

CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the important skills that should be mastered by foreign language learners. As a language skill, reading has received a great emphasis in teaching learning process, it has been proof that many activities in the classroom have done by reading, such as reading to some materials in order to find out the new information as needed. According to Richards and Schmidt (2010), “reading is the process by which the meaning of a written text is understood”(p.483). Besides, Claris (1998) believed reading needed both the ability to break down the code and understand the meaning that intended by the writer. It means that reading is not only saying the word, but also finding out the exactly meaning of passage.

Regarding the previous idea, Westwood (2008) said the proficiency in reading skill consists of two main competences, they are identifying words and linguistic comprehension. Therefore, comprehension is the main goal of reading, where the message is conveyed to the reader from a written language. To become a competent reader, students should become an active reader in order to gain full understanding of meaning. In other words, reading comprehension is an essential part of students’ ability in mastering foreign language.

Tankersley (2003)revealed that “reading comprehension requires making meaning from words because good reader have a purpose for reading to use their experiences and background knowledge to make sense of the text”(p.90). To

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comprehend, readers must use their own information to filter, interpret, organise and reflect the incoming information in whole pages (Westwood, 2008). Torgesen (as cited in Westwood, 2008) noted good readers are active in the sense of becoming involved cognitively and emotionally in what they reading are about. They are often keen to use text as a way of obtaining new information, acquiring new ideas, solving problems, and as a source of enjoyment. Thus, reading comprehension is more deeply rather than decoding only.

Based on module of curriculum 2013, the purpose of teaching English in senior high school level is to develop students' potential in order to have communicative competence of interpersonal, transactional, and functional discourse by using oral and written texts in English. Furthermore, it used based approach of genre which have certain characteristics and mastery about social function, structure text, and language features. There are many written texts that should be learned at the eleventh grade, however the writer focused to investigate about factual report text only.

Factual report is one of the important texts that should be comprehend at the eleventh grade where the basic competence was “analyzing text structures and linguistic elements to carry out a social function text by stating factual report and inquire of the factual scientific texts” and “catching meaning in scientific factual report in spoken and written about people, animals, objects, symptoms & natural, social events simply based on learning context”(English Syllabus of State Senior High School 1 Bangkinang Kota). Based on explanation above, report text has already learned by the eleventh grade students.

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competence, whereas females more confident concerning their abilities to master language. It is clear that each gender has their own capacity in educational field.

Besides, many recent researchers have found the ability of soft skill such as reading comprehension of students are influenced by gender. The research findings showed that gender had significant effect on language learners' reading comprehension in label and sign, informal letters, and newspaper (Salehi et al., 2014). Besides, Al-Shumaimeri (as cited in Jalilehvand & Samuel, 2004) found that male students seem to have performed significantly better than female students in their comprehension performance of gender neutral text. But in non-neutral text the female students get more higher comprehension. From explanation above, it is clear gender play a role on how students learn a language.

Using scientific approach, students learned in group and teacher was a facilitator only. Based on theory above, female students should be better in comprehending text. But, the reality for both male and female students of eleventh grade of social science class had problems in learning English. Based on preliminary research by using informal interview on February 8th, 2017, the writer got information from English teacher. She said some of students were still poor and far from ideal expectation of curriculum in reading report text. This might be happened because most of students somehow accepted everything in a foreign language that was going to be different from their mother tongue.

English subject was conducted in once a week with time allocation 45 minutes/JPL means that 90 minutes in one meeting per week. However, the students were difficult to answer the questions related to report text. It is proven

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by teacher's recapitulation of score that showed 20 from 32 students did not pass the passing grade 73 in reading. So far female students were more interested in learning English, approximaly 60% for females and 40% for males. Besides, the writer did informal interview with students consisted of one male and one female from eleventh grade of social science class. Then, they almost had same problems which was not really understand about report text because of limited vocabulary and knowledge about topic. Thus, the writer was curious about factors that influence reading comprehension for male and female students. Based on preliminaries study, problems can be seen into the following phenomena : some of male and female students were uninterested in English subject, having limited vocabulary, difficult to identify the factual information, main idea, generic structure, language features, and communicative purpose of text.

Based on the problems explained above, this study sought to examine and compare male & female students on reading comprehension. Therefore the writer was curious and conduct a research entitled: *“A Comparison Study on Reading Comprehension between Male and Female Students at the Eleventh Grade of State Senior High School 1 Bangkinang Kota”*.

B. Problems

Based on the writers' observation at State Senior High School 1 Bangkinang Kota, it is clear that most of students are still getting difficulties especially in term of reading comprehension of report text.

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1. Identification of Problem

Based on the background and the phenomena encountered by the students, thus the problems of this research are identified as follows :

- a. What were the causes that some of male and female students were not interested in English?
- b. What were the causes that some of male and females students had limited vocabulary?
- c. What were the causes that some of male and female students were difficult to identify the factual information of report text?
- d. What were the causes that some of male and female student were not able to identify the main idea of report text?
- e. What were the causes that some of male and female students were not able to identify the generic structure of report text?
- f. What were the causes that some of male and female students were not difficult to identify language features of report text?
- g. What were the causes that some of male and female students were not able to identify communicative purpose of report text?

2. Limitation of the Problem

In reference to the identification of the problems stated above, therefore the writer needs to limit the problems of the research into students' gender consisted of males and females at the eleventh social science class of State Senior High School 1 Bangkinang Kota and reading comprehension of report text included identifying the factual information, main idea, generic structure,

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language features, communicative purpose, and the factors that influenced their ability in comprehending report text. So, the writer compares their reading's scores between male and female students.

3. Formulation of the Problem

Based on the limitation of the problems above, the writer formulated the following research questions, they are :

- a. Is there any significant difference on reading comprehension between male and female students at the eleventh grade of State Senior High School 1 Bangkinang Kota?
- b. What are the factors that influence reading comprehension between male and female students at the eleventh grade of State Senior High School 1 Bangkinang Kota?

C. Objective and Significance of the Research

1. Objective of the Research

Based on the formulation above, the objectives of this research are :

- a. To find out if there is a significant difference on reading comprehension between male and female students at the eleventh grade of State Senior High School 1 Bangkinang Kota.
- b. To find out the factors that influence reading comprehension between male and female students at the eleventh grade of State Senior High School 1 Bangkinang Kota.

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2. Significance of the Research

Related to the objectives of the research above, the significance of the research are :

- a. Hopefully, this research finding is able to contribute the benefits to the writer as a novice researcher in learning how to conduct a research.
- b. These research findings are expected to be useful and valuable for both teachers of English and students of State Senior High School 1 Bangkinang Kota for their further teaching and learning consideration.
- c. Besides, this research finding provides some information about students' reading comprehension of report text between male and female students at the eleventh social science class.
- d. Finally this research findings are also expected to be the practical and theoretical information to the development of theories on language teaching in general.

D. The Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research as follows :

1. The title of the research was relevant to the writer's status as a student of English Education Department.
2. The writer wanted to find out whether there is a significant difference on reading comprehension between male and female students at the eleventh social science class.
3. The location of the research facilitated the writer in conducting the research.

4. As far as the writer is concerned, this research title had never been investigated by any other previous researchers in State Islamic University of Sultan Syarif Kasim Pekanbaru, Riau.

E. The Definition of Key Terms

There are many terms involved in this research, therefore to avoid misunderstanding to the term used in this research, the following terms are necessarily defined as follows :

1. Comparison

Based on Oxford Learner's Pocket Dictionary (2011), "comparison is the process of studying or comparing something to find out how similar or different they are"(p.85). Furthermore, Arikunto(2010) said that comparison is the similarities and difference about the things, people, working procedure, critiques and ideas. From the explanation above, it is clear that comparison is describing the similarities or differences between two groups. In this research, it refers to the difference result of reading comprehension test between male and female students at the eleventh social science class of State Senior High School 1 Bangkinang Kota.

2. Male

Based on Oxford Learner's Pocket Dictionary (2011), "male is belonging to the sex gender that does not give birth"(p.267). A male organism is the physiological sex that produces sperm (wikipedia: the free encyclopedia). In other words, male refers to the boys who are studying in the school

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especially at the eleventh social science class of State Senior High School 1 Bangkinang Kota.

3. Female

Based on Oxford Learner's Pocket Dictionary (2011), "female is belonging to the sex gender that produces young"(p.163). Female is the sex of an organism, or a part of an organism, that produces non-mobile ova or egg cells (wikipedia : the free encyclopedia). In other words, female refers to the girls who are studying in the school especially at the eleventh social science class of State Senior High School 1 Bangkinang Kota.

4. Reading Comprehension

According to Snow & Chair (2002), "reading comprehension as the process of extracting and constructing meaning toward interaction and involvement with written language"(p.11). Meanwhile, Richards & Schmidt (2010) stated that reading comprehension is the result of understanding meaning deeply. In this research, it refers to the students' skill in comprehending report text.