

GENDER DIFFERENCES IN ACADEMIC READING ATTITUDES AMONG UNDERGRADUATES

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Abstract

In Malaysia, reading attitudes among learners have always been linked together with their reading comprehension. Learners who read many kinds of different reading materials may better comprehend high order thinking skills (HOTS), speaking proficiency, and subject concepts. Thus, reading competency is essential as it will impact the learners' intellect and broaden their sentiments. Learners who efficiently read will have higher chances to succeed, and the knowledge will be handy in the future. This study aimed to identify the reading attitude between male and female learners when reading English academic materials and investigate the effects of reading attitude towards male and female learners' English reading comprehension in UNISEL, Bestari Jaya. The data was collected through a survey consisting of open-ended questions. The participants for this study were 110 undergraduate learners from UNISEL Bestari Jaya, Selangor. The findings show that female learners have a better reading attitude than male learners. However, it shows that the male learners would still involve themselves in reading activities depending on the types and elements of the reading materials. In conclusion, both male and female learners' reading attitudes relate to their English reading materials preferences.

Keywords: Academic reading, gender differences, reading attitudes

INTRODUCTION

Reading is considered one of the most critical skills in a learners' learning progress, especially among second language learners, as it has been found to help the learners be more proficient in their target language (Murtafi'ah & Putro, 2020). In English as a second/foreign language acquisition process, reading plays a massive role among the four primary language learning skills, including reading, writing, listening, and speaking. Similar to other fields of study, learning is more efficient when learners improve their reading skills (Ahmed, 2016). Being able to read in a foreign language is a complex process, as it involves many elements of learning, such as reading strategies and the individuality of the learners (Rianto, 2021).

As we are now living in a world where technology is rapidly developing, people, or in this case, the undergraduates, usually spend a lot of their leisure time browsing through the internet, watching television and are absorbed in the activities in the social media, rather than developing their reading skills with physical and offline books (Annamalai & Muniandy, 2013; Florence et al., 2017). The descend of reading habits among tertiary level learners was documented in research by the National Endowment for the Arts (NEA) society in the year 2008, where the percentage of book readers was only 51.7%, compared to 59.8% in the year 1982 (National Endowment for the Arts, 2007). In a survey conducted by Malaysian Reading Profile in 2010, it was determined that only 85% of those in Malaysia read regularly and that in a year, they only read about eight to twelve books (National Library of Malaysia, 2010; Jamiah Baba & Faiza Rostam Affendi, 2020).

Gender plays a relatively significant role in our daily lives, as it influences all levels of ability as it is each individual's key descriptor (Bećirović, 2017). Many research findings identified the relationship between an individual's ability and gender (Woolfolk, 2014) and the connection of reading habits with a person's gender and age (Florence et al., 2017). Catalan (2003) stated that using gender as the main factor is a traditional and essential tool to predict results in education psychological and semantic analysis. That is why all research into the ability to learn a foreign language must take gender as a crucial independent variable into account. In all sorts of human behaviours, inspiration constitutes one of the main success drivers. English teachers must also consider the differences in gender in teaching in the classroom when selecting suitable teaching and learning approaches and styles.

In the teaching and learning environment, reading has always been a vital academic skill that needed to be mastered by the learners at a very young age. Reading helps the learners to acquire and develop different kinds of comprehension skills such as visualizing, collecting supporting details and main ideas, rephrasing, outlining, guessing, and grasping the structure of context (Rahma Al-Mahrooqi & Denman, 2018). With the right reading attitude, learners will master all of the skills with ease, as learners' reading attitude and motivation play an important role in developing their reading skills (Phuong & Vo, 2019).

Nowadays, not everyone is fond of reading, especially male learners. It revealed that the male learners tend to have a negative attitude due to their low motivation and interest towards academic and leisure reading compared to the female learners (Hochweber & Vieluf, 2016). These days, learners tend to have little to no motivation to read due to the limited teaching and learning strategies used in the classroom (Rohani Ganie et al., 2019). This shows that their preferences mainly drive their attitude towards reading by choosing the most suitable English reading materials and the teaching strategies used by their lecturers during the lesson. A positive reading attitude is vital to help the learners stay motivated and involve themselves in reading different types of English reading materials, which can directly improve their English reading comprehension. Those who are not fond of reading have been found to obtain lower academic performances (Cunningham & Stanovich, 1998; Whitten et al., 2016).

Thus, by conducting this research within a local university in Malaysia, it will add knowledge about the importance of reading attitude and prove its relation to not only add knowledge about the importance of reading attitude, but it can also prove its relation towards the lack of English reading comprehension and how it affects the learners' academic achievement in this country. This research shows that the university or other institutes in Malaysia are responsible for ensuring that their learners are always aware of and acknowledge the importance of reading attitude for their academic achievement and daily life. This study aims to address the following research objectives:

1. To determine the reading motivation among undergraduate learners.
2. To identify the academic reading attitude among male and female learners.

Reading attitude and preferences

Reading is one of the four primary skills the learners need to acquire in life as it plays such an essential role while learning second language acquisition. According to Shameem Ahmed (2016), reading is an essential skill to learn to guarantee success in learning English and learning every material class is vital to read in English. Reading is not just by looking at the sentences; learners should understand and decipher each meaning of the words. With higher reinforced literacy skills, learners can make better changes and development in all other fields of study.

Reading researchers agree that interest in reading plays a very significant role in learners' success. The fundamental component for learning encouragement, part of subjective task meaning, is the reader's interest and motivation to read (Kikas et al., 2015). The satisfaction obtained by completing those tasks is seen as a crucial part, as this has directly affected the learners' choice and success by implementing specific tasks by learners (Metsäpelto et al., 2017).

According to Whiten et al. (2016), their study stated that several learners who only read in particular subject areas could not achieve high average scores. This study was strengthened by the result that learners who read for pleasure could obtain averaged higher scores in individual subjects. As studied by Samsul Farid Samsuddin et al. (2019), it was not significantly found that the learners' reading attitude was related to age, distance from their home from the rural library, and frequent visits to the rural library. There were, however, essential connections between the reading attitude of the respondents and their level of education. They also found that reading is not thoroughly crucial to the learners in rural areas. The results of this study's reading attitude showed that rural populations in the low literacy rate zone have moderate level reading habits, some of which find reading daunting and still require reading assistance.

Gender differences in Reading

According to Deaux (1985), gender portrays the humans' biological sex, male or female. The concept of gender has been extended for this research to the person's psychological, mental,

and/or social-behavioral features. In this study, gender becomes a variable to measure learners' reading attitudes that correlate with their academic achievements (Ford, 2020).

Over the first half of the century, most educators agreed that male and female learners had gender-specific learning characteristics over the first half of the century. Male learners seemed to be louder and more active than female learners, impulsive and productive (Esteves, 2018). Therefore, learning institutes give male learners more athletic opportunities than female learners. On average, female learners could focus longer than the more anxious, distracted male learners on a task that requires them to sit still with limited activities.

According to a study by Hussain and Hussain (2017), their analysis indicates that the opinion of both male and female respondents is that reading affects academic achievement and that there is an exceptionally critical correlation between reading attitudes and academic performance since both are connected. The lower accomplishments and encouragement of males in reading reflect gender perceptions that reading is for females. This correlated with a study that claimed that males promoting stereotypical gender views with preschool instructors were less encouraged to learn to read, with motivation forecasting their future progress of skills (Wolter et al., 2015). Meanwhile, the inspiration of females to read in their learning was unrelated to the position of the instructors. It shows that gender does play a little part in reading attitudes.

In Hochweber and Vieluf's (2016) study, gender differences in educational discourse have been the tip of the tongue and contra versions for decades. Although many past studies are mainly concerned with females' disadvantages in education opportunities, the highlight has recently switched to the unambitious male in learning institutes. A comprehensive study with large scales of evaluation indicated by Miller and McKenna (2016) discovered that female learners have more advantages in reading skills throughout their school time than boys. Corresponding with results of lower achievements from the male learners, it is more fueled by low achievements in reading skills, most notably.

The Importance of English Reading Comprehension

English comprehension is usually linked to how the readers comprehend the text's meaning and hints by using their background knowledge, experiences, and different reading strategies

(Abbas Pourhosein Gilakjani & Sabouri, 2016). English reading comprehension is essential for learners' language proficiency and academic achievement. Learners who lack comprehension skills tend to get lower marks in their examinations (Kaya, 2015).

Lacking English reading comprehension skills has caused the learners to have difficulty deciphering the meaning of context and instructions used in the reading materials. However, learners who can decode the meaning of the reading texts and have fun in a reading activity tend to get the higher academic achievement (Iftanti, 2015). Therefore, English reading comprehension plays a vital role in helping learners gain more knowledge and increase their academic performance (Rohani Ganie et al., 2019).

Jamiah Baba and Faiza Rostam Affendi (2020) stated that educators are affecting their learners' education and are responsible for making sure that their learners are always aware and acknowledge the importance of reading attitude for their academic achievement. Reading in the second language requires higher skills in reading material in English from the learners, as the difficulty of the English language differs among learners. Nevertheless, the study showed that reading is closely linked to their academic success and will contribute significantly to their future careers.

A good reading attitude can affect the learners' academic achievements. However, learners only read because they are forced to or need to read for their examinations. In learning, learners need to read in order to understand the subjects.

Theoretical Framework

Concentration on reading as an information transfer is the primary mechanism observed in this study. Information Transfer Theories allow educators to bolster learners' reading ability if correctly implemented to transfer knowledge to their minds from texts. Hence, this principle is the best way to assess based on learners' knowledge of the interpretation of reading texts by learners (Siti Normala Muhamad et al., 2020).

Among the Information Transfer Theorist group reading model system by Gough (1972), reading can positively affect cognitive psychology and is primarily the head control for

the belief that one method of transmitting knowledge is reading. Numerous theorists who support this principle sustain their view that reading is considered letter-per-letter and word-per-word methods. By reading the text linearly, readers derive meaning from written materials, helping them process and transmit the meaning to their minds from the texts. The readers need unique expertise for the transition to take place. This conceptual analysis structure is adopted from Siti Normala Muhamad et al. (2020) in the following diagram.

Active involvement in reading is also influenced by the learners' attitude and self-motivation, strongly correlated with intrinsic and extrinsic motivation (Hairus Salikin et al., 2017). This theory shows how the learners' enjoyment and external encouragement could persuade them to have a positive attitude and productivity. Hence, this framework below is used for conducting and analysing the data throughout the timeline of this study.

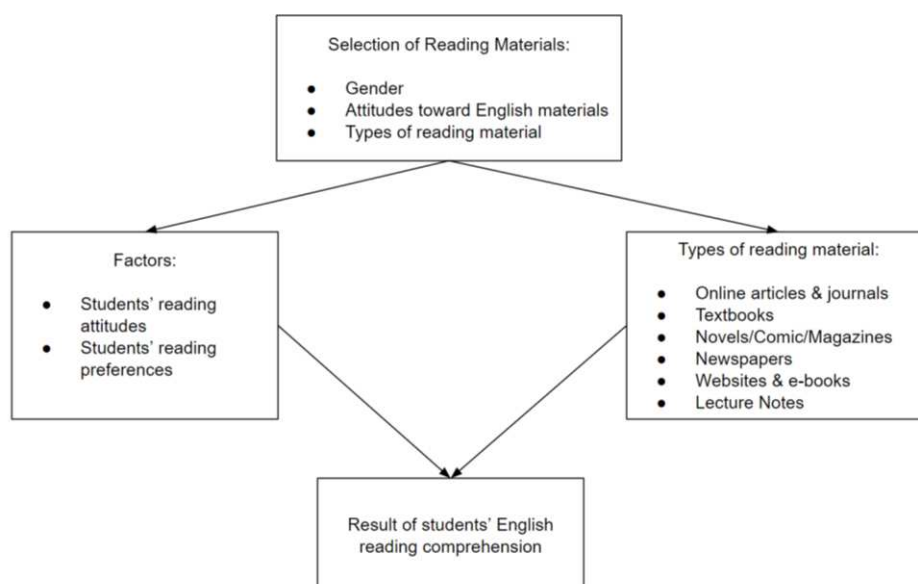


Figure 1: Theoretical Framework Model

METHODOLOGY

This study implemented open-ended questions to gather data on the undergraduates' opinions about their attitudes towards reading. There are two sections in the questionnaires. The first section proposed undergraduates' background details such as gender, age, year in the study,

and the faculties that they are enrolled in. The second part consisted of open-ended questions, then analysed using thematic analysis.

A total of 110 learners consisting of 55 males and 55 females undergraduate from the University of Selangor, Bestari Jaya Campus, participated voluntarily in this study. The exact number of respondents were chosen for both genders to minimise bias findings in this study. There were 108 learners in degree (98.2%) and only two from diploma and foundation (0.9%). The Faculty of Education and Social Sciences has the highest number of respondents consisting of 76 learners (69.1%). More than half of the learners were in the final year of their study (56.4%), and the mean age of the learners was about 18-26 years old.

The data was collected and analysed as soon as the number of respondents reached par for each gender (n=110, male=55, female=55). The frequency (=n) and percentage (%) clarify the questionnaire's responses in the tables below. The open-ended questions are analysed using thematic analysis. Each question is described within its themes.

FINDINGS

The response rate of the data was achieved with all of the open-ended questions administered to the respondents. All of the responses are found valid for analysis. The open-ended questions measured the undergraduates' attitudes toward reading academic materials. The tables presented below are in the form of descriptive statistics for the quantitative method of surveying.

Section 1: Demographics of the participants

A total of 110 respondents, 55 male, and 55 female, participated in this study. The majority number of the respondents' age range is 20-22 years old (70%), followed by the second age range, 23-25 (25.5%), and lastly, age higher than 26 years old (4.5%).

Table 1: Respondents' Age and Gender

Age	Gender		Total
	Female	Male	
20 – 22	41	36	77
23 – 25	11	17	28
> 26	3	2	5

The majority of the respondents were from the final year (56.4%), followed by respondents from the third year of study (24.5%). A total of 14 undergraduates in the second year (12.7%) and seven respondents who are first-year undergraduates (6.4%) also took part in this survey. Out of 110 respondents, 108 respondents' education level is from the degree, and two respondents are from foundation and diploma (0.9%).

Table 2: Respondents' Year of Study, Education Level & Faculty

		Gender			
		Female		Male	
		Count	Column N %	Count	Column N %
Year of study	First	2	3.6%	5	9.1%
	Second	4	7.3%	10	18.2%
	Third	17	30.9%	10	18.2%
	Final	32	58.2%	30	54.5%
Education level	Foundation	0	0.0%	1	1.8%
	Diploma	0	0.0%	1	1.8%
	Degree	55	100.0%	53	96.4%
Faculty	Faculty of Education and Social Science	45	81.8%	31	56.4%
	Faculty of Business & Accountancy	2	3.6%	11	20.0%
	Faculty of Science and Technology	4	7.3%	4	7.3%
	Faculty of Engineering	0	0.0%	7	12.7%
	Faculty of Communication, Visual Arts and Computing	1	1.8%	1	1.8%
	Faculty of Health Sciences	1	1.8%	1	1.8%
	Faculty of Islamic Studies	2	3.6%	0	0.0%

Meanwhile, the highest number of respondents in UNISEL Bestari Jaya that took part in this survey are recorded from the Faculty of Education and Social Science (69.1%), followed by undergraduates from Faculty Business & Accountancy (11.8%) and Faculty of Science and Technology (7.3%). Other respondents who took part in this questionnaire were from the

Faculty of Engineering (6.4%). The Faculty of Communication, Visual Arts and Computing, Health Sciences, and Islamic Studies have two respondents in each faculty (1.8%).

Section 2: Open-Ended/ Short Answers Questions

The 110 respondents who answered the questionnaires also answered the Open-Ended questions. The respondents' answers have been identified and categorized according to the suitable theme in this section. The respondents' gender was also analyzed in each of the themes. The themes are listed under each of the open-ended questions.

Table 3: Item 1

ITEM	THEMES	GENDER		TOTAL	PERCENTAGE
		MALE	FEMALE		
		SUM	SUM	N	%
1. What motivates you to read?	Learn new vocabulary	0	6	6	5.45
	Current mood and feeling	10	11	21	19.09
	Improve English skills	1	4	5	4.54
	Knowledge	11	12	23	20.9
	Elements of the reading material	18	13	31	28.18
	Academic grades	15	6	21	19.09
	Parents	0	1	1	0.90
	Not fond of reading	0	2	2	1.81

Table 3 above shows the themes that have been analysed under the first open-ended question, which was "What motivates you to read?". The theme that has the most respondents is 'Elements of the reading material'. The total respondents under this theme are 31 respondents, including 18 male and 13 female respondents. Then the theme that has the second-highest respondents is 'Knowledge', where 11 male and 12 female respondents have answered that knowledge motivates them to read, which in this part shows that the learners read to gain new knowledge and information. Ten male and 11 female respondents under the theme 'Current mood and feeling' hold the same number of respondents as 'Academic grades'. 'Academic grades' has a total of 15 male and six female respondents that have agreed that their grades motivate and push them to read. Six female respondents agreed that wanting to 'Learn new vocabulary' has persuaded them to read more reading materials.

Meanwhile, five respondents that included one male and four female respondents reacted that wanting to 'Improve English skills' motivated them to read. Two female respondents are 'Not fond of reading' and last, but not least, one female respondent reads for

her 'Parents'. The responses collected under this question have proved that the male learners' interest can be intrigued by the right kind of reading materials, mainly if it contains the elements that suit their preferences.

Table 4: Item 2

ITEM	THEMES	GENDER		TOTAL	PERCENTAGE
		MALE	FEMALE		
		SUM	SUM	N	%
2. How do you spend your free/leisure time?	Scrolling on social medias	7	9	16	14.54
	Video games	24	2	26	23.63
	Reading	11	33	44	40.00
	Sleep	2	1	3	2.72
	Films/Dramas/Documentaries	5	9	14	12.72
	Outdoor activities	3	1	4	3.63
	Own Moment	3	0	3	2.72

For the next question, "How do you spend your free/leisure time?" based on Table 4, the theme that has the highest number of respondents under this question is, 'Reading'. This theme shows that 11 male and 33 female respondents agreed that they spend their free time reading different types of reading materials. This shows that female learners are more interested in reading than male learners. The second theme that has the most respondents is 'Video games'. This theme consisted of 24 male and two female respondents, proving that the male learners prefer to spend their time playing video games instead of reading books.

Meanwhile, there were seven male and nine female respondents that like to spend their leisure time by 'Scrolling on social media'. Five male and nine female respondents have agreed that they watch 'Film/Dramas/Documentaries' to fill in their free time. Besides, there were also three males and one female who preferred to spend their time doing 'Outdoor activities' instead of reading. Last but not least, the remaining two themes hold the same number of respondents. Two males and one female responded that they would spend their time to 'Sleep', and for the other theme, three male respondents have answered that they prefer to have their 'Own moment' during their free time. Overall, the data collected shows that the female learners have a better reading attitude than the male learners as more female learners prefer to spend their free time reading any other reading materials. Meanwhile, most male learners can be seen filling their free time with other activities aside from reading.

Based on Table 5, the third question, "In your opinion, would you read English material such as journals, research for leisure? Why?" has seven themes to show the learners reading

attitude towards English reading materials such as journals and research. The theme that has the most respondents is ‘Zero interest’. For this theme, 20 males and 12 females have agreed that they do not like to read journals and research for leisure.

Table 5: Item 3

ITEM	THEMES	GENDER		TOTAL	PERCENTAGE
		MALE	FEMALE		
		SUM	SUM	N	%
3. In your opinion, would you read English material such as journals, researches for leisure? Why?	Gain new knowledge	11	19	30	27.27
	Increase Vocabulary	2	1	3	2.72
	Academic Purposes	6	3	9	8.18
	Elements of the reading materials	7	9	16	14.54
	Complex vocabularies	3	4	7	6.36
	Zero interest	20	12	32	29.09
	Too lengthy	7	6	13	11.81

The second theme, many of the respondents are ‘Gain new knowledge’, which has 30 respondents that consisted of 11 male and 19 female respondents. This theme shows that the respondents would read the English materials to gain new knowledge. Besides that, ‘Elements of the reading materials’ also has many respondents. Under this theme, there are a total of 16 respondents that would willingly read the English materials if the materials have a significant element in them. This theme has seven male and nine female respondents. However, 13 respondents would not read the journals or research because it can get ‘Too lengthy’. This theme consisted of seven male and six female respondents.

Besides that, a total of nine respondents agreed that they would read the English materials during their leisure for ‘Academic purposes’. This theme, ‘Academic purposes’ has six male and three female respondents. The next theme is ‘Complex vocabularies’. It holds seven respondents, including four female and three male respondents, who acknowledge that they would not read the journals and research due to the trickiness of words and vocabularies. Three respondents wanted to read the journals and research to learn more vocabularies despite the complex vocabularies. Two male and one female respondent have answered the final theme, ‘Increase vocabulary’. The collected data under this third question proved that most of the male learners have no motivation to read any English journals or articles during their leisure time due to the absence of their interest in reading English materials.

Table 6: Item 4

ITEM	THEMES	GENDER		TOTAL	PERCENTAGE
		MALE	FEMALE		
		SUM	SUM	N	%
4. How do you feel when a lecturer sets reading-based assignment for you? (English Journal review, English book review, etc.)	Sense of duty	7	5	12	10.90
	Just fine	18	20	38	34.54
	Drained	11	6	17	15.45
	Joyful	9	16	25	22.72
	Zero Interest	11	7	18	16.36

For the fourth question, “How do you feel when a lecturer sets a reading-based assignment for you? (English journal review, English book review, etc.)”, five themes have been analysed and been put into Table 6. The first theme that has the most respondents is ‘Just fine’. This theme has 38 respondents, including 18 male and 20 female respondents. The second theme that has many respondents is ‘Joyful’. This theme shows that nine male and 16 female respondents feel happy and joyful when their lecturers give them a reading-based assignment. This shows that the female learners’ reading attitude is more positive than the male learners. However, a total of 18 respondents, consisting of 11 male and seven female respondents, answered that they had ‘Zero interest’ when their lecturer assigned them the reading-based assignment, proving that the male learners indeed have low interest and motivation when it comes to reading English reading materials.

In addition, there were also a total of 17 respondents, including 11 male and six female respondents who feel ‘Drained’ and tired of doing the reading-based assignment. Even though many of the respondents were demotivated and exhausted, seven male and five female respondents have the ‘Sense of duty’ as a student. A total of 12 respondents under this theme have answered that they feel they have to accept the reading-based assignment due to their responsibility as a student. Under this question shows that most female learners feel good and joyful when their lecturer sets a reading-based assignment for them. This part proves that the female learners have a better reading attitude than the male learners when it comes to reading English materials.

The final question, which was, “In your opinion, how do you think reading English material affects your English reading comprehension?” as stated in Table 7, shows that there are five themes that have been analysed. The first theme with the highest number of respondents

is ‘Polish individual’s English vocabulary’. This theme has 44 respondents, consisting of 21 male and 23 female respondents, who agreed that reading English materials help them to polish their English vocabulary.

Table 7: Item 5

ITEM	THEMES	GENDER		TOTAL	PERCENTAGE
		MALE	FEMALE		
		SUM	SUM	N	%
5. In your opinion, how do you think reading English material affects your English reading comprehension?	Increase self-confidence	1	2	3	2.72
	Polish individual's English vocabulary	21	23	44	40.00
	Develop one's English reading skills	9	6	15	13.63
	Better in reading comprehension	19	21	40	36.36
	Improve grammar	4	4	8	7.27

The second theme with many respondents is, ‘Better in reading comprehension’. This theme shows that 40 respondents, including 19 male and 21 female respondents, have agreed that their reading comprehension has gotten better due to reading English materials. Nine male and six female respondents agreed that reading English materials can ‘Develop one’s English reading skills’. Besides, eight respondents, four males, and four respondents, also think that reading can ‘Improve grammar’. Last but not least, there was one male and two female respondents who felt that reading English materials can ‘Increase self-confidence’. Despite the comparison that has been made throughout this research, under this final question, it has been revealed that all of the learners are aware of the benefits that they can get by reading English materials. Here, it shows that most male and female learners have agreed that English materials have helped them polish their English vocabulary. At the same time, it has given them the chance to read comprehension better.

DISCUSSION

This study has shown the gender differences in reading attitudes and preferences among undergraduate learners in UNISEL. Throughout this research, the most distinct finding that we have found throughout this research is that female learners tend to have more positive attitudes towards reading academic reading materials than male learners. To answer the research question, after analysing the collected data, it seems that the female learners acknowledge the

importance of reading academic materials and how it can affect their daily reading comprehension and academic performances. As stated in the previous studies, female learners claimed to have a better attitude and motivation towards reading than male learners (Baker & Wigfield, 1999; Marinak & Gambrell, 2010; Banatul Murtafi'ah & Nur Hidayanto Pancoro Setyo Putro, 2020). Meanwhile, the male learners seem to think that reading academic materials is too dull and consumes a lot of their time.

Nowadays, many learners find it challenging to cultivate a love for reading as it is considered irrelevant along with the technological era. Despite knowing that reading is an essential life skill, learners' ESL reading habits are weak. UNISEL Bestari Jaya male learners' reading preferences are toward having fun rather than reading academically. Despite collecting data from an equal number of respondents of both genders, we can see female learners react positively toward educational materials. In contrast, male learners focus more on reading just for entertainment. Reading educational material might bore many learners. However, cultivating reading skills as we grow older is important.

The data recorded showed the differences among male and female learners towards reading in academics. Male learners in UNISEL Bestari Jaya choose to read English texts because of the elements of the books and their examination grades. In contrast, female learners choose to read because of knowledge. This shows that male learners are idle to read for pleasure. We can also see those female learners have a thirst for knowledge compared to male learners. This study has also shown that when the educators assign the learners assignments based on the research articles and journals, male learners are more reluctant to do the work than female learners. Based on the findings, the male learners prefer to read English materials that contain simpler words rather than complicated vocabularies. However, learners do realise that reading can improve an extensive area of their lives.

As the result, reading can be seen to help in improving the learners' vocabulary (40%), becoming better in reading English comprehension (36.36%), and developing sustainable reading skills (13.63%). In a study by Chaudhary (2020), the results showed that 82% of learners agreed that reading does help their improvements in English comprehension. Thus, it shows that if learners cultivate good reading habits and positive perspectives toward reading, this ability will eventually help them polish their English reading comprehension.

CONCLUSION

In conclusion, this research revealed that the learners' reading attitudes are related to their preferences towards English reading materials. Therefore, teachers and lecturers are urged to encourage the male learners to involve themselves in reading activities by using the right kind of English reading materials in their teaching and learning environment. This is because fun and unique reading material can pique the learners' interest and help them develop a healthy perception of reading. As has been stated by Jamiah Baba and Faiza Rostam Affendi (2020), teachers should always analyse and keep an eye on their learners' reading attitudes so that it would be easier for the teachers to choose which reading materials suit their learners the best. Through the teachers' help, both male and female learners could have the chance to build up their reading attitude and develop their reading comprehension by experiencing more enjoyable reading activities according to their preferences.

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