



ANALYSIS OF STUDENTS' READING STRATEGIES BASED ON GENDER AT SMAN 3 BATUSANGKAR

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Abstract: The ability to read well is very important for students to understand and process information effectively, especially in the context of learning. Reading ability is closely related to the strategies used by students, where the better the strategy used, the better the information obtained. This study aims to analyze the differences in reading strategies based on gender in class XI students at SMAN 3 Batusangkar. Using a comparative descriptive research design, three reading strategy variables Global (GLOB), Support (SUP), and Problem Solving (PROB) were analyzed. The results showed that male and female students used similar reading strategies, with average scores ranging from 54.0 to 63.5. Male students tended to excel more in the SUP and GLOB strategies, while female students excelled more in the PROB strategy, although the difference was relatively small. The study concluded that although there were differences in strategy use based on gender, the differences were not statistically significant. This finding indicates that gender is not the main determining factor in students' choice of reading strategies.

Keywords: *reading strategy; gender; global; problem solving; support.*

INTRODUCTION

Reading is one of the important aspects that need to be mastered because reading is the foundation of learning cross-disciplinary subjects. The ability to read is very important for finding a job or going to college. The ability to read plays an important role in improving individual life, abilities in school, and it is important to support the development of a country, because the ability to read provides many benefits, including adding to the repertoire of knowledge, opening up new information, the ability to explain new information to others, increase concentration, and also for entertainment (Rintaningrum, 2019).

One way to improve reading skills is by applying the right reading strategies. Reading strategies refer to techniques or approaches used to facilitate the process of understanding texts effectively and efficiently. Some commonly used reading strategies include skimming to get an overview, scanning to find specific information, and inferencing to understand the implied meaning in the text (Brown, 2007). In addition,

metacognitive strategies such as monitoring and self-questioning also help students control and evaluate their comprehension during reading (O'Malley & Chamot, 1990). By using appropriate reading strategies, students can overcome various challenges in understanding texts, enriching vocabulary, and improving critical thinking skills. Therefore, the implementation of reading strategies integrated in learning can be an effective solution to support the development of students' reading skills (Grabe & Stoller, 2013).

Moreover, reading is an essential basic skill in English language learning, and reading strategies play an important role in improving this skill. Based on Mokhtari and Reichard's (2002) theory, reading strategies are classified into three main categories, namely global reading strategies, problem-solving reading strategies, and support reading strategies. Global reading strategies include planned approaches such as identifying the purpose of reading, previewing the text, and relating prior knowledge to understand the text as a whole. Problem-solving strategies, on the other

hand, involve techniques to overcome difficulties while reading, such as reading slowly, using context to interpret difficult words, and rereading poorly understood parts of the text. Meanwhile, supporting strategies include additional activities such as taking notes, using a dictionary, and discussing the content of the text to strengthen comprehension. These three categories complement each other, with global reading strategies helping to design a structured approach, problem-solving strategies supporting students to face challenges, and supporting strategies enriching the reading experience. Mokhtari and Reichard's (2002) research shows that the application of effective reading strategies can improve text comprehension, enrich vocabulary, and build critical thinking skills, thus supporting students' success in reading English texts.

Interestingly, the application of these reading strategies can be influenced by gender factors. Some studies show that female students tend to use global and supportive reading strategies more often due to their more organized and reflective approach to reading, whereas male students rely more often on problem-solving strategies to overcome specific challenges in the text (Sheorey & Mokhtari, 2001). Compared to boys, girls read more. While there are no gender differences in reading activity during school hours, females read more outside of school, on the weekends, and on vacations than boys (Smith & Reimer, 2024). In addition, research by Poole (2005) revealed that gender differences also influence reading strategy preferences based on the type of text at hand, where women tend to be more in-depth in reading descriptive texts, while men are more focused on finding specific information. By understanding these differences, teachers can design more inclusive and effective reading instruction strategies to support students' reading ability. Reading performance between members of the two gender groups, and that only the female group demonstrated a significant, if little, positive benefit from a short quantity of leisure reading of magazines and newspapers. Furthermore, female students benefited more from leisure reading for more than two hours per day, whilst male students appeared to benefit more from one to two hours per day (Hu et al, 2024).

Texts with male-attributed themes, masculine protagonists, and more challenging texts piqued the interest of boys more than others. On the other hand, only text complexity had an impact on females' attention. Although it was stronger for males than for girls, there was a substantial

correlation between text-based interest and reading comprehension (Lepper et al, 2022). Despite the small effect size values, significant gender differences were found in the use of support strategies, problem-solving techniques, and total scores, with female students outperforming men on average. There was no gender difference seen in self-assessed online reading ability or online English proficiency. Significant gender variations in overall and support methods were found among the less proficient readers, but no significant gender differences were seen among the proficient readers. It was shown that pupils' love of reading had a greater indirect impact on reading success in girls than in boys (Rianto, 2021; Nalipay et al, 2020).

There are studies that have been conducted that discuss students' reading strategies. Ruscandi (2023) conducted research on whether reading strategies can improve reading skills and his research showed that reading strategies that are appropriately used by students. Tursinbaevna (2023) stated that mastery of reading strategies contributes greatly to helping students acquire the necessary knowledge and overcome learning difficulties. In the context of language learning, Isaqjon (2022) emphasized that improved reading strategies can increase students' comprehension, while Nurdianingsih (2021) pointed out that the selection of strategies that are in line with teaching materials, syllabus, and curriculum not only facilitates text comprehension but also encourages interaction between students. After engaging in literature-based activities based on Reader-Response theory, students' reading and critical thinking abilities considerably improved. (Kaowiwattanakul, 2021).

In addition, Linda et al. (2015) found that the integration of metacognitive reading strategies and increased student awareness of these strategies can significantly improve reading comprehension. Thus, reading strategies not only help students overcome learning difficulties, but also become an important basis in the development of effective and collaborative language learning. One well-known and studied component of reading comprehension is the significance of prior knowledge (Smith et al, 2021).

The pupils' reading comprehension improved as a result of using reading strategies. The students' views toward scanning, skimming, making predictions, and asking questions were positive, and they were able to use these techniques to improve their comprehension of the book (Banditvilai, 2020; Gustanti & Ayu, 2021; Erya &

Pustaka, 2021; Rahman et al, 2022). Reading aloud as one of the reading strategies seems to be a powerful tool for enhancing language development and acquisition in the classroom, and it also enhances several language sub-dimensions later in life. (Senawati et al, 2021; Batini et al, 2020; Ceyhan & Yıldız, 2021; Supraba et al, 2020; Bartolucci & Batini, 2020; Woolnough et al, 2022; Conradi et al, 2022; Gehlot et al, 2020; Duncan & Freeman, 2020).

Another reading strategy is scanning and skimming, both scanning and skimming appear to be simple reading techniques. Students' understanding of reading assignments is improved when skimming and scanning techniques are used. When examining Indonesian pupils, it was discovered that scanning and skimming had a beneficial impact on their reading comprehension, particularly when it came to speed reading and reading enhancement. To sum up, skimming and scanning techniques are effective in cutting down on the amount of time spent on reading assignments. (Fatmawan et al, 2023; Sandi, 2020; Azmi et al, 2020; Abidin, 2020; Dhillon et al, 2020; Mambua, 2020; Agustin et al, 2023; Gulo, 2020; Afriani & Wijaya, 2022; Rosmarie & Mualimin, 2020; Wandira et al, 2023) Beside that, there is extensive reading strategy, students who read extensively see improvements in their reading comprehension and fluency. It is known that extensive reading (ER) improves EFL learners' English skills. Few studies have explicitly examined reading speed during emergency room encounters, despite the fact that comprehending speed is crucial for examining reading behavior (Mo, 2021; Osman, 2021; Monica & Soplantila, 2024; Prayuda et al, 2023; Hidayat & Rohati, 2020; Katemba & Tomatala 2024; Permatasari & Wienanda, 2023; Huynh, 2022; Suk, 2024; Riswanto et al, 2023).

Reading strategies are an important component of the reading process that involves recognizing written symbols and comprehension using schemata, contextual clues, and other skills. Reading is not just about receiving information, but also involves an active activity in which readers use strategies and knowledge to deeply understand the text (Villanueva, 2022). In this process, readers often predict and frame information based on their language experience and knowledge (Dangin, 2020). The use of appropriate strategies enables readers to gain more effective comprehension,

ultimately contributing to the achievement of functional literacy which is essential for individual development in educational and social contexts.

Skilled readers demonstrate the ability to use various reading strategies flexibly before, during, and after reading to improve their reading comprehension and effectiveness (Li & Kaur, 2014). These strategies, such as connecting new information to existing schemata or using contextual clues, help them understand the text better compared to less skilled readers. While less successful readers often use strategies inappropriately, effective readers are able to apply strategies in relevant and appropriate ways (Khoshsima & Samani, 2015) Therefore, an understanding of reading strategies is important to help learners improve their reading skills systematically.

According to (Mokhtari & Reichard, 2002), reading strategies are conscious actions that readers use to improve text comprehension, which are grouped into three main categories. Global Reading Strategies (GLOB) involve planning and analyzing the entire text, such as setting reading goals and recognizing text structure. Problem-Solving Strategies (PROB) are used to overcome comprehension difficulties, such as rereading or slowing down reading speed. Support Reading Strategies (SUP) involve external aids, such as taking notes or using a dictionary, to support comprehension and retention of information. These three strategies interact with each other and help readers read more effectively, with an emphasis on the reader's awareness of when and how to apply them.

METHOD

This study used a quantitative approach with a comparative descriptive design. The population of the study was grade XI students at SMAN 3 Batusangkar, with samples obtained from two different classes, namely class F3 and class F5. Moreover, the data obtained from 55 students 23 female students and 32 male students. Data were collected through a reading strategy questionnaire that included three aspects, namely Global (GLOB), Support (SUP), and Problem Solving (PROB) strategies. Data analysis was conducted using statistical tests to compare the mean scores of reading strategies between male and female students.

Table 1. *The questionnaire of reading strategy*

No	Statements	Scores	Reasons
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	Reading strategies		Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
1	GLOB	13					
2	PROB	8					
3	SUP	9					

Based on (Turner et al., 2021) validity is very important in an instrument, an instrument has a collection of evidence to confirm the validity of an instrument. Content validity was determined by expert judgment. Researchers discussed instruments that have been developed with experts and improved according to their directions. After the instrument is valid, the instrument is given to the sample. Furthermore the data from the questionnaire were analyzed by researchers so that it becomes a percentage by using the percentages formula the researcher looks at the percentage scores. The formula is as follows:

$$\frac{F}{N} \times 100$$

Note:

F : score for each strategy

N : score maximal

The next step in analyzing data is to find the average value after the percentage score found for each reading strategy using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Note:

\bar{x} : mean score

$\sum x$: the total of percentages

n : number of percentages

After analyzing the research findings will be displayed on the research results so that researchers make conclusions from the research that has been done.

RESULTS AND DISCUSSION

The following are the data findings that have been obtained after distributing questionnaire to male and female students in class XI at SMA N 3 Batusangkar. after being analyzed using the formulas previously explained, the results obtained are as follows:

Table 2. *The data finding*

Class	Gender	Number	Reading Strategy			Max scores
			GLOB	PROB	SUP	
XI F 3	Male	25	63.2	60.6	63.4	100
	Female	5	60.9	62.1	63.5	100
XI F 5	Male	7	59.7	54.0	59.6	100
	Female	18	62.6	60.6	59.4	100

In the table above are the research findings of reading strategies used by class XI students. The results above are the average scores for each gender in each class. The first male students totaling 25 people in class XI F 3 got the highest score on the SUP strategy where the average score was 63.4 but did not differ much from the GLOB strategy which was 63.2, and the lowest score was PROB with an average score of 60.6. While male students in class XI F 5 amounted to only 7 students, the highest score was the GLOB strategy with a score of 59.7 this is also not much different from the SUP strategy the score is 59.6, and the score for the PROB strategy is 54.0.

On the other hand, female students in class XI F 3 totaling 5 students had the highest score on the SUP strategy with a score of 63.5, followed by the

PROB strategy with a score of 62.1 and the lowest score was 60.9, namely the GLOB strategy. Whereas in class XI F 5 there were more female students, namely 18 people, and the highest reading strategy used was the GLOB strategy which obtained an average score of 62.6, after that the PROB strategy with a score of 60.6, and the lowest score was the SUP strategy with a score of 59.4. The range of average scores on each strategy is not so far, namely the lowest average score is 54.0 and the highest is 63.5, it can be concluded that male and female students in class XI at SMAN Batusangkar have similarities in using reading strategies.

The comparison between reading strategies for male and female students can be seen in the following table:

Table 3. *The differences between male dan female students' reading strategy*

Strategies	Genders	Differences
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	Male (32)	Female (23)	
GLOB	63.5	61.9	+ 1.6
PROB	58.5	61.6	- 3.2
SUP	63.6	59.4	+ 4.2

In the table above there are 32 male students and 23 female students in class XI SMAN Batusangkar. Based on the calculation of the overall average reading strategy, male students have an advantage in the SUP strategy with an average score of 63.6, which is 4.2 higher than female students who obtained an average score of 59.4. Similarly, in the GLOB strategy, male students were slightly superior with an average score of 63.5 compared to female students who obtained 61.9, with a small difference of 1.6. In contrast, in the PROB strategy, female students showed superiority with an average score of 61.6, which was 3.2 higher than male students who had an average score of 58.5. This suggests that male students tend to be more effective in using the SUP and GLOB strategies, while female students are stronger in utilizing the PROB strategy. Although there were variations in the scores of each strategy, the range of differences was relatively small, so it can be concluded that male and female students have similar patterns of using reading strategies with some specific advantages in each group.

These findings are in line with some previous studies that have explored gender differences in reading strategies. For instance, Zhang and Zhang (2013) found that although male and female students may show slight differences in their preference for certain reading strategies, these differences did not significantly affect their overall reading performance. This supports the current research conclusion that gender does not play a decisive role in determining the effectiveness of reading strategies. Similarly, Sheorey and Mokhtari (2001) revealed that gender differences in reading strategy use are often insignificant, and male and female students tend to use a combination of strategies depending on the context and demands of the reading task. This is consistent with the findings at SMAN Batusangkar, where both genders used a combination of GLOB, SUP, and PROB strategies with comparable effectiveness.

However, some studies have reported different findings. For example, Oxford (1993) stated that female students tend to use more metacognitive and problem-solving strategies compared to male students, who may rely more on global strategies. This contrasts with the current study, where male students in class XI F 3 scored higher on SUP and GLOB, while female students in class XI F 5

scored higher on GLOB and PROB. This difference may be due to differences in cultural, educational, or contextual factors that influence reading strategy preferences. Phakiti (2003) also highlighted that the use of cognitive and metacognitive strategies can vary greatly depending on the learning environment and individual student characteristics, which could explain the small variations observed in this study.

The minimal differences observed in this study may also be explained by the relatively small sample size and the specificity of only SMAN 3 Batusangkar. Factors such as teaching methods, curriculum design, and the socio-cultural environment of the school may contribute to the similarity of strategy use between male and female students. Mokhtari and Reichard (2002) emphasized that metacognitive awareness of reading strategies is influenced by instructional practices, which could explain why students in this study showed similar patterns of strategy use regardless of gender. In addition, Alsheikh and Mokhtari (2011) found that native and non-native speakers of English used the same reading strategies when faced with comparable reading tasks, which suggests that task demands and instructional context play a more important role than gender.

The range of mean scores (54.0-63.5) indicates that students in this study generally used reading strategies with moderate effectiveness, regardless of gender. This finding is supported by Pardo (2004), who states that effective reading comprehension depends more on the application of strategic reading techniques than inherent gender differences. Grabe and Stoller (2013) further emphasized that reading strategies are dynamic and adaptable, with students adjusting their approach based on the complexity of the text and their familiarity with the subject matter. This is in line with the current study's observation that students use a combination of strategies, reflecting their ability to adapt to different reading tasks.

Karbalaei (2010) compared metacognitive reading strategies used by EFL and ESL readers and found that cultural and educational backgrounds significantly influenced strategy preferences. This may explain why students at SMAN 3 Batusangkar, who shared the same cultural and educational context, showed minimal

gender-based differences in reading strategy use. Similarly, Baker and Beall (2009) highlighted that metacognitive processes, such as planning, monitoring, and evaluating, are essential for reading comprehension and are often developed through consistent practice and instruction, rather than being inherently related to gender.

CONCLUSION

In conclusion, the findings from this study support the notion that gender differences in reading strategy use tend to be small and context-dependent. Although slight variations exist, they do not have a significant impact on students' overall reading performance. This highlights the importance of focusing on individual differences and contextual factors rather than gender when designing reading instruction and interventions. Future research could explore the influence of additional variables, such as motivation, learning environment, and teaching practices, to gain a deeper understanding of how reading strategies are developed and used by students.

Grade XI students at SMAN 3 Batusangkar have diversity in using reading strategies, with relatively similar patterns between male and female students. Nonetheless, there are differences in average scores on certain types of strategies, where male students tend to excel on SUP and GLOB strategies, while female students excel more on PROB strategies.

Overall, the SUP and GLOB strategies were used more by male students, while female students used the PROB strategy more frequently. However, the difference in scores between strategies is still within a relatively small range, indicating that all students have a tendency to adopt similar reading strategies.

This further indicates that male and female students have a tendency to adopt similar reading strategies, without any significant gender-based differences in their overall approach to reading. This finding suggests that factors other than gender, such as teaching methods, individual learning preferences, or contextual influences, may play a more prominent role in shaping students' use of reading strategies. Therefore, educators should focus on fostering a supportive learning environment that encourages the development of diverse reading strategies for all students, regardless of gender.

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