

**AN ANALYSIS OF READING STRATEGIES APPLIED BY MALE AND FEMALE  
STUDENTS OF THE FOURTH SEMESTER ENGLISH EDUCATION STUDY  
PROGRAM OF UNIVERSITAS MUHAMMADIYAH KOTABUMI  
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**Abstract:** An important component in learning to read for English students is learning reading strategy, reading strategy is one of the most frequently discussed topics, this is inseparable from the problem of reading in reading text. The objective of this research is to describe the reading strategies applied by male and female students of English education study program of Universitas Muhammadiyah Kotabumi. This study used qualitative research method by taking six students consisting of three male students and three female students from the fourth semester English Education Study Program. Three Category Reading Strategies from Sheorey and Mokhtari were used in this study as well as instruments for collecting data. The questionnaire instrument contains 30 items including 13 global reading strategies, 8 problem-solving strategies and 9 reading support strategies as well as for the interview instrument there are 15 questions which are divided into the three categories above. Data analysis was carried out in several stages, namely, translating data, reducing data, displaying data, and drawing conclusions. The findings show that males often used support reading strategies and problem-solving strategies and rarely used one types of strategy namely global reading strategy. While females student often used global reading strategies and support reading strategies and rarely used one types of strategy namely problem-solving strategy. And also the researcher find that very few strategic differences or there is no differences in the use types of reading strategies between male and female students. The researcher also found similarities in the use types of reading strategies in both, namely both of them often use a type of reading support strategy.

**Keywords:** *Reading, reading strategies, male and female*

**Abstrak:** *Komponen penting dalam pembelajaran membaca bagi siswa bahasa Inggris adalah pembelajaran strategi membaca, strategi membaca merupakan salah satu topik yang paling sering dibicarakan, hal ini tidak terlepas dari permasalahan membaca dalam teks bacaan. Tujuan dari penelitian ini adalah untuk mendeskripsikan strategi membaca yang diterapkan oleh mahasiswa laki-laki dan perempuan program studi pendidikan bahasa Inggris Universitas Muhammadiyah Kotabumi. Penelitian ini menggunakan metode penelitian kualitatif dengan mengambil enam mahasiswa yang terdiri dari tiga mahasiswa laki-laki dan tiga mahasiswa perempuan dari Program Studi Pendidikan Bahasa Inggris semester empat. Tiga Strategi Membaca Kategori dari Sheorey dan Mokhtari digunakan dalam penelitian ini serta instrumen untuk mengumpulkan data. Instrumen angket berisi 30 item yang meliputi 13 strategi membaca global, 8*

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*strategi pemecahan masalah dan 9 strategi pendukung membaca serta untuk instrumen wawancara terdapat 15 pertanyaan yang terbagi dalam tiga kategori diatas. Analisis data dilakukan dengan beberapa tahapan yaitu menerjemahkan data, mereduksi data, menampilkan data, dan menarik kesimpulan. Temuan menunjukkan bahwa laki-laki sering menggunakan strategi membaca pendukung dan strategi pemecahan masalah dan jarang menggunakan satu jenis strategi yaitu strategi membaca global. Sedangkan siswa perempuan sering menggunakan strategi membaca global dan strategi membaca pendukung dan jarang menggunakan satu jenis strategi yaitu strategi pemecahan masalah. Dan juga peneliti menemukan bahwa sangat sedikit perbedaan strategis atau tidak ada perbedaan dalam penggunaan jenis strategi membaca antara siswa laki-laki dan perempuan. Peneliti juga menemukan kesamaan penggunaan jenis strategi membaca pada keduanya, yaitu keduanya sering menggunakan jenis strategi pendukung membaca.*

***Kata Kunci:*** *Membaca, strategi membaca, pria dan wanita*

## **I. INTRODUCTION**

Reading is part of several abilities that students need to master. Gilakjani & Sabouri (2016, p.229) stated that reading involves interacting with the text and creating an accurate, meaningful representation of it by using effective reading strategies. In addition, reading is a form of indirect interaction between the reader and the writer, the reader must understand the meaning the writer wanted to convey in the text he writes.

An important component in learning to read for English students is of learning reading strategy. According to Pinninti (2016, p.179) reading strategies are purposeful, deliberate actions to understand and develop meaning from a text. Moreover, Rakhmawati (2020, p.58) stated that strategic reading is defined as the ability of the reader to use a wide variety of

reading strategies to accomplish a purpose for reading.

Reading strategy is one of the most frequently discussed topics, this is inseparable from the problem of reading in a read of text. Reading is a means of indirect communication between the reader and writer and the reading strategy bridges the gap between the knowledge of the reader and the writer in the indirect communication process they face, with strategy students can improve their reading skills. Regarding reading strategies, Sheorey & Mokhtar (2002, p.4) categorized reading strategies into three groups: Global reading strategies, Problem-solving strategies, and Support reading strategies. Global reading strategies are the ones for managing one's reading process such as the text's length, checking if the text is written appropriately in terms of its objectives, checking if inappropriate language is used in the text in terms of its

register, having a purpose to read the text and so on. Problem-solving strategies are related to the steps that are taken when one is directly dealing with the text. For example, re-reading the text to comprehend it better. Support reading strategies are related to help and support that readers and learners get from outside such as using a dictionary, translating, highlighting, taking notes on the margin of the page, and so forth.

Based on the phenomenon and previous research above, there are several previous studies that discuss reading achievement between male and female which show results that there are differences and no differences in reading Achievement and there are also studies that examine the reading strategies of male and female which show results different strategies and there is the same strategy. So, the researcher is very interested in further investigating whether the reading strategies applied by male and female students of English education at Universitas Muhammadiyah Kotabumi and this research is a continuation of previous research that has differences and similarities in reading strategies.

## **II. RESEARCH METHOD**

The research was categorized as qualitative research. Creswell (2012, p.32) said that qualitative research is handled to

explore and understand the meaning of individual or group social human problems. It can be written or spoken data that is got from observation of a person or behavior categories and patterns of research. Also Sugiyono (2013, p.13) defines that qualitative research method as a method of research that is more emphasis on meaning, inductive, conducted on natural object conditions and applied words and sentences to present the source of data.

### **Place of the Research**

This research was be conducted at Universitas Muhammadiyah Kotabumi, North Lampung. This college was located on Jalan Hasan Kepala Ratu number 1052, Sindang Sari, Kotabumi, North Lampung. In addition, Universitas Muhammadiyah Kotabumi North Lampung was a place to researched because it has become a good university and has a good accreditation in North Lampung, there was program study English Education in campus, and of course learn about English language, and also the only University in North Lampung that has B accreditation.

### **Data Resource**

The data sources in this study were taken from the fourth semester students of the English education at Universitas Muhammadiyah Kotabumi, North Lampung. The number of students who are interview

were six students from 3 male and 3 female students English education fourth semester. The researcher chose students who had the lowest, medium and highest reading levels.

**Research Instrument**

A research instrument is a tool used by the researcher to measure the variable. Arikunto (As Cited in Ilahi & Murniati, 2021, p.72) said that research instrument is a tool to collect data to make the work easier and get a good result. The instruments that was applied in this research were interview and questionnaire.

a. Researcher

One of the characteristics of qualitative research is the existence of the researcher. Thus, the main instrument used in this study was the researcher. The ability of the researcher to determine the quality of research. The more knowledge and information possessed by the researcher, the higher quality of research to be determined

and achieved. In addition, data was determined and achieved used semi structured interviews and questionnaire.

b. Semi Structure Interview

The researcher also used semi structured interviews as an instrument when conducting this research. The researcher interview the students English education fourth semester at Universitas Muhammadiyah Kotabumi, based on the researcher discussion with the reading lecturer and the lecturer viewed on students while she was teaching reading class and the researcher concluded that the student above met the requirements for the interview, so that the six students can represent other students. In order to get the data about the reading strategy employed by students. The interview was open-ended questions to find out what strategies they used when reading English text. Students was answer to explain in detail how they strategy on reading when they read English text.

**TABLE 1  
THE SPECIFICATION QUESTION IN STUDENTS SEMI STRUCTURE INTERVIEW**

<b>Variable</b>	<b>Types</b>	<b>Indicator</b>	<b>Question Number</b>
		Using prior knowledge	2
		Previewing text before reading	1
		checking that text content is fit for purpose	1
		Skimming for attention text features	1
		Identifying what to read	6

Variable	Types	Indicator	Question Number
Reading Strategies	Global Reading Strategies	Use text features (e.g. tables, diagram)	3
		Use contextual cues	6
		Use typographical aids (e.g. italics)	3
		Critically evaluate what is read	4
		Resolve conflicting information	4
		Predict or guess text meaning	5
		Confirmation of prediction	5
		The establishment of reading purpose	1
	Problem-solving Strategies	Reading slowly and carefully	11
		Reading with an effort to focus	11
		Adjusting reading speed	13
		Reading attentively	12
		Pausing and thinking about reading	13
		Visualizing information from reading	15
		Reread to better understand	12
	Support Reading Strategies	Guess the meaning of new words	14
		Taking notes	7
		Reading aloud	8
		Translate into native language	9
		Thinking about information in both english and mother tongue	9
		Underlining text	10
		Using reference materials	9
		Paraphrasing for better understanding	10
		Going back and forth in the text	10
Asking oneself questions	10		

Source:(Sheorey & Mokhtar, 2002, p.4)

c. Questionnaire

The researcher used a questionnaire as an instrument to conducted this research. The researcher used closed-ended

questionnaires to find out what strategies they use when they read English text. Students answer the questions given.

**TABLE 2**  
**THE SPECIFICATION OF QUESTION IN STUDENTS QUESTIONNAIRE**

Variable	Types	Indicator	Question Number
		Using prior knowledge	GLOB-3

<b>Variable</b>	<b>Types</b>	<b>Indicator</b>	<b>Question Number</b>
Reading Strategies	Global reading strategy	Previewing text before reading	GLOB-4
		checking that text content is fit for purpose	GLOB-6
		Skimming for attention text features	GLOB-8
		Identifying what to read	GLOB-12
		Use text features (e.g. tables, diagram)	GLOB-15
		Use contextual cues	GLOB-17
		Use typographical aids (e.g. italics)	GLOB-20
		Critically evaluate what is read	GLOB-21
		Resolve conflicting information	GLOB-23
		Predict or guess text meaning	GLOB-24
		Confirmation of prediction	GLOB-27
		The establishmale t of reading purpose	GLOB-1
	Problem-solving Strategy	Reading slowly and carefully	PROB-7
		Reading with an effort to focus	PROB-9
		Adjusting reading speed	PROB-11
		Reading attentively	PROB-14
		Pausing and thinking about reading	PROB-16
Visualizing information from reading	PROB-19		

<b>Variable</b>	<b>Types</b>	<b>Indicator</b>	<b>Question Number</b>
		Reread to better understand	PROB-25
		Guess the meaning of new words	PROB-28
	Support Reading Strategi	Taking notes	SUP-2
		Reading aloud	SUP-5
		Translate into native language	SUP-29
		Thinking about information in both english and mother tongue	SUP-30
		Underlining text	SUP-10
		Using reference materials	SUP-13
		Paraphasing for better understanding	SUP-18
		Going back and forth in the text	SUP-22
Asking oneself questions	SUP-26		

Source:(Sheorey & Mokhtari, 2002,p.4)

### **Data Collecting Technique**

In this research, the researcher used a questionnaire and semi structured interviews as the collected technique is source of qualitative data.

#### **1. Semi Structure Interview**

Semi structure interviews is one of the common ways used to collect data in qualitative research. To support the semi structure interview data, the researcher

applied audio video recorder. Recorder is one audiovisual instruments in qualitative research. Creswell (2012, p.224) audiovisual material is imaged or sounds that help researcher to understand the phenomena under the research. The researcher uses recorder to help analyzes semi structured interview data into interview script.

#### **2. Questionnaire**

Sugiyono (2013, p.19) said that questionnaire is a data collection technique with giving a set of question or written statements to respondent to answer. Questions based on theories and concept Mokhtari & Sheorey about three types of reading strategy. Steps to collected data with closed ended questionnaire, students will answer a sheet of google form question about students reading strategies when the students Read English text. Students will choose the answer between yes or no to find out what are the strategies they used when Reading English text, then the paper will be collected back to the researcher for further research material. Questionnaire will answer by the students one by one to make it more efficiencies.

### **Plan of Testing Validity and Reliability of the Data**

Validating the result of this study is important in all type of research to influence findings and analysis. The researcher used triangulation to validate of the data. Sugiyono (2013, p.27) said that triangulation is qualitative cross validation that satisfies sufficient data. The function of this method is to enrich the data to collected and assist research making conclusion to be more accurate. In this research applied triangulation techniques. According to Creswell (2012, p.259) said that triangulation is the process of combining

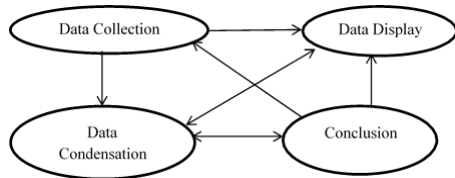
evidence from different people (for example, principal and student), types of data (for example, observation notes and interviews), or methods of data collection (for example, documale ts, interviews and surveys or questionnaires) in descriptions and themes in qualitative research. In this study, researcher will use two method; they are questionnaire and semi structure interview research subject. The first method is interview, the researcher used open ended question to interview the students. The second method is questionnaire, the researcher used closed ended question to find students data. Both of the data get from interview and questionnaire will be compared to strengthen the findings one and others.

### **Data Analysis**

Sugiyono (2013, p.244) said that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials and that researcher can accumulate to increase researcher own understanding and to enable to present what researcher have discovered to others. In this research, the unit of the research is the sentences. The researcher used Miles, Huberman, Saldana (As Cited in Lubis & Shara, 2022, p.13) the theory that qualitative data consists of three simultaneous streams of work; they are data condensation, data display and conclusion.

Picture 1 Component of data analysis by Miles, Huberman and Saldana.

The following description related to the picture (Miles, Huberman, and Saldana) above :



- a) Data Condensation is ongoing throughout the analysis. It's no different from research. The selection process is all about focusing, simplifying, gathering and transforming raw data. Data collection occurs continuously based on the process. Therefore, after data collection, the researcher reduced the irrelevant data of English students.
- b) Data display, display is applied at all of phase. Data will be organized and summarizes to help draw conclusion. Then show what stage the analysis has reached.
- c) Drawing and verifying conclusion, after condensation and display, the data would be drawn from the beginning of data collection, the qualitative analysis beginning to decide what the things mean, is nothing regularities, patterns, explanation, possible, configuration, casual flows, and also propositions. Final conclusion may not appear until data collection is over. After the researcher identifies and classifies the

data, the researcher place the type of reading by the students strategies in reading course at Universitas Muhammadiyah Kotabumi, North Lampung.

### III. RESEARCH RESULT

In this research, the data collecting was conducted in one week, starting from July 11<sup>st</sup> 2023 until July 18<sup>th</sup> 2023. In collecting the data, the researcher used interview and questionnaire. The function of this interview and questionnaire were to analyze reading strategy of students when they were reading. The informants were six English students of the fourth semester, with the male (respondent 1, respondent 2, and respondent 3), and female (respondent 4, respondent 5, and respondent 6). The researcher only examined six students with the reasons; The six students had reading scores from the highest, medium, and lowest. Besides that, also based on views of the lecturer of reading subject.

In addition, the kind of interview that the researcher used was semi structured with open-ended question. The function of the interview was to find out whether their answers are in line with what they said when they were fill out the questionnaire that the researcher has distributed. In this interview, the researcher asked fifteen questions to

English students, especially for three males and three females.

Next in questionnaire, the researcher used a questionnaire with an closed-ended questions. The function of the questionnaire was only to find out what their answers on slide statement when they fill out the questionnare that the researcher has distributed personally. Questionnaires were distributed to six English students to find out what the reading strategies used by students especially for male and female students. The researcher took six students of the fourth semester to fill in the questionnaire assigned by the researcher. With the male (respondent 1, resp ondent 2, and respondent 3), and female (respondent 4, respondent 5, and respondent 6).

### **Interview Data**

The results of interviews with respondent 1, 2, 3 (males), it can be concluded that the strategies most often used by these students are two types of reading strategies, namely problem-solving strategies and support reading strategies to read English texts well, and very rarely used the global type of reading strategy. Actually, male 3 also used item of global reading strategies a lot, but less than half of all the items are used.

The results of interviews with respondent 4, 5, 6 (female), it can be concluded that the strategies most often used

by were two types of reading strategies, namely support reading strategies and global reading strategies. Actually, female 5 also used item of problem-solving strategies a lot, but less than half of all the items are used.

### **Questionnaire Data**

The results of the answers of respondents 1, 2 and 3 (Male) on reading strategies are global reading strategies, problem solving strategies and supporting strategies. The findings show that on average for these types of strategies, male often use two of the three existing strategies, namely support reading strategies and problem-solving strategies and very rarely used global reading strategy. Although, there is one in three males who use global reading strategy and support reading strategies more often and rarely use problem-solving strategies, but as explained above, two out of three male students more often use support reading strategies and problem-solving strategies and rarely use global reading type strategies. So, it can be concluded that the types of strategies most often used by male students are support reading strategies and problem-solving strategies for reading English texts.

The results of respondents 4, 5 and 6 (Female) answers on reading strategies, namely global reading strategies, problem solving strategies and supporting strategies.

As the findings show that on average of these types of strategies, female students most often use two of the three existing strategies, namely global reading strategy and support reading strategy. Because two out of three female students very rarely used the problem-solving strategy type. So it can be concluded that the types of strategies most often used by female students are global reading strategies and support reading strategies for reading English texts.

### **The Relationship Among Interview and Questionnaire Data**

The first thing the researcher did to the students, the researcher gave an interview, interviews were conducted as a way to find out what strategies were used by male and female students in reading English texts. Each student may have their own way of improving their reading skills, even though students use the same type of strategy, of course students have their own way and know better which individual strategy is best for them. The questions asked during the interview are questions related to what is in the point of view or reading strategy indicators.

After that gave a questionnaire to find out what strategies were used by male and female students, then the researcher found similarities in the strategies used by the students, namely that both of them were equally dominant in using the support

reading strategy, after giving the questionnaire, the researcher found that there was no difference in the strategies used by male and female students when reading. Researcher also found similarities in the strategies used by students. So it can be concluded that the two are in line and the student is indeed using a reading strategy that is included in the strategy criteria.

### **Discussion**

In this section, the researcher discusses the results obtained in collecting data from interviews and also questionnaires to six English education students, especially three male students and three female students at Universitas Muhammadiyah Kotabumi. The purpose of this study is to find out what strategies students use in reading English texts. The researcher conducted interviews and questionnaires with the six students to find out what strategies were used.

The results obtained in collecting data through interviews and questionnaires conducted on three male and three female students of the fourth semester English education students at Universitas Muhammadiyah Kotabumi, males often used two types of strategies, namely support reading strategies and problem-solving strategies and rarely used one types of strategy namely global reading strategy. While females student often used two types

of strategies, namely global reading strategies and support reading strategies and rarely used one types of strategy namely problem-solving strategy. And also the researcher find that there is no differences or very few strategic differences in the use types of reading strategies between male and female students., it can be seen in the following explanation, including (1) Female students used global reading strategies more often and more than male students. (2) Male students used problem-solving strategies more frequently and more in reading, while female students tend to used these strategies very rarely when reading English texts.

First, from the results of the instruments collected by researcher using interviews and questionnaires, it appears that female students most often use two types of strategies, namely global reading strategies and supporting reading strategies. Global reading strategies are strategies for managing one's reading process or involve planning how to read and manage comprehension and supporting reading strategies are strategies related to helping and supporting external readers and learners (Sheorey & Mokhtar, 2002, p.4). And male students more often use two other types of strategies, namely supporting reading strategies and problem solving strategies. Sheorey & Mokhtar (2002, p.4) says that supporting reading strategies are strategies related to the help and support obtained by

readers and outside learners and problem solving strategies are strategies related to the steps taken when one is face to face with the text.

#### **IV. CONCLUSION**

It can be concluded from the results of the study above that the researcher found that Males often used two types of strategies, namely support reading strategies and problem-solving strategies and rarely used one types of strategy namely global reading strategy. While females student often used two types of strategies, namely global reading strategies and support reading strategies and rarely used one types of strategy namely problem-solving strategy. And also the researcher find that very few strategic differences or there is no differences in the use types of reading strategies between male and female students. It can be seen that male students were also users of the global reading strategy type but male students very rarely used the items in the strategy while female students often used this strategy. Meanwhile, female students were also users of the problem-solving strategy but also very rarely use the items in this strategy, while male students often used this type of strategy. Actually the strategy above is needed but the implementation and training is lacking. On the other hand, there

are similarities in the use of reading strategy types, namely male and female students both often used support reading strategies to increase understanding of reading English.

### **Suggestion**

In general, there are suggestions from this study; first off all, this is a suggestion for male and female students of English Education study program of Universitas Muhammadiyah Kotabumi, the first is for male and female students to be more aware that strategies in reading are important, with slight differences in male and female students in reading, both of them must further improve their mastery of the types of strategies that are rarely used and also when we realize that we have deficiencies in learning, especially in reading English, never be afraid to keep trying and expand our vocabulary so that we can read and understand the meaning well. With a lack of understanding and deficiencies that we do when reading will be

learning and can improve reading skills. The strategy used when reading may be one of the things that can affect learning abilities, especially reading. That is, by reading students can increase their knowledge and by knowing effective strategies for them in reading, it will make it easier for them to read English texts.

The second for lecturers, the lecturer must improve and support the strategies used by students and the lecturer must also pay attention to gender differences in learning in the reading class and the lecturer must also know how to teach other reading strategies to students to make it easier for students in different gender to read English texts.

The last suggestion is for next researchers, the next researchers can carry out the same research further with larger groups of students studying at various universities in other areas in Indonesia or abroad and compare the results.

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