Chapter One

Introduction

This chapter consists of seven sub sections. The introduction includes background research, which provides an overview of the study. Also, it includes the identification of the problem, the research question, the research objective, the research's significance, and concludes with the study's organization.

Research Background

Reading is the most important element since it is a key to widen new doors of every knowledge. Reading is the primary method for developing someone's listening, speaking, writing, and translation skills (Tisa et al., 2021). Reading is crucial for students to build a strong foundation in learning a foreign language. Reading has the potential to enhance students' language abilities. Students are able to quickly understand unfamiliar vocabulary and incorporate it into their everyday language. When it comes to reading, students require the motivation they need to cultivate their skills. The abilities that they can get by reading are a lot. Students can get the necessary information and develop other skills, such as speaking and writing. The problem is that some students still have lack of motivation for reading. According to the 2017 survey by Kominfo, UNESCO data showed that the reading interest of Indonesians is very concerning, only 0.001%. That means, out of 1,000 Indonesians, only one person has the motivation to read (Devega, 2017). Therefore, it can be said that many students in Indonesia need more motivation to read. It is necessary since Ahmadi (2017) stated that motivation is an essential element that significantly impacts language learning. One of the most critical factors that gets special attention in teaching foreign languages is reading motivation. Barotas and Palma (2023) mentioned that motivation is another important

factor for students to learn effectively and create a positive atmosphere in the learning environment. When students have a strong motivation to read, they are more likely to enjoy their reading materials and improve their reading skills. Students need motivation to develop their reading ability. Motivation in reading is influenced by students' attitudes. When students have a positive attitude toward reading, their motivation is high. Conversely, when students have a negative attitude toward reading, their motivation tends to be low.

The importance of motivation is also related to the students' achievement. If students want to achieve goals in learning, reading is an effective way to achieve these goals. According to Tisa et al., (2021) reading attitudes and reading ability are directly related, and students with a positive attitude toward reading will work hard to engage in reading activities and advance their reading abilities. In terms of motivation, there are two types of reading attitudes which are positive and negative attitudes in reading motivations. Torudom and Taylor (2017) claimed that readers with great reading experiences would think that reading is fun, and their attitudes toward reading are positive. Otherwise, the reader who has terrible experiences in reading will think reading is boring, and their attitude toward reading is negative.

Furthermore, one of the factors that influences students' reading motivation and attitude is gender. Niaz et al. (2018) stated that female learners are more motivated to learn English than males. This works with attitude in reading that females have more positive attitudes than males. According to Bećirović (2017), male scores are generally more varied. Therefore, male students tend to exhibit a wider range of scores, with both very high and very low scores, in comparison to female students. This range in scores may contribute to certain weaknesses in male students' learning abilities. Many males perceive reading as a feminine stereotype and as an optional activity that they should not engage in regularly. Reading is crucial for both male and female as it enhances knowledge and reduces a lack of knowledge. According to Espinoza and Strasser (2020), couples' sample t-tests reveal that all the

participants, both male and female, consider reading to be something more feminine, showing reading gender stereotypes. Some aggressive analyses suggest that reading gender stereotypes explains significant differences in students' reading self-concepts.

Moreover, it cannot be denied that motivation and attitude greatly influence each other; if students lack motivation to read, then students will have negative attitudes toward reading. It is therefore this current study aims to examine gender differences in reading motivation and reading attitude between male and female learners learning the English language. It is so since recognizing students' motivation and attitudes towards reading is crucial for identifying their reading goals and the factors influencing their high or low motivation. In addition, the gender differences will help the teachers increase students' motivation in reading and determine what attitude makes male and female students have low motivation in reading.

Identification of the problem

Based on UNESCO 2017 data, Indonesian students have low reading interest, which is related to students' reading motivation. In addition to having low motivation, students have a negative attitude towards reading, and this makes students' interest in reading very low. Based on the observations, the researcher carried out learning activities in the English department regarding students' reading motivation and attitude toward English, many things cause low motivation in reading students. For instance, there is a negative attitude that students consider reading in English to be a boring activity and difficult to understand and many students still need to complete reading assignments. Male students still think that reading is a feminine attitude; when in group work, female students do the reading because male students think female students do better at reading and male students do anything other

than reading. On the other hand, students who are highly motivated to read tend to have positive attitudes towards reading in English. They then discovered that reading is both enjoyable and stimulating.

In addition to attitude, another factor affects students' motivation in reading, for example gender. Gender is recognized as the difference between males and females in motivation and attitude toward reading and whether there is a significant difference between the two or not. Students with positive attitudes have directed goals; they have something to accomplish. Since female students do reading or research because male students think female students do better at reading than male students; this shows significant differences in male and female students' motivation and attitude towards reading in English. This makes researchers interested in this field and want to find out more about it.

The objective of this study is to assess whether there are significant differences in students' reading motivation and attitude. This study will examine the impact of gender on students' motivation and attitude towards reading in English.

Delimitation of the problem

Many factors influence students' motivation and attitude toward reading in English, including gender. Gender greatly influences students' learning processes, especially in foreign language learning. Researchers will focus on the differences between male and female students' motivation and reading attitudes toward reading in English. In addition, the research participants are only in the English Language Education Department batch 2022.

Research Questions

Based on the representation listed above, the research questions can be found as:

1. What is the motivation and attitude of female students towards reading in English?

2. What is the motivation and attitude of male students toward reading in English?

3. Is there a difference in motivation and attitude towards reading between female and male students?

The Objective of the Research

Based on the research questions listed previously, the objectives of this current study are:

1. To know the motivation and attitude towards reading among female students.

2. To know the motivation and attitude towards reading among male students.

3. To know the difference in motivation and attitude towards reading between female and male students.

Significances of the Research

This research tries to positively influence some parties, like the students, the teachers, and other researchers.

Students

After reading this research, it is hoped that students will be more aware that reading is very important. for all genders, both male and female have the same rights when it comes to reading. Knowing gender differences in reading will increase motivation to read and change their reading attitude for the better.

Lecturer

After knowing the difference between reading motivation and reading attitude, lecturers are expected to pay more attention to students who lack motivation to read and have

a negative attitude towards reading, after knowing about those students with low motivation and a negative attitude toward reading in English, the researcher hoped that lecturers would pay more attention to these students. In this way, lecturers can balance learning outcomes between male and female students.

Future Researchers

Based on the result of this research, future researchers can find out the students' motivations and attitudes toward reading. It is possible that this study provides valuable information for them. Therefore, the results can be used as their reference to widen the discussion under the same topic.

Organizations of the Research

Chapter One discuss the first several sub-introductions. Such subs are research background, identifications of the problem, delimitation of the problem, research questions, the objective of the research, and the significance of the Research. In chapter two, a literature review was presented. It will explain more about reading, attitudes, and motivations in reading, and the difference between the two genders in attitudes and motivations in reading. As for chapter three, the methodology will be presented. In this chapter, it will further explain the methods, instruments, settings, participants, and methods for collecting data and processing and further study the data obtained in research.

Further, chapter four is about findings and discussion. After conducting research, the data will be processed and studied for the appropriate results and the last chapter five will show the results in conclusions and suggestions and provide recommendations to several parties related to this study.