

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Reading Comprehension

According to Patel and M. Jain (2008) reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and recognition and comprehension skill. In addition, Zulkifli (2016) reading is not a passive but rather an active process involving the reader in ongoing interaction with the text. Based on the opinion above, it can be conclude that reading is activity which the reader tries to comprehend the meaning of the text.

Then, the result by the process to comprehend is called reading comprehension. As Dorn J. Linda and Carla Soffos (2005) comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. The reader need to comprehend the text well for catch the point by the writer.

Furthermore, as Snow (2002) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, and also comprehension entails three elements, namely :

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. The activity in which comprehension is a part.

Based on the definition and explanation above, comprehension or the process of understanding text, a written language are not only how to get information by the text, but also to build the knowledge by the meaning pass through interaction with the text. Sometimes, the writer or speaker need to comprehend the language deeply to get the information or point. Moreover we need to know the concept regarding the reading comprehension.

According to Dorn J. Linda and Carla Soffos (2005) there are some important concepts regarding reading comprehension:

1. The mind is structured to construct meaning

To resolve conflict and restore order. The same cognitive strategies that a learner uses to solve general problems can be utilized to solve reading problems—if the teacher values processing strategies as inquiry tools for constructing knowledge.

2. The goal of all reading is to develop deep (reflective) comprehension

Deep comprehension requires the reader to make inferences, ask questions, and build connections between related sources of knowledge. It is important for teachers to prompt their students for depth and density of understanding, as this knowledge provides a cognitive base for new literate discoveries.

a. Types of Reading

According to Brown (2003) there are four types of reading, such as:

1. Perceptive

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture cued tasks, matching, true/false, multiple choice, etc.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact within the text. That is, reading is a process of negotiation meaning the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes and the like.

4. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

“extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

b. Cognitive Process in Reading Comprehension

Klinger, et. al (2007) describes five basic comprehension processes that work together simultaneously and complement one another, they are:

1. Microprocesses, refers to the reader’s initial chunking of idea units within individual sentences. “Chunking” involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.
2. Integrative processes, as the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.
3. Macroprocesses, ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

structure or organizational pattern to help him or her organize these important ideas.

4. Elaborative processes, when we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.
5. Metacognitive Processes, much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

Based on the information above, it is clear the several basics that can be work together to how get the deep comprehension. All of them is really important and should be exist in individual and as the requirements to reach high or deep comprehension.

c. Aspects of Reading Comprehension

According to Barret (2011) there are 5 aspects to increase reading comprehension using information literacy skills :

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Literal Comprehension Recognition or Recall.

Literal comprehension requires the recognition or recall of ideas, information, and happenings that are explicitly stated in the materials itself.

- a. Recognition or recall of details. The student is required to locate or identify or to call-up from memory such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in the story, when such facts are explicitly stated in the selection.
- b. Recognition or recall of main ideas. The student is asked to locate or identify or to produce from memory an explicit statement in or from a selection which is the main idea of a paragraph or a larger portion from the selection.
- c. Recognition or recall of sequence. The student is required to locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.
- d. Recognition or recall of comparisons. The student is requested to locate or identify or to produce from memory likenesses and differences among characters times in history, or places that are explicitly compared by an author.
- e. Recognition or recall of cause and effect relationships. The student in this instance may be required to locate or identify or to re-

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.

- f. Recognition or recall of character traits. The student is requested to identify or locate or to call up from memory statements about a character which help to point up the type of person he was, when such statements were made by the author of the selection.

2. Reorganization

Reorganization requires the student to analyze, synthesize, and or organize ideas or information explicitly stated in the selection.

- a. Classifying. In this instance the students is required to place pple, things, places and/ or events into categories.
- b. Outlining. The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.
- c. Summarizing. The student is asked to condense the selection using direct or paraphrased statements from the selection.
- d. Synthesizing. In this instance, the student is requested to consolidate explicit ideas or information from more than one source.

3. Inferential Comprehension

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Inferential comprehension is demonstrated by the student when he uses a synthesis of the literal content of a selection, his personal knowledge, his intuition and his imagination as a basis for conjectures or hypotheses.

- a. Inferring supporting details. In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.
- b. Inferring the main idea. The student is required to provide main ideas, general significance, theme, or moral which is not explicitly stated in the selection.
- c. Inferring sequence. The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents; he may be asked to hypothesize about what would happen next; or he may be asked to hypothesize about the beginning of a story if the author had not started where he did.
- d. Inferring comparison. The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as "here and there", "he and she", and "she and she".
- e. Inferring cause and effect relationships. The student is required to hypothesize about the motives of characters and their interactions with others and with time and place. He may also be required to

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

conjecture as to what caused the author to include certain ideas, words, characterizations and action in this writing.

- f. Inferring character traits. In this case, the student may be asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.
 - g. Predicting outcomes. The student is requested to read an initial portion of the selection, and on the basis of this reading he conjectures about the outcome of the selection.
 - h. Inferring about figurative language. The student, in this instance, is asked to infer literal meanings from author's figurative use of language.
4. Evaluation

Evaluation is demonstrated by a student when he makes judgments about the content of a reading selection by comparing it with external criteria, e.g., information provided by the teacher on the subject, authorities on the subject, or by accredited written sources on the subject, or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject under consideration.

- a. Judgments of reality or fantasy. The student is required to determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience.
- b. Judgments of fact or opinion. In this case the student is asked to decide whether the author is presenting information which can be

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.

- c. Judgments of adequacy or validity. Tasks of this type call for the reader to judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject.
- d. Judgments of appropriateness. Evaluation tasks of this type require the student to determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem.
- e. Judgments of worth, desirability or acceptability. In this instance, the student may be requested to pass judgments on the suitability of a character's actions in a particular incident or episode.

5. Appreciation

Appreciation for involves all the previously cited cognitive dimension of reading, for it deals with the psychological, and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements.

- a. Emotional response to the content. The student is requested to demonstrate his reaction to a selection in terms of the visceral effect it had upon him.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. Identification with characters and incidents. Tasks of this nature will elicit response from the reader that demonstrates his sensitivity to sympathy for, or empathy with characters and events portrayed by the author.
- c. Reactions to the author's use of language. In this instance, the student is required to recognize and respond to the author's craftsmanship in his use of words.

Based on the explanation above, for the aspects of reading comprehension as Barret Taxonomy, there are some of guidance for indicators variable Y. Because of all of the aspects are wide for Junior High School students levels. Then, to measure students' achievement and based on the suggestion of the English teacher, there were some of indicators achievement to measure students' reading comprehension. So, the writer took indicators variable Y from syllabus 2013 Curriculum that used in that school to measure their reading comprehension.

There are three indicators students' reading comprehension based on syllabus used at State Junior High School 1 Pekanbaru such as:

1. Both of male and female students are able to find the purpose of the social function of descriptive text contextually.
2. Both of male and female students are able to find the generic structures of descriptive text.
3. Both of male and female students are able to find the language features of descriptive text.



Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Assessing Reading Comprehension

As Richard & Schmidt (2010), assessment refers to a systematic approach to collect information and make inferences about the students' work or ability. So, assessing reading is the way on how teacher assesses students' performance and ability in comprehending a passage.

There are many techniques for testing reading. One of them is multiple choice. According to Brown (1996) multiple choice items are made up of an item stem, or the main part of the item at the top, a correct answer which is obviously the choice (usually, a., b., c., or d.) that will be counted correct, and the distractor, which are those choices that will be counted as incorrect. Thus in this research, the writer used multiple choice technique for testing students' reading comprehension because it is easy and quick for scoring.

To make it clear, the writer measured students' reading comprehension of descriptive text by looking at syllabus of curriculum 2013 that used at State Junior High School 1 Pekanbaru. In this research, there are some suitable indicators for measuring descriptive text at the seventh grade they are identifying the factual information, the generic structure and language features.

3. Students' Reading Comprehension of Descriptive Text

As we know reading comprehension involved an active reader to gain the complex meaning of written text. Hence, male and female are the reader. At the seventh grade students, they should have an ability to

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

comprehend the appropriate text. In this research, the descriptive text used as the only one genre text taught in the seventh grade students of that school, as Departemen Pendidikan Nasional (2004), as follows:

b. Definition of Descriptive Text

Descriptive text is the text that explain or describe a person, thing or animal.

b. Purpose of Descriptive Text

The purpose of descriptive text is to describe a person, place, or thing.

c. Generic Structures of Descriptive Text

There are two generic structures of descriptive text, namely :

1. Identification: Identifies phenomenon to be described.
2. Description: describes parts, qualities, characteristics.

d. Language Features

There are some language features of descriptive text, namely:

1. Specific nouns, i.e. *teacher, house, my cat, etc.*
2. Simple present tense, i.e. *I live in a simple house; the house is very beautiful; it has a wonderful park.*
3. Detailed noun phrase, to give information about subject, i.e. *It was a large open rowboat, a sweet young lady, etc.*
4. Any kinds of adjectives, that have characteristic *describing, numbering, classifying*, i.e. *two strong leg; sharp white fangs, etc.*

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Relating verbs, to give information about subject, i.e. *my mum is really cool; it has very thick fur, etc.*
6. Thinking verb or feeling verb, to express personal writer view about subject, i.e. *Police believe the suspect is armed; I think it is a clever animal, etc.*
7. Action verb, i.e. *our new puppy bites our shoes; my cat eats mouse, etc.*
8. Adverbials to give addition information about it behavior, i.e. *fast; at the tree house, etc.*
9. Figurative language, like simile, metaphor, i.e. *John is white as chalk; sat tight, etc.*

The example of descriptive text:**Natural Bridge National Park**

Identification Natural Bridge National Park is a luscious tropical rainforest.

Description It is located 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

adapted from: Department Pendidikan Nasional 2004

From the example of descriptive text above, we can see the structure of that text. The first paragraph is as identification. Second paragraphs is as the description. Moreover, from the text above we also found that the writer used specific noun, simple present tense, kinds of adjective, relating verb and the other language features of the text.

4. Gender in Language Learning

a. Concept of Gender in Language Learning

Even though there are many differences between male and female as psych. Otherwise, there is no differences consideration of both when they are studying in the classroom. They are learning in the same class. The most fact differences between male and female is biological difference.

Hak Cipta Diindungi Undang-Undang

1. Diarangi mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Although, there are many theories state that there is a significant difference between male and female in language learning.

According to, Papalia. et. al (2008), girls generally are superior in the verbal item involving perceptual relation, memory, language manipulation, and the like, while boys are superior in performance items involving spatial relation, and numerical manipulation.

Furthermore, as Kenway, Willis, Blackmore & Rennie, 1997; Teese, Davies, Charlton & Polesel, 1995 (in Anita W and Kay M, 2007), boys are poorly represented in subject that have been historically perceived as feminised –languages, humanities and the arts—while the specialist maths and physical science subjects still have disproportionately high male enrolments.

Based on the opinion above we can conclude female have higher score in language skill than male who higher in math and logical side. Then, beside in biological difference, the differences between male and female also seems in other factors.

The difference between male and female seems to bring some differences in their learning. To know more about their ability, it can be examined especially in educational field. There are some differences in some specific abilities namely verbal abilities involving vocabulary, and mechanical abilities.

Based on Michael Gurian & Patricia Hanley book entitled *Boys and Girls learn Differently* (2011) there are number categories of male and

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

female difference to consider and there are many differences that could be presented, but the writer selected those who seem most essential in learning. One of the aspects that influences the male and female performance in learning in their brain. The aspect of differences between male and female brain can clearly be seen as follows:

1. Developmental and Structural Differences

In general, female brains develop more quickly than male brains. Brain development in infants is often most pronounced in the right hemisphere and gradually moves to the left. In females, the movement to the left starts earlier than in males.

Girls' verbal abilities tend to develop earlier so they rely more heavily on verbal communication; boys often rely heavily on nonverbal communication, and are less able to verbalize feelings and responses as quickly as girls. This has immense ramifications in our present culture, which relies so heavily on talk, conversation, words. We are all far better trained at listening to words than at watching silent cues, which often makes communication with a male difficult.

Males tend to have more development in certain areas of the right hemisphere, which provides them with better spatial abilities such as measuring, mechanical design, and geography and map reading.

2. Functional Differences

Gender difference has been noted in the memory ability of males and females. Girls can store a greater quantity of seemingly random

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

information, especially if it is linked to an emotional or relational experience they had. Boys tend to store information well when it is organized into clear, logical form or has specific importance to them, such as sports trivia. Whereas girls far better at sensory data and varied memory, boys fare better at spatial skills in general.

3. Difference on the Brain

Right hemisphere has function to interpret emotional contents, tone of voice, facial expressions, gestures, melodic speech, social musical, visual, spatial, and environmental awareness, and unconscious self-image, and body image, emotional and visual memory. In this part male tend to use right side of brain to work on abstract problem, female uses both sides. It function impact male superior at spatial relationship.

In general, female brains develop quicker than male brains. Brains development in infants is often pronounced in the right hemisphere and gradually moves to the left. In female, the movement the left stars earlier than male. Writer found that males generally have more developed right hemisphere-which disposes them toward spatial task such as map-reading or interpreting technical drawings. Female generally have more developed left hemisphere-which is probably why they learn to speak earlier than males and are often more adept at languages.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In this part male tend to use right side of brain to work on abstract problem, female uses both sides. In addition, Dagun (1992) most of female use the left side, meanwhile the most of male use the right side It function impact male superior at spatial relationship. The explanation as follows:

Table II.1
Left and Right Brain

Left Brain	Right Brain
Intellectual	Intuitive
Remembers name	Remembers face
Responds to verbal instructions and explanations	Responds to demonstrated, illustrated, or symbolic instruction
Experiments systematically and with control	Experiments randomly and with less restraint
Makes objective judgments	Makes subjective judgment
Planned and structured	Fluid and spontaneous
Prefers established, certain information	Prefers elusive, uncertain information
Analytic reader	Synthesizing reader
Reliance on language in thinking and remembering	Reliance on images in thinking and remembering
Prefers talking and writing	Prefers drawing and manipulating objects

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Prefers multiple-choice tests	Prefers open-ended questions
Controls feelings	More free with feelings
Not good in interpreting body language	Good in interpreting body language
Rarely uses metaphors	Frequently uses metaphor
Favors logical problem solving	Favors intuitive problem solving

Adapted from: Brown (2000)

It can be concluded that there are many factors influence differences between male and female. It can be because of difference brain, development and structural differences. The difference of brain between male and female is not limited to just the external anatomical sex of the person. The actual size of the brain corresponds to the size of individual.

b. Gender Differences in Cognitive Abilities

As Diane Helpern and Mary LaMay (2000) (In Anita W & Kay M, (2007) summarized the research:

“ Although there are no sex differences in general intelligence, reliable differences are found on some test of cognitive abilities. Many of the tasks that assess the ability to manipulate visual images in working memory show an advantage for males, whereas many of the tasks that require retrieval from long-term memory and the acquisition and use of verbal information show a female advantage. Large effect favoring males are also found on advances test of mathematical achievement, especially with highly select sample. Males are also overrepresented in some types of mental retardation.” (p.229)

In addition, Anita W & Kay M (2007) males seem to be superior tasks that require mental rotation of objects and females are better

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

on tasks that require acquisition and use of verbal information. Based on the opinion above the writer concluded that the cognitive both of male and female are difference. They are superior in their own abilities.

The ability of human also influenced by their own intelligences, there are some intelligences involved the cognitive ability. According to Howard Gardner, 1983 (in Brown, 2000) the kinds of intelligences can be seen as follows:

- 1.linguistic
- 2.logical-mathematical
- 3.spatial (the ability to find one's way around an environment, to form mental images of reality and to transform them readily)
- 4.musical (the ability to perceive and create pitch and rhythmic patterns)
- 5.bodily-kinesthetic (fine motor movement, athletic prowess)
- 6.interpersonal (the ability to understand others, how they feel, what motivates them, how they interact with one another)
- 7.intrapersonal intelligence (the ability to see oneself, to develop a sense of self-identity)

Based on the information above, we got some information about human intelligences. All of them influenced the human abilities such as in educational field, social, and others.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Comparison between Male and Female Students' Reading Comprehension

As Gurian (2011) linguistic ability lies in most people most demonstrably in the left hemisphere of the brain. Brain system explain why girls on average don't like physics as much as boys, and boys generally don't like reading and writing as much as girls. Moreover, according to Berk, 2002; Halpern, 2000 (In Anita W & Kay M, (2007) from primary through secondary school, girls score higher than boys on tests of reading and writing and fewer girls require remediation in reading.

In addition, Brown (2000) in structure of brain believed female more reliance in language, even male more reliance on image in thinking and remembering. That was caused female have higher score than male in language side.

Besides, the growing debate that boys and girls learn differently has increased the interest in educational research since academic performance affects enrolment for college courses, career choices and application of the acquired skills. As Arellano (2013) most studies on gender differences in education compare male and female characteristics and attainment. They are included:

1. Maccoby and Jacklin (1974) affirmed that females are superior in verbal skills and males get better results at

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

mathematical skills, though, in their opinion, it is difficult to untangle the influence of stereotyping on individuals' perceptions and to separate innate or learned behaviors that underpin the development of behavioral or cognitive sex differences. The value of this research lies in the analysis of the responses from people when confronted by test situations.

2. William (2000) affirms that sex differences in cognition are small and traditional differences in some subjects have narrowed. Very few of the tests show a standard mean difference in favor of either males or females of more than 0,4 which means that less than 4% of the variation in individuals' test scores is related to sex differences.
3. Weiner (2010) summarizes the different theories on gender differences by affirming that sex differences need to be treated with caution since the studies may themselves be stereotyped or biased towards one sex or the other. As a matter of fact, some of them may not test the most relevant skills and knowledge and even some may not be predictive of future academic performance.

Moreover, there are many previous researches have noted the evidence of a growing gender gap in educational achievement and the most important reader variable that affects reading comprehension is gender. There are clear differences between male



and female's use of language. Therefore in this research, the writer would compare the students' ability in comprehending descriptive text between male and female students.

B. Relevant Research

There are some previous researches that related with this research, namely :

1. The research was conducted by Ade Zarma, (2014) entitled: "*The Comparison on Writing Ability in Descriptive Text between Male and Female Students at State Senior High School 1 Bangko Rokan Hilir Regency*". This research was conducted to the tenth grade students of State Senior High School Bangko Rokan Hilir Regency. The aim of this research was to know whether there is significant difference of ability between male and female of the tenth grade students at State Senior High School 1 Bangko in writing descriptive text or not.

This research was a comparative research. In order to collect the data of this research , the writer used writing test. To analyze the data, the writer used independent sample t-test by using SPSS 17,0. As the result, she found out that there was significant difference on writing ability in descriptive text between male and female students of the tenth grade at State Senior High School 1 Bangko Rokan Hilir Regency.

2. The research was conducted by Santi Nur'aini, (2013) entitled: "*The Difference of Conditional Sentences Mastery between Male and Female at the*

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Second Year Students of State Senior High School 1 Tambusai Utara Rokan Hulu". This research was a comparative research. To analyze the data, the writer used t-test formula. As the result, she found out that there is no significant different between male and female on conditional sentence mastery, it means that female students mastery of conditional sentences is the same as male students.

The writer took both of researches above because have relevant with the variable of this research. The similarity of the researches as this research is they have same of variable X, namely male and female students. Then, the differences among them is in the variable Y. In the first relevant research the variable Y is writing ability. Eventhough in the second relevant research the variable Y is conditional sentence mastery. Then, in this research, the variable Y is reading comprehension. So, both of relevant researches above, able to be the guide to write and do this research.

C. Operational Concept

In this research, the writer concludes several indicators to be operated which describe the operational concept. There are two variables in this research they are male and female students as the independent variable (X), then reading comprehension as the dependent variable (Y). The indicators of male and female students' reading comprehension based on syllabus used at State Junior High School 1 Pekanbaru such as :

1. Both of male and female students are able to find the purpose of the social function of descriptive text contextually.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Both of male and female students are able to find the generic structures of descriptive text.
3. Both of male and female students are able to find the language features of descriptive text.

B. Assumption and Hypothesis

1. Assumption

Based on the theories and phenomenon the writer had assumption that male and female students has significant difference comprehension actually in comprehend the descriptive text.

2. The Hypotheses

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. **Ha (alternative hypothesis)** there is a significant difference of students' reading comprehension between male and female students of the seventh grade students at State Junior High School 1 Pekanbaru.
- b. **Ho (null hypothesis)** there is no significant difference of students' reading comprehension between male and female students of the seventh grade students at State Junior High School 1 Pekanbaru.