentage of 27,7% and 4 low motivated male students with a percentage of 21%. Question number 8 was successfully answered by 2 low female motivated students with a percentage of 11,1% and 8 low motivated male students with a percentage of 42,1%. Question number 9 was successfully answered by 5 low female motivated students with a percentage of 27,7% and 7 low motivated male students with a percentage of 36%. Question number 13 was successfully answered by 3 low female motivated students with a percentage of 16% and 4 low motivated male students with a percentage of 21%.

Question number 15 was successfully answered by 1 low female motivated students with a percentage of 5,5% and 1 low motivated male students with a percentage of 5,1%. Question number 18 was successfully answered by 3 low female motivated students with a percentage of 16% and 6 low motivated male students with a percentage of 31,5%. Question number 19 was successfully answered by 1 low female motivated students with a percentage of 5,5% and 2 low motivated male students with a percentage of 10,5%. Overall, low motivated male students outperformed low motivated female. Low motivated male students excelled in 6 number of questions.

Table 4. 18 Identifying Reference

Question number	Question	Low Motivated Male Students		Low Motivated Female Students	
		Male Students		Female Students	
		F	Percentage	F	Percentage
2	'...and felt proud that I finished the 42.195 kilometres.'				
	What is the opposite of the underlined word?				
	A. Pleased				
	B. Ashamed	2	10,5%	4	22,2%
	C. Sad				
	D. Superior				
	E. Happy				

Table 4.18 is the last indicator. It shows that 4 low motivated female students with a percentage of 22,2% outperformed the low motivated male students that only 2 students answered the question correctly with a percentage of 10,5%

All the descriptions in the table support evidence that there is no significant difference between low motivated male students and low motivated female students in the reading comprehension test at Madrasah Aliyah Anshor Sunnah Kampar. In Addition, each of the low motivated male students and low motivated female students offset each other. Both from the results of the reading comprehension test answer scores and the number of samples that did not have a significant difference.

### 3. The Interaction Effect of Genders and Reading Motivation on Student Reading Comprehension at Madrasah Aliyah Anshor Al-Sunnah Boarding School Kampar

In this section, the outcomes of the data analysis are used to answer of the research questions were presented according to the sequence of the research questions. The findings were the outcome of examining of the interaction effect of genders and reading motivation on student reading comprehension.

The actual population showed there were high motivated students from both gender, but it can be compared because it will make the analysis of data unbalance. it can be seen on the table below :

**Table 4. 19 The Population**

No	Category	F	Percentage
1	High Motivated Male Students	1	1%
2	Average Motivated Male Students	28	27%
3	Low Motivated Male Students	21	20%
4	High Motivated Female Students	5	5%
5	Average Motivated Female Students	30	29%
6	Low Motivated Female Students	18	18%
Total		103	100%

The table 4.19 displays high motivated male students is one student. This is not enough to compare with high motivated female student that is 5 students. It made the result of normality test is not normal. So the writer separated the population into the sample encompassed the category only average motivated male students, low

© motivated male students, average motivated female students, and low motivated female students.

To see an overview of reading motivation first, the description is divided into intrinsic and extrinsic reading motivation. Those categories results of reading motivation can be seen in the presentation below :

**Table 4. 20 The Students' Reading Motivation in Intrinsic Aspect**

Indicator	Question	Frequency				
		1	2	3	4	Total
Intrinsic	I like reading in English to learn something new about people and things that interest me.	29,1%	30,2%	26,7%	14,0%	100%
	I like reading a lot of interesting things in English.	18,6%	44,2%	25,6%	11,6%	100%
	I feel happy when I read about something interesting in English	26,7%	34,9%	26,7%	11,6%	100%
	When the topic is interesting, I am willing to read difficult English materials.	39,5%	31,4%	18,6%	10,5%	100%
	It is fun for me to read about something I like in English.	23,3%	36%	24,4%	16,3%	100%
	It is hard for me to stop reading in English when the topic is interesting.	27,9%	45,3%	17,4%	9,3%	100%
	I like reading about new things in English.	27,9%	29,1%	31,4%	11,6%	100%
	I enjoy reading when I learn complex ideas from English materials.	43,0%	40,7%	10,5%	5,8%	100%
	I like it when the topic of an English reading makes me think a little more.	34,9%	19,8%	32,6%	12,8%	100%
	I like challenging myself while reading in English.	38,4%	17,4%	23,3%	20,9%	100%

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I enjoy reading good, long stories in English.	32,6%	30,2%	22,1%	15,1%	100%
I like hard, challenging English readings.,	46,5%	25,6%	22,1%	5,8%	100%
When an assignment is interesting, I can read difficult English materials more easily.	48,8%	29,1%	14,0%	8,1%	100%
When I am reading about an interesting topic in English, I sometimes lose track of time.	44,2%	31,4%	15,1%	9,3%	100%
When my teacher or friends tell me something interesting, I might read more about it in English.	31,4%	25,6%	22,1%	20,9%	100%
I enjoy reading in English to learn what is going on in the U.S. and in the world.	30,2%	33,7%	24,4%	11,6%	100%
I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc.	22,1%	20,9%	34,9%	22,1%	100%
I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc.	18,6%	31,4%	26,7%	23,3%	100%
I read in English with the aim to pass in English course.	19,8%	24,4%	23,3%	32,6%	100%

Table 4.20 presents the result of students' response to the questions related to their preference in reading motivation. In response to the first question, 29.1% students are not like reading in English to learn something new about people and things that interest me, 30,2% students are little bit not like to reading in English to learn something new about people and things that interest me, 26,7% of students little like reading in English to learn something new about people and things that interest and 14,0% really like reading in English to learn something new about people and things that interest.

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In response of the second question, 18,6% of students are do not like reading a lot of interesting things in English, 44,2% of students are not really like reading of interesting things in English, 25,6% students little bit like reading of interesting things in English and 11,6% of students are really like reading of interesting things in English.

In response of the third question, 26,7% students are really not happy when reading about something interesting in English, 34,9% students are no really happy when reading about something interesting in English, 26,7% students are little bit happy when reading about something interesting in English, and 11,6% students are really happy reading about something interesting in English.

The fourth response shows that 39,5% students are really not willing to read difficult English materials even the topic is interesting, 31,4% students are not really willing to read difficult English materials even the topic is interesting, 18,6% students are willing to read difficult English materials when the topic is interesting, 10,5% students are really willing to read difficult English materials even the topic is interesting.

The fifth response shows that 23,3% students are really not fun to read about something is like in English, 36,0% students are not really fun to read about something in English, 24,4% students are fun to read about something in English, and 16,3% students are really fun to read about something in English.

The sixth response, 27,9% students are really easy to stop reading in English even when the topic is interesting, 45,3% easy to stop reading in English even when the topic is interesting, 17,4% of students are not easy to stop reading in

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English when the topic is interesting, and 9,3% students are really hard to stop reading in English even when the topic is interesting.

The seventh response shows that, 27,9% students are really not like reading about new things in English, 29,1% students are not really like reading about new things in English, 31,4% students are like reading about new things in English, and 11,6% students are really like reading about new things in English.

In the eight response, 43,0% students are really not enjoy reading when learning complex ideas from English materials, 40,7% students are not really enjoy reading when learning complex ideas from English materials, 10,5% students are enjoying when learning complex ideas from English materials, and 5,8% students eally enjoy when learning complex ideas from English materials.

In the ninth response, 34,9% students really not like when the topic of an English when reading takes think a little more, 19,8% students not really like when the topic of an English when reading takes think a little more, 32,6% students are like when the topic of an English when reading takes think a little more, and 12,8% students are really like when the topic of an English when reading takes think a little more.

In the tenth response, 38,4% students really do not like challenging their self while reading in English, 17,4% students are not really like challenging their self while reading in English, 23,3% students are like challenging their self while reading in English and 20,9% students are really like challenging their self while reading in English.

In eleventh response, 32,6% students are really not enjoy reading good, long stories in English, 30,2% students are not really enjoy reading good, long stories



in English, 22,1% students are enjoy reading good, long stories in English, and 15,1% students are really enjoy reading good, long stories in English.

In the twelve response, 46,5% students are really not like hard, challenging English readings, 25,6% students are not really like hard, challenging English readings, 22,1% students are like hard, challenging English readings, and 5,8% students are really like hard, challenging English readings.

In the thirteen response, 48,8% students are really cannot read difficult English materials more easily, even the assignment is interesting, 29,1% students are cannot read difficult English materials more easily, even the assignment is interesting, 14,0% students are able to read difficult English materials more easily, when the assignment is interesting, and 8,1% students are really able to read difficult English materials more easily, when the assignment is interesting.

In the next response, 48,8% students are really not losing track of time when reading even the topic is interesting, 31,4% students are not really losing track of time when reading even the topic is interesting, 15,1% students are losing track of time when reading the interesting topic, 9,3% students are really losing track of time when reading the interesting topic.

In the next response, 31,4% students are really do not read more about English even the teacher or friends tell something interesting, 25,6% students are do not really read more about English even the teacher or friends tell something interesting, 22,1% students will read more about English when the teacher or friends tell something interesting, and 20,9% students might read more about English when the teacher or friends tell something interesting.

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In the next response, 30,2% students are really not enjoy reading in English to learn what is going on in the U.S. and in the world, 33,7% students are not really enjoy reading in English to learn what is going on in the U.S. and in the world, 24,4% students are enjoy reading in English to learn what is going on in the U.S. and in the world, 11,6% students are really enjoy reading in English to learn what is going on in the U.S. and in the world.

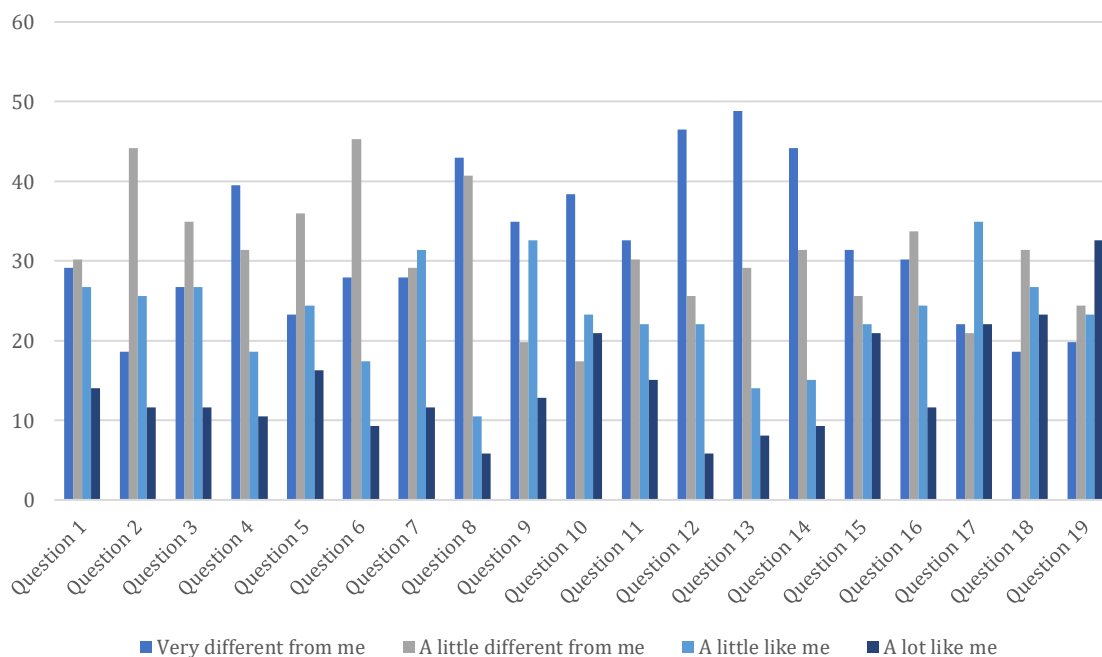
Next, 22,1% students are not read English because they really do not need a good score on tests like TOEFL, Michigan, IELTS, etc, 20,9% students are not read English because they do not really need a good score on tests like TOEFL, Michigan, IELTS, etc, 34,9% students try to read in English because they need a good score on tests like TOEFL, Michigan, IELTS, etc, 22,1% students are try to read in English because they really need a good score on tests like TOEFL, Michigan, IELTS, etc.

In the next response is 18,6% students not try to read in English because they really do not like seeing their reading score improve on tests like TOEFL, Michigan, IELTS, etc, 31,4% students not try to read in English because they do not really like seeing their reading score improve on tests like TOEFL, Michigan, IELTS, etc, 26,7% students try to read in English because they like seeing their reading score improve on tests like TOEFL, Michigan, IELTS, etc, and 23,3% students are trying to read in English because they really like seeing their reading score improve on tests like TOEFL, Michigan, IELTS, etc.

Then, the last response in intrinsic aspect is 19,8% students really do not read in English with the aim to pass in English course, 24,4% students are do not really read English with the aim to pass in English course, 23,3% students

are read in English with the aim to pass in English course, 32,6% students really read in English with the aim to pass in English course.

**Chart 4. 3 Results of Students' Response on Students Reading Motivation in Intrinsic Aspect**



**Table 4. 21 The Students' Reading Motivation in Extrinsic Aspect**

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Indicator	Question	Frequency				Total
		1	2	3	4	
Extrinsic	I am willing to work hard to read better than my friends in English.	15,1%	19,8%	31,4%	33,7%	100%
	I like being the only student who knows an answer about something we read in English.	17,4%	27,9%	24,4%	30,2%	100%
	I like my teacher to say that I read well in English.	10,5%	17,4%	31,4%	40,7%	100%
	When I complete English reading assignments for class, I try to get more answers correct than my classmates.	12,8%	23,3%	34,9%	29,1%	100%

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When I read in English, I like to finish my reading assignments before other students.	27,9%	32,6%	25,6%	14,0%	100%
I like my friends to tell me that I am a good English reader.	24,4%	19,8%	38,4%	17,4%	100%
I want to be the best at reading in English.	15,1%	15,1%	27,9%	41,9%	100%
When some classmates read English better than me, I want to read more English materials.	29,1%	25,6%	30,2%	15,1%	100%
I like it when my teacher asks me to read English aloud in class.	32,6%	31,4%	20,9%	15,1%	100%
I like to get positive comments about my English reading.	16,3%	31,4%	31,4%	20,9%	100%
When I read in English, I often think about how well I read compared to others.	27,7%	38,4%	23,3%	11,6%	100%
I practice reading in English because I feel good when I answer teachers' questions correctly in class.	26,7%	29,1%	31,4%	12,8%	100%
I feel happy when my friends ask me for help with their English reading assignments.	26,7%	24,4%	32,6%	16,3%	100%
Finishing English reading assignments on time is very important for me.	22,1%	33,7%	27,9%	16,3%	100%
I usually try to finish my English reading assignments on time.	30,2%	23,3%	32,6%	14,0%	100%
It is important for me to receive a good grade in my English reading course.	15,1%	27,9%	30,2%	26,7%	100%
I do my English reading assignments exactly as the teacher tells me to do them.	15,1%	27,9%	36,0%	20,9%	100%
I look forward to finding out my grades in English reading.	20,9%	36,0%	31,4%	11,6%	100%
I want to read English to improve my grade.	15,1%	26,7%	41,9%	16,3%	100%
I work harder on English reading assignments when they are graded.	12,8%	27,9%	33,7%	25,6%	100%

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I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, Michigan, IELTS, etc.	15,1%	25,6%	30,2%	29,1%	100%
I practice reading in English because I need to do well in my future classes.	11,6%	23,3%	31,4%	33,7%	100%
I enjoy telling my friends about the things I read in English Materials.	31,4%	37,2%	12,8%	18,6%	100%
My friends and I like to share what we read in English.	33,7%	34,9%	18,6%	12,8%	100%
I like talking with my friends about what I read in English.	40,7%	39,5%	8,1%	11,6%	100%
I like joining class discussions about what I read in English.	34,39%	34,39%	19,8%	10,5%	100%
I am happy when someone know about my ability in English Reading.	23,3%	33,7%	23,3%	19,8%	100%
I try to read in English so I can understand what my friends are talking about.	16,3%	33,7%	30,2%	19,8%	100%

Table 4.21 displays the students' preference related to their extrinsic motivation. In response to the first question, 15,1% students are really not willing to work hard to read better than their friends in English, 19,8% students are not really willing to work hard to read better than their friends in English, 31,4% students are willing to work hard to read better than their friends in English, 33,7% students are really willing to work hard to read better than my friends in English.

The second question, 17,4% students are really do not willing to work hard to read better than their friends in English, 27,9% are not really willing to work hard to read better than their friends in English, 24,4% students are willing to work hard to read better than their friends in English, 30,2% students are really willing to work hard to read better than their friends in English.



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 The response of students in the third question is 10,5% students really do not like their teacher to say that they read well in English, 17,4% students do not like they teacher to say that they read well in English, 31,4% students like they teacher to say that they read well in English, and 40,7% students really like they teacher to say that they read well in English.

The next response for the question is 12,8% students when they complete English reading assignments for class, they do not try to get more answers correct than they classmates at all, 23,33% students when they complete English reading assignments for class, they do not try to get more answers correct than they classmate, 34,9% students when they complete English reading assignments for class, they try to get more answers correct than they classmates, 29,1% students when they complete English reading assignments for class, they really try to get more answers correct than they classmates.

The next response is 27,9% students when they read in English, they really do not like to finish their reading assignments before other students, 32,6% students when they read in English, they do not like to finish their reading assignments before other students, 25,6% students when they read in English, they like to finish their reading assignments before other students, 14,0% students when they read in English, they really like to finish their reading assignments before other students.

The next response is 24,4% students really do not like their friends to tell them that they are a good English reader, 19,8% students do not like their friends to tell them that they are a good English reader, 38,4% students like their friends to tell them that they are a good English reader, 17,4% students really like their friends to tell them that they are a good English reader.

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In the next response is 15,1% students really do not want to be the best at reading in English, 15,1% students do not want to be the best at reading in English, 27,9 students want to be the best at reading in English, and 41,0% students really want to be the best at reading in English.

Then, other response is 29,1% students state that when some classmates read English better than them, they really do not want to read more English materials, 25,6% students state that when some classmates read English better than them, they do not want to read more English materials, 30,2% students state that when some classmates read English better than them, they want to read more English materials, 15,1% students state that when some classmates read English better than them, they really want to read more English materials.

For the next response for the question, 32,6% students really do not like it when their teacher asks them to read English aloud in class, 31,4% students do not like it when their teacher asks them to read English aloud in class, 20,9% students like it when their teacher asks them to read English aloud in class, 15,1% students really like it when their teacher asks them to read English aloud in class.

Other response shows that 16,3% students really do not like to get positive comments about their English reading, 31,4% students do not like to get positive comments about their English reading, 31,4% students like to get positive comments about their English reading, and 20,9% students really like to get positive comments about their English reading.

Another response is 27,7% students when they read in English, they really not often think about how well they read compared to others, 38,4% students when they read in English, they not often think about how well they read compared to others,

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23,3% students when they read in English, they often think about how well they read compared to others, 11,6% students when they read in English, they really often think about how well they read compared to others.

The next response for the question is 26,7% students really do not practice reading in English because they feel really not good when they answer teachers' questions correctly in class, 29,1% students do not practice reading in English because they feel not good when they answer teachers' questions correctly in class, 31,4% students really practice reading in English because they feel good when they answer teachers' questions correctly in class, 12,8% students really practice reading in English because they feel really good when they answer teachers' questions correctly in class. 26,7% students feel really not happy when their friends ask them for help with their English reading assignments, 24,4% students feel not happy when their friends ask them for help with their English reading assignments, 32,6% students feel happy when their friends ask them for help with their English reading assignments, 16,3% students feel really happy when their friends ask them for help with their English reading assignments. 22,21 % students finishing English reading assignments on time is not really very important for them, 33,7% students finishing English reading assignments on time is not very important for them, 27,9% students finishing English reading assignments on time is important for them, 16,3% students finishing English reading assignments on time is very important for them.

30,2% students usually try to finish their English reading assignments really not on time, 23,3% students usually try to finish their English reading assignments really not on time, 32,6% students usually try to finish their English reading assignments on time, 14,04 students usually try to finish their English reading



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assignments really on time. 15,1% students state that It is really not important for me to receive a good grade in my English reading course, 15,1% students state that it is not important for them to receive a good grade in their English reading course, 27,9% students state that it is not important for them to receive a good grade in their English reading course, 30,2 students state that it is important for them to receive a good grade in their English reading course, and 26,7% students state that it is very important for them to receive a good grade in their English reading course. 15,1% students really do not do their English reading assignments exactly as the teacher tells them to do then, 27,9% students do not do their English reading assignments exactly as the teacher tells them to do then, and 30,0% students do their English reading assignments exactly as the teacher tells them to do then, 20,9% students really do their English reading assignments exactly as the teacher tells them to do then. 20,9% students really do not look forward to finding out my grades in English reading, 36,0% students do not look forward to finding out my grades in English reading, 31,4% students look forward to finding out my grades in English reading, and 11,6% students really look forward to finding out my grades in English reading.

For the next response for the question is 15,1% students really do not want to read English to improve their grade, 26,7% students do not want to read English to improve their grade, 41,9% students want to read English to improve their grade, and 16,3% students really want to read English to improve their grade.

Next response for the question is 12,8% students really do not work harder on English reading assignments when they are graded, 27,9% students do not work harder on English reading assignments when they are graded, 33,7% students work



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harder on English reading assignments when they are graded, 25,6% students really work harder on English reading assignments when they are graded.

The next response for the question is 15,1% students really not practice reading in English because they do not want a higher reading score than their friends and classmates on tests like TOEFL, Michigan, IELTS, etc., 25,6% students not practice reading in English because they do not want a higher reading score than their friends and classmates on tests like TOEFL, Michigan, IELTS, etc., 30,2 students practice reading in English because they do not want a higher reading score than their friends and classmates on tests like TOEFL, Michigan, IELTS, etc., 29,1% students really practice reading in English because they do not want a higher reading score than their friends and classmates on tests like TOEFL, Michigan, IELTS, etc.,. Then the next response for the question is 11,6% students do not practice English really practice reading in English because they really do not need to do well in their future classes, 23,3% students do not practice English really practice reading in English because they do not need to do well in their future classes, 31,4% students practice English really practice reading in English because they need to do well in their future classes, 33,7% students practice English really practice reading in English because they really need to do well in their future classes.

Next, 31,4% students really not enjoy telling their friends about the things they read in English Materials, 37,2% students not enjoy telling their friends about the things they read in English Materials, 12,8% students enjoy telling their friends about the things they read in English Materials, and 18,6% students really enjoy telling their friends about the things they read in English Materials. After that, 33,7% their friends and them really do not like to share what their read in English,

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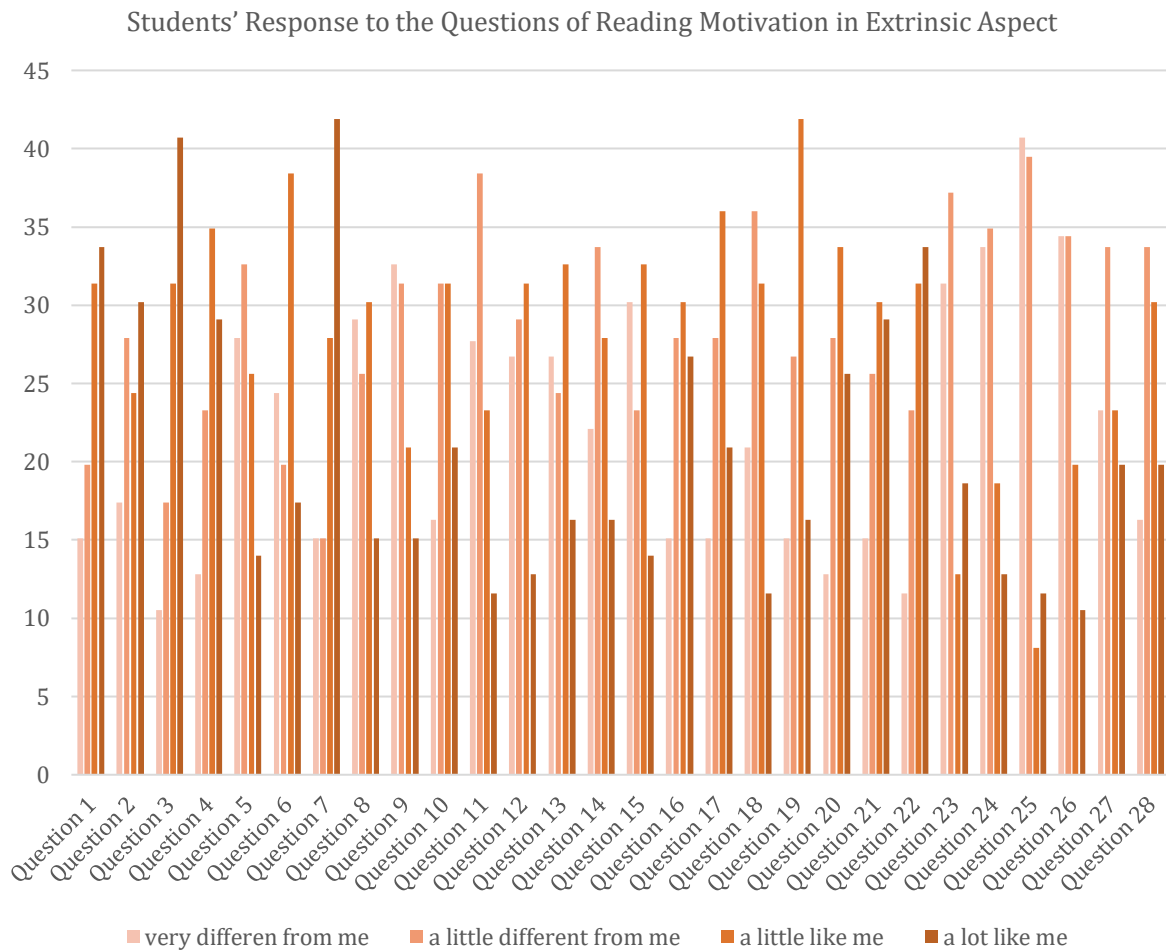
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34,95% their friends and them do not like to share what their read in English, 18,6% their friends and them like to share what their read in English, 12,8% their friends and them really like to share what their read in English.

Then, 40,7% students really do not like talking with my friends about what they read in English, 39,5% students not like talking with my friends about what they read in English, 8,1% students like talking with my friends about what they read in English, 11,6% students really like talking with my friends about what they read in English. 34,39% students really do not like joining class discussions about what they read in English, 34,39% students do not like joining class discussions about what they read in English, 19,8% students like joining class discussions about what they read in English, and 10,5% students really like joining class discussions about what they read in English. 23,3% students are really not happy when someone know about their ability in English Reading, 33,7% students are not happy when someone know about their ability in English Reading, 19,8% students are really happy when someone know about their ability in English Reading.

And the last response for the question is 16,3% students really not try to read in English so they can understand what my friends are talking about, 33,7% students are not try to read in English so they can understand what my friends are talking about, 30,2% students try to read in English so they can understand what my friends are talking about, and 19,8% students really try to read in English so they can understand what my friends are talking about.

**Chart 4. 4 Shows Students' Response to the Questions of Reading Motivation in Extrinsic Aspect**



The description above includes all the results of the reading motivation test in the extrinsic and intrinsic divisions. the data is presented with the frequency and percentage of male and female students.

Next, to see an overview of the results of the reading comprehension test. it can be seen in the following presentation:

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**Table 4. 22 Reading Comprehension Test Result of Male Students**

Question Number	Frequency	Percentage
1	7	17%
2	5	12%
3	16	38%
4	13	31%
5	9	21%
6	13	31%
7	9	21%
8	10	24%
9	15	36%
10	5	12%
11	6	14%
12	11	26%
13	10	24%
14	12	29%
15	7	17%
16	11	26%
17	3	7%
18	10	24%
19	4	10%
20	9	21%

The table above shows that male students did not succeed in achieving a completeness score of 70. As is commonly used in schools that use the 2013 curriculum which was also adopted in the school where the study hold. Question number 3 was answered the most with a total of 16 students who managed to answer with a percentage of 38%. Followed by question number 9 with the number of correct answers 15 students with a percentage of 36%. Then questions number 4 and 6 have 31% correct answer and and was ranked as the third most question answered by students.

The lowest percentage is in question number 13 with the number of correct answers of only 3 students with a percentage of 7 percent. Followed by question number 19 with the number of correct answers 4 students with a percentage of 10%. Then questions number 2 has 12% correct answer and was ranked as the third lowest question answered by male students.



For the average student managed to answer in the range of 22%. This range includes question number 5 with a percentage of 21%, question number 7 with a percentage of 21%, question number 13 with a percentage of 24%, and item number 20 with a proportion of 21%.

**Table 4. 23 Reading Comprehension Test Result of Female Students**

Question Number	Frequency	Percentage
1	13	30%
2	7	16%
3	14	32%
4	24	55%
5	7	16%
6	11	25%
7	17	39%
8	13	30%
9	11	25%
10	1	2%
11	12	27%
12	18	41%
13	14	32%
14	7	16%
15	5	11%
16	16	36%
17	11	25%
18	16	36%
19	10	23%
20	10	23%

The table above shows that female students did not succeed in achieving a completeness score of 70. As is commonly used in schools that use the 2013 curriculum which was also adopted in the school where the study hold. Question number 4 was answered the most with a total of 24 students who managed to answer with a percentage of 55%. Followed by question number 12 with the number of correct answers 18 students with a percentage of 41%. Then questions number 7 has 39% correct answer and and was ranked as the third most question answered by students.

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The lowest percentage is in question number 10 with the number of correct answers of only 1 students with a percentage of 2%. This is very significant when compared to the achievement of male students at the lowest number of correct answers, there are five students. The second lowest is question number 15 with the number of correct answers 5 students with a percentage of 11%. Then questions number 2 and 5 have 16% correct answer and was ranked as the third lowest question answered by male students.

For the average student managed to answer in the range of 27%. This range includes question number 6 with a percentage of 25%, question number 12 with a percentage of 27%, and question number 17 with a percentage of 25%.

From the description above, it can be concluded that there are general differences in reading comprehension. where there is gender interaction in reading comprehension which shows that female students have a higher achievement percentage than male students in the number of questions that are answered the most. while the questions that had few answers showed a higher percentage of male students.

Next, In order to make a measurement of the interaction effect of gender and reading motivation students reading comprehension, univariate analisis was applied and the calculation was done by using SPSS.26 program and the output is displayed on the table below:

Table 4.24 Result of Univariate Analysis

Tests of Between-Subjects Effects						
Dependent Variable: Reading Comprehension						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2921.749 <sup>a</sup>	3	973.916	7.124	.000	.207
Intercept	47708.461	1	47708.461	348.994	.000	.810
Gender	259.561	1	259.561	1.899	.172	.023
Reading Motivation	1089.440	1	1089.440	7.969	.006	.089
Gender * Reading Motivation	1288.314	1	1288.314	9.424	.003	.103
Error	11209.646	82	136.703			
Total	65900.000	86				
Corrected Total	14131.395	85				

a. R Squared = .207 (Adjusted R Squared = .178)

Table 4.24 displays the result of univariate analysis test that provides answer of the third research question that the interaction of gender and reading motivation, which with significant value of gender is 0,172 is higher than  $\alpha$  (0.05) or tested on 95% of confidence interval. Therefore, this can be inferred that there is no influence of gender on students reading comprehension, and then based of result of univariate analysis, significant value of reading motivation is 0,06 is higher than  $\alpha$  (0.05) that which means that the null hypothesis ( $H_0$ ) is accepted, and alternative hypothesis ( $H_a$ ) is rejected. And then, based on univariate analysis result, it was found that significant value of gender and reading motivation is 0,003 is lower than  $\alpha$  (0.05) or tested on 95% of confidence interval which means that the null hypothesis is rejected, and alternative hypothesis is accepted. It means, there is an interaction gender and reading motivation on students reading comprehension.

For the effect size, gender has 0,023 which means gender does not give influence in reading comprehension. Same with reading motivation, which has score 0,089. But the influence gender and reading motivation on reading comprehension has 0,103. It means there is an influence, although it is in small effect size according to Cohen effect size table (1988).

For a clearer description of gender and reading motivation in the reading comprehension test, it can be seen on the following table:

**Table 4.25 Description of Gender and Reading Motivation in The Reading Comprehension Test**

Reading Motivation	Male		Female			
	Range Score	F	Percentage	Range Score	F	Percentage
Average Motivation	41-50	0	0%	41-50	6	23,0%
	31-40	4	17,3%	31-40	5	19,2%
	21-30	5	22%	21-30	10	38,4%
	11-20	9	39,1%	11-20	3	11,5%
	1-10	5	22%	1-10	2	7,6%
	<b>Total</b>	<b>23</b>	<b>100%</b>	<b>Total</b>	<b>26</b>	<b>100%</b>
Low Motivation	41-50	2	10,5%	41-50	0	0%
	31-40	1	5,2%	31-40	1	5,5%
	21-30	8	42,1%	21-30	7	38,8%
	11-20	5	26,3%	11-20	3	16,6%
	1-10	3	15,7%	1-10	7	38,8%
	<b>Total</b>	<b>19</b>	<b>100%</b>	<b>Total</b>	<b>18</b>	<b>100%</b>

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## B. Discussion

The discussion of the results is arranged to be related to the research questions. After conducting the research and analyzing the data, the purpose of the research had been reached and it was found that the alternative hypothesis ( $H_a$ ) was accepted. It can be seen from the result that showed there is influence of gender and reading motivation towards students' reading comprehension. Meanwhile, based on sample T test, it is showed that there is different result between average motivated male students and average motivated female students, there is no the different between low motivated male students and low motivated female students.

### 1. Significant Difference Between Average Motivated Male Students and Average Motivated Female Students at Madrasah Aliyah Anshor Sunnah Kampar

Based on the result of statistical analysis, it is found that there is the difference between average motivated male students and average motivated female students. It can be inferred from the mean score of female students which higher than male students. This result related to Arellano (2013) which confirmed that females are more superior to males in verbal ability.

PIRLS (Progress in International Literacy Study in 2003 also showed that females scored significantly higher than males in 35 countries (Ay & Bartan, 2012). In national literacy test in British schools, girls consistently outperform boys, it was mentioned by Logan and Johnston (2009). Besides, several recent studies have shown that reading motivation has a key role in reading achievement. A few studies, also, has pointed out a significant difference in reading achievement between genders (McCormick & O'Connor, 2014; Quinn,

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2018; Retelsdorf, Schwartz, & Asbrock, 2015; Schwabe, McElvany, & Trendtel, 2015). Quinn's meta-analysis (2018) that males are 1.83 more likely to have reading problems compared to females.

Large-scale and repeated results of evidence on gender differences can be found when examining younger reader's motivation (Marinak & Gambrell, 2010; Mucherah, Finch, Smith, & Ambrose-Stahl, 2014; Quinn, 2018). And it has been proven multiple times, that males and females have differences levels of motivation to read, perceptions and purposes to read (McCormick & O'Connor, 2014; Mucherah & Yoder, 2008; Quinn, 2018; Schwabe et al., 2015). Then, a study by Mucherah, Finch & Smith (2008) also revealed that female students place themselves higher in reading motivation. further research from Quinn (2018), McCormick and O'Connor (2014) agree with the research of Mucherah (2008) on the basis that females are more motivated to read than males.

Based on explanation above, it can be concluded that gender able to influence the reading comprehension. It caused by the nature of the gender itself which means that gender has characteristics that are influenced by several things that are fundamental in shaping gender in humans and it develops over time. Biological is a main factor that can influence gender. As the closest thing that affects gender, things that are included in the biological form contribute to the natural development of gender that humans may not be able to avoid while they are growing normally. Sex and gender are two different things. But still interrelated. In general, gender is defined as individual differences based on biological factors brought about by birth, namely the differences between male

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and female sex, while gender is a psychosocial aspect of men and women (Sugihartono, 2007). Related to Logan and Johnston (2009) stated that girls are better in reading comprehension than boys, girls read more frequently than boys do, and girls have more positive attitude to reading.

## 2. There is no Difference Between Low Motivated Male Students and Low Motivated Male Students at Madrasah Aliyah Anshor Sunnah Kampar

Based on the statistical analysis in this research found that there is no significant difference between low motivated male students and low motivated female students. This shows a contrast with average motivated students.

Several previous studies have shown comparable results and explained that there is no effect of gender or motivation on reading comprehension. For example, Anantasia (2016) explained that in her test, there is no significant differences between boys and girls who get the highest score in this test even though girls still be the highest score. Firdaus (2022) with the same result stated that in his research, it showed that reading motivation did not give a significant correlation to reading comprehension.

According to Seymour and Walsh (2006), motivation for learners is always a main element that affects their reading comprehension. However, it has not been yet recognized that motivation is a main factor in reading comprehension. Reading motivation is one of the main factors for foreign language students that helps learners to read more effectively.

Putri and Melani (2021) gave the picture how gender is not the only factor that influences reading comprehension. They said Gender differences has influence reading comprehension even though this effect was not big enough to



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be statistically significant. There were several factors that cause of insignificant different between males and females students. This happened because of several factors, such as background knowledge, attitude and motivation. Firstly, background knowledge, in this study the researcher chose English students as a research sample where their background knowledge was already English education, and they also learn English itself. Secondly, motivation is considered with the arousal of the interest in learning. So that, in this case because they have same interest in reading comprehension even though females were better in reading than males. Lastly, attitude is the willingness of the reader toward reading activity although females are better in reading comprehension; they still have their own willingness as English education.

Based on the explanation above, it can be concluded that on the other hand, gender roles and reading motivation are not very significant for the attainment of reading comprehension. Both are included in the main factor, but still need other factors to determine how students' reading comprehension can develop or vice versa.

### **3. There is an Interaction Gender and Reading Motivation on Students Reading Comprehension**

Univariate analysis result showed that it was found that significant value of gender and reading motivation, there is an interaction gender and reading motivation on students reading comprehension. Basically gender contribution is found in reading comprehension and reading motivation. Whether male has higher reading motivation or female has proficient reading comprehension (e.g : Logan & Johnston, 2009; McCormick & O 'Connor, 2014; Quinn, 2018;



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Retelsdorf, Schwartz, & Asbrock, 2015; Schwabe, McElvany, & Trendtel, 2015).

Reading motivation one of the most crucial factors to make students successful in reading comprehension as it has been explained before. If students be motivated in reading, it will turn them more focus in reading and help them easier to comprehend books or texts. As the achievement of reading comprehension requires basic knowledge, one of which is from other reading sources, it certainly requires motivation to improve to read more ( Seymour and Walsh, 2006). Another words, McGeown (2017) stated that reading motivation is a principal factor which supports students to read more, and it has a significant relationship with reading and understanding text.

This result supports what Grabe and Stoller (2002) in Ahmadi (2017) said, that reading motivation is the significant thing for the students and it improves the students' reading comprehension. It also supports Guthrie (2006) that stated students who are motivated “achieve because they want to understand and learn”. Therefore, the students need to increase their reading motivation for more understanding the written text. Seymour and Walsh (2006) emphasize that students' reading comprehension activities is affected by motivation.

These findings indicate that there is an opportunity for students who have reading motivation to read more and become better readers than students who have less reading motivation. According to Gambrell, Palmer, Codling, and Mazzoni (1996) said that someone who wants to read is motivated or has a desire to read.