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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Commonly, people have curiosity nature to know something. They can get what they need from reading activity then share information to others. People read over a text to get a general impression or read through a text from beginning to the end. Moreover, reading is one of the receptive skill for foreign language learners that should be mastered in learning process by which the meaning of a written text is understood.

As pointed out by Brown (2003), there are four types of reading. First is perceptive that involved attending to the components of larger stretches of discourse : letters, words, punctuation, and other graphemic symbols. Second is selective that ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Third is interactive, that included stretches of language of several paragraphs to one page or more in which the reader in a psycholinguistic senses as a process of negotiating meaning. And the last is extensive that is applies to texts of more than a page, up to and including articles, essays, etc.

However, in this research the writer used a kind of interactive reading because it is more emphasis on meaning and suitable for senior high school students in term of short report text.

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Based on explanation above, it is clear that reading becomes obligatory activity that should be mastered by male and female students in the school. Either for enjoyment or finding specific information purpose, they should comprehend the text that they just read. In other words, reading and reading comprehension becomes one bundle which bound each other.

Regarding to the statement above, Snow & Chair (2002) said “reading comprehension is the process of extracting and constructing meaning toward interaction with passage”(p.11). Meanwhile to comprehend, readers must use information that they have to filter, interpret, organise and reflect upon the incoming information from the page (Westwood, 2008). In brief, reading comprehension is the way to understand a passage by using complex activity.

According to Snow & Chair (2002), there are three elements of comprehension. First is the reader; to comprehend passage, a reader must have a wide range of capacities and abilities that include cognitive capacities, motivation, and various types of knowledge. Second is the text; the features of text have a large effect on comprehension and it does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, the surface code, the text base, and a representation of the mental models embedded in the text. And the last is the activity; texts can be difficult or easy depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

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In reference to Torgesen (as cited in Westwood, 2008), “Good readers are active in the sense of becoming involved cognitively and emotionally in what they reading are. They are often seen to use text as a way of obtaining new information, acquiring new ideas, solving problems, and as a source of enjoyment”. Consequently, weak comprehenders display few of the positive attributes typical of good readers. Their laborious and slow identification of words can make comprehension very difficult and it causes tedious’ reading activity. In fact, they will lazy to recognize a passage for understanding words.

In addition, there are four common levels of comprehension (Richards & Schmidt, 2010, p.483). First is literal comprehension. The purpose of reading is to understand, remember the information explicitly contained in a passage and the basic facts are understood. Second is inferential comprehension. Reading purpose is to find information which is not explicitly stated in a passage, using the reader’s experience and intuition, and by inferring. Third is critical or evaluative comprehension. Reading purpose is to compare information in a passage with the reader’s own knowledge and values. In this level the reader assesses the good sense, clarity, accuracy and any apparent bias. And the last is appreciative comprehension. Reading purpose is to gain an emotional or value response from a passage. In this level, the reader can take information from what has been read and develop new ideas.

However in senior high school level, the students are expected to master literal and inferential comprehension, it means they should able to understand and recall information of factual report text.

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2. Assessing Reading Comprehension

According to Richards & Schmidt (2010), “assessment refers to a systematic approach to collect information and make inferences about the students’ work or ability”(p.35). So it is clear, 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. Regarding Alderson (2000) multiple choice questions are the common task to assess students’ text comprehension. 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 report text by looking at syllabus of curriculum 2013 that used at State Senior High School 1 Bangkinang Kota. In this research, there are some suitable indicators for measuring report text at the eleventh grade they are identifying factual information, main idea, generic structure, language features, and communicative purpose.

3. Students’ Reading Comprehension in Report Text

Reading comprehension involved an active reader to gain the complex meaning of written text. Hence, male and female students are the readers. At the eleventh grade, they must have an ability to comprehend appropriate texts. In this research, the factual report used as one of the genre texts taught at State Senior High School 1 Bangkinang Kota.

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According to Mark Anderson and Kathy Anderson (1997), report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. The subjects are about the phenomena of the world whether living things or non living things. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, behavior habits, and how to reproduce).

Based on English Book (2014), “an information report is a factual text that provides information about different phenomena or subject in our life”(p.33). The subjects are about the phenomena of the world whether animate i.e. plants & animals or inanimate i.e. phones, cars, volcanoes, and oceans. It usually contains facts about the subjects, a description and information on its features like appearance and qualities. So, it is clear report is a text which presents information of something as a result of observation without personal view.

Because of a report text is very important to be learned, based on the syllabus of the eleventh grade at State Senior High School 1 Bangkinang Kota, the expected indicators of report text are identifying the factual information, the main idea, the generic structure, the language features, and the communicative purpose of report text.

The purpose of report text is presenting information about something. It describes an entire generally class of things, whether natural or made (English Book, 2014). It has series of logical truth and stated the facts without personal

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involvement. Therefore, the purpose of report text is to convey information on the results of observation and systematic analysis. In brief, male and female students should be able to identify the communicative purpose for whole paragraph about natural, man-made or social phenomena of short report text.

Then, it is important to know about generic structure of factual report text. First is general classification or opening statement that introduce the subject, it can include a short description and definition. Second is description refers to a series of paragraph to describe the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences. In short, male and female students should be able to identify the communicative purpose for whole paragraph about natural, man-made or social phenomena of short report text.

Moreover, there are several language features that should be learned in this text. They are using of general nouns, relating verbs to describe features, action verbs when describing behaviour, present tense to indicate usualness, technical terms, paragraphs with topic sentences to organise bundles of information, repeated naming of topic as the beginning focus of clause, and reference (English Book, 2014). Reference means that such words are used to be a signal to the reader to find the meaning else where in the text. Hence, male and female students should be able to identify the language features for whole paragraph of short report text.

In addition, finding out the main idea is important in report text. Male and female students can determine the ideas of paragraph and relative

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significance of what the author's expression in written text. It tells the content of the paragraph which can be found by reading the title, first sentence in early paragraph, or all sentences in first paragraph. So, main idea is the important words that are developed by the writer throughout paragraph and sometimes in explicit or implicit. In brief, male and female students should able to identify the language features for whole paragraph of short report text.

Last, factual Information requires students to read specific detail of report text. The readers must be able to recognize the factual or certain information in detail such as person, place, events, and time. Factual information questions are generally appeared with WH questions. In short, male and female students should have an ability to identify factual information of short report text.

4. The Nature of Male and Female Students

In this research, male and female refers to students that are studying at the eleventh grade of State Senior High School 1 Bangkinang Kota. There is no different consideration between male and female students in the classroom. They got knowledge from their teacher prevalently because they were in equal condition. Therefore, there is no sex segregation in classroom causes different success in learning performance at the sex group. The most obvious difference between male and female is the biological difference. Males and females categorized as a human being, however there are so many differences that exist between them. In psychological and biological talk about brain gender differences, it can be seen in the table (Gurian et al., 2011, pp. 20-21) :

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Table II.1
The Difference Gender in Brain

Part of Brain	Function	Similarities & Differences	Impact
Broca ' s area	Motor area for speech; processes grammatical structures and word production.	Tends to be more highly active in females.	Improved verbal communication skill tendencies in females.
Cerebral cortex	Contains neurons that promote higher intellectual functions and memory,	Female brain tends to have more connections between neurons and increased blood flow in this area.	Increased processing speed in the female brain may help girls respond to classroom information faster than males.
Testosterone	Male sex and aggression hormone; responsible for architecture of the male brain and body in utero.	Much more present and functional in males; levels tend to rise when males " win " and decline when they " lose "	Tends to result in more aggression, competitiveness, self - reliance in males; healthy competition in a classroom may help motivate boys

Gender differences can not be ignored in learning language, because it can affect students' achievement and proficiency in learning process. Learning process have related to learning style, thus each males and femalse have their own learning style. It is supported by Gurian et al (2011) there are several learning styles of brain based areas for both male and female students.

First are abstract and concrete reasoning. Boys tend to be better than girls at not seeing or touching the thing and yet still being able to calculate it. For example, when mathematics is taught on a blackboard, boys often do better at it than girls. When it is taught using manipulatives and objects, taken off the blackboard, out of the abstract world of signs and signifiers, and put into the concrete world, physical number chains the female brain often finds it easier.

Second are use of language. On average, females do produce more words than males. During the learning process, girls are using words as they

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learn and boys are often working silently. Girls also tend to prefer to have things conceptualized in usable, everyday language, replete with concrete details. Boys often find jargon and coded language more interesting.

Next are logic and evidence. Girls are generally better listeners than boys, hear more of what is said, and are more receptive to the plethora of details in a lesson or conversation. Boys tend to hear less and more often ask for clear evidence to support a teacher's or other's claim. Girls seem to feel comfortable with less logical sequencing and more instructional meandering. The last is use of learning teams. Both girls and boys benefit from learning teams and group work, with boys tending to create structured teams and girls forming looser organizations. Boys spend less time than girls managing team process, picking leaders quickly and focusing right away on goal orientation.

5. The Comparison on Reading Comprehension between Male and Female Students

Gurian (2011) said girls' dominance is in certain aspects of reading and writing and boys' dominance is in aspects of math and science. Whereas brain systems 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.

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. There are seven multiple intelligences as stated by Howard Gardner (as cited in Mogan & Fonseca, 2004) such as linguistic, logical-

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mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal.

In this case, learning difference has relationship with students' intelligence.

Gurian et al (2011) believed that boys and girls learn differently based on their own brains where boys tend to use the right hemisphere better at visual spatial skill (picture smart) and logical mathematical (number smart), then girls tend to use the left hemisphere better at verbal linguistic skill (word smart).

Linguistic ability lies in most people most demonstrably in the left hemisphere of the brain. It is the ability to know and operate words and languages. Reading, writing, speaking and some other forms of verbal and written terms are integrated in this intelligence. Maftoon and Sarem (as cited in Younas et al., 2015) said that this intelligence has ability to deal with structure of language (syntax), meanings of language (semantics), sounds of language (phonology) and practical use of language (pragmatics).

Morgan & Fonseca (2004) said spatial intelligence is the ability to perceive all the elements (form, shape, line, space, colour) necessary to create a mental image of something. Then, visual elements are especially useful for providing comprehensible and meaningful input for language learner. The visual teaching aids such as charts, pictures, drawings, and videos.

Logical mathematical intelligence is the ability to use numbers effectively and to understand the underlying principles of a causal system. It enjoys math class and computer. While in the language classroom problem-solving tasks are useful as learners focus mainly on meaning, but through constant rereading of the text to solve the problem (Morgan & Fonseca, 2004).

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According to Thompson (as cited in Tatarintseva, 2002), boys are slower at learning to read in English, but by the age of 10 the female advantage has disappeared. Contradictory results were reported by Gates (as cited in Tatarintseva, 2002) where gender differences in reading achievement were found favouring females. He found a female advantage on three measures of reading namely speed, reading vocabulary and level of comprehension.

Furthermore, recent research relates to foreign language learner and students' gender seems to confirm the existence of differences between males and females (Rua, 2006) :

- a. Girls are regularly superior to boys in terms of overall achievement in languages in general (and foreign languages in particular).
- b. Boys are superior to girls in tasks concerning spatial ability, but girls generally excel boys in tasks involving verbal skills (listening, speaking, reading and writing).
- c. Girls consistently appear more interested in the study of a foreign language than boys, and manifest an evident liking for the culture of that language. Whereas boys' reasons for studying the language are mainly instrumental, girls' motivations tend to be integrative.
- d. Girls are significantly more confident concerning their abilities to master the language. Boys, on the contrary appear to be more self deprecating of their linguistic competence.

Moreover, many previous researchers have noted the evidence of a growing gender gap in educational achievement and the most important reader

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variable that affects reading comprehension is gender. There are clear differences between men and women's use of language. Research has shown at all levels of education that male students talk more than females, and receive more class time than females. But, as far as reading is concerned, it seems that female students are more successful than males.

Besides, all recent international assessment studies agree that girls tend to have a higher reading achievement than boys. PIRLS (Progress in International Reading Literacy Study) 2006 results showed that girls claim more effort, persistence and express significantly greater interest in reading whereas boys show significantly more interest in Maths. Moreover, among students in the fourth year of schooling girls had significantly higher reading achievement than boys except two countries, Spain and Luxembourg, where average achievement was equivalent between the gender. Because in all countries, girls report more time spent reading books or magazines than boys and in many countries boys report more time than girls spent reading on the Internet (as cited in Salehi et al, 2014).

Furthermore, "PISA (Program for International Student Assessment) 2000 which focused on reading found that females have a much higher level of engagement with most forms of reading activities. The majority of boys read only to get the information they need. When boys and girls read for pleasure, they also read different materials. Females were more likely to read more demanding texts such as fiction, while males were more likely to read newspapers and comic" (Europe Commission, 2010, pp. 34-35). In addition,

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gender difference can affect reading motivation. Males and females can have different views and attitudes towards reading. The more motivated a person is the more he is likely to be successful in reading. A person, who has positive attitudes to reading, thus enjoys reading and tends to make progress in his reading (Salehi et al, 2014).

Oxford (as cited in Salehi et al, 2014) stated that males are analytic while females are global in their language learning. He also added that “females are superior in verbal skills, while males are superior in spatial skills”. Overall earlier research demonstrated that gender played a role in reading achievement such as girls reported higher interests in reading activity than boys and girls tended to be more motivated to read. However, some earlier studies revealed that there were no differences between gender in reading comprehension in junior high school level (Rosen as cited in Asriyati, 2011). Therefore in this research, the writer would compare the students’ ability in comprehending report text between males and females.

6. The Factors that Influence Reading Comprehension of Male and Female Students

The result of reading comprehension test of report text whether it is high or low for both male and female students at the eleventh grade of State Senior High School 1 Bangkinang Kota is strongly influenced by many factors. According to Brought (2006), Mahmud (2010) and Muhibbunsyah (2014), there are five dominant factors that influence reading comprehension for both male and female students in the school.

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First is background knowledge is categorized into internal factors. There is a growing body of evidence supporting the concept that a reader's background knowledge about what he is reading is one of the most critical factors in determining whether the students will understand what they are reading or not. In other words, if we know nothing about a topic, we are likely to have more difficulty understanding what we are reading than if we are very familiar with a topic. Catts and Kamhi (as cited in Brought) said that the more familiar we are with "scripts" or "schemas" about a topic, the more our working memory is supported since we can simply relegate our attention to new information rather than attend to the entire content with all the new details. Therefore, it is clear that the nature of knowledge that readers have will influence not only what they remember of text, but also the product of their understanding of passage and the way they process it. Besides, when readers process text, they integrate the new information from the text into their preexisting knowledge (Brought, 2006).

Second is vocabulary. Many previous researchers investigated vocabulary as an essential part of internal factor in reading. Because a student's vocabulary knowledge has highly correlated with his ability to comprehend. Most researchers estimate that a child or an adult must be able to understand around 90 percent of the words in a passage in order to figure out what the other 10 percent of the words mean. And of course, the more familiar the students with the context, the easier it is for him to guess the meanings of new words. One can clearly the powerful affect that vocabulary knowledge or lack

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of, has on general reading comprehension skills of students. If they have decoding problems or if they have weak vocabulary skills, they will have more difficulty understanding what they read. If they have difficulty understanding what they read, they will avoid reading. If they don't read often, they will fail to learn new vocabulary words, and the cycle continues. Therefore, it is clear that vocabulary has a crucial factor in term of reading comprehension itself (Borought, 2006).

Next is motivation. Motivation is a push from inside, emotion or desire that moves someone to do something. This definition is pointed out by Gleitman and Reber (as cited in Muhibbun Syah, 2014), motivation is device of energizer to do something properly. There are two kinds of motivation namely intrinsic and extrinsic. Intrinsic is motivation comes from student's inside, for example feeling offers the subject material as they need and believe it will be important for their future. Meanwhile extrinsic is motivation comes from students' outside, for example reward or schools' obligation which forces students to study hard and get success in learning achievement. In cognitive perspective, intrinsic motivation is more significant effective because it is pure without intervention by others. So, it is clear that motivation as internal factor becomes one important factor in learning process (Muhibbunsyah, 2014).

Then, it is about talent as the internal factor of students. It is a potential ability of a person to achieve a success in the future. In brief, it is as an ability of someone to do specific activity without having effort of education and guidance. Besides, everyone has their own talent or potential to reach

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achievement in certain level based on their own capacity. Therefore, if students have inherent talent that is related to their subject, they will be easier to achieve a success because the talent supports them in the school (Mahmud, 2010). So, talent becomes one crucial factor that influences their ability in learning English. In addition, Mahmud (2010) also believed that internal factors can give the most strongest effect on students' achievement. In this research, achievement means that male and female students' score in comprehending report text.

And last is social environment (family and teacher) as external factors of reading. Family is the first educational institution, so that the family condition plays an important role in creating the basic behavior of students. Family's condition means the relationship among members of the family. It is believed this environment will influence their study. Meanwhile, teacher has an important role also to support students' learning achievement. If they can care of get symphatic to the students, it will push them to study hard. It means that social environment can give best or worse value to the students, it depends on students itself (Muhibbunsyah, 2014).

B. Relevant Research

There are many previous researches that have already investigated about students' gender or reading comprehension. Therefore, they support this research. The first journal research was conducted by Mohammad Salehi, et al (2014) entitled **"The Effects of Gender and Genre on Language Learners' Reading Comprehension Ability"**. In their experiment research showed that the purpose

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of study was to investigate the effects of gender and genre on text comprehension. They took samples from two gender included 17 males and 13 females around 16 to 25 years old from different language institutes in Tehran and Karaj. In addition, they used 3 different reading types test namely passage on labels and signs, passage on informal letters, and passage on newspaper, then it was calculated by using one way ANOVA. They found that differently performed on various genre reading comprehension between male and female students. And the data showed if female got better readers than males. But to investigate both gender and genre by using two-way ANOVA that showed they did not have any significant effect on text comprehension. It is clear that gender only without genre can influence student's reading comprehension.

The second research was conducted by Kiki Dian Sunarwati (2007) entitled **“An Analysis of Writing Narration Text by Using Random Pictures between Male and Female Students at Third Grade Kanisius Gayam, Yogyakarta”**. Her descriptive reserach showed that the purpose of study was to describe the differences between male and female students on writing narration text ability by using random pictures. She took populations from third grade that consisted of 2 classes namely III A and III B, but she took samples of 40 students only (21 students A class and 19 students B class). She used 5 questions about random pictures for an activity as an instrument, then the students arranged the pictures and wrote it into complete narration essay. It was calculated by using statistical formulation (SPSS) and the result showed that the mean score of male students was 77.36 and mean score of female students was 79.52. It was proved

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that H_0 was rejected, while H_a was accepted that the ability of female students in writing narration text by using random picture was better than male students. In brief, there was a difference of student's writing ability on narative text using random picture between gender.

The third research was conducted by Siti Nur Halimah (2010) entitled **“Male and Female Students’ Speaking Ability (a comparative study at the fourth semester of English department of IAIN Walisongo)”**. Her comparative reserach showed that the purpose of study was to find out the extent to which the speaking ability of male students was different from female students. She took 10 males and 10 females as the sample by using simple proportional technique from similarity background. She asked them to compare pictures and analyzes the result using quantitative approach and the data was measured by using t-test. The data showed 40% level of significance as the criterion for H_0 rejection then the critical value for t at 40% level of significance was 0.862 meanwhile the t-value calculated for the difference between male and female was 0.925. The main finding clearly showed H_a was accepted there was a difference between male and female students on speaking ability.

From some previous researches, it is clearly showed if there is a significant difference between male and female students in several aspects. However, the writer focused to concern about the comparison on students’ reading comprehension of report text between males and females.

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C. Operational Concept

The writer concluded several indicators to be operated in assessing reading comprehension of report text from syllabus at State Senior High School 1 Bangkinang Kota, as follows :

1. Both male and female students can identify the factual information.
2. Both male and female students can identify the main idea.
3. Both male and female students can identify the generic structure.
4. Both male and female students can identify the language features.
5. Both male and female students can identify the communicative purpose.

Furthermore, the writer also studied about the factors influencing reading comprehension of report text for male and female students, then it was analyzed for each gender. In this research, the writer collected information about factors from some experts they are Brought, Mahmud, and Muhibbunyah. Then, it was concluded into several indicators :

1. Background knowledge : The students are familiar with the topic.
2. Vocabulary : The students can detect the meaning of words.
3. Motivation : The students have high motivation in learning process.
4. Talent : The students use their talent in learning process.
5. Social Environment : The students are supported by family and teacher in learning process.

In this research, the factors have their own space to support reading comprehension of report text for both of gender. Then, the most highest percentage was obtained, the most positive value of students have.

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D. Assumption and Hypothesis

1. Assumption

Based on the theory and previous pieces of research, it proved that gender has a significant effect on how students learn a language. Although male and female students got knowledge from their teacher prevalently, the writer assumes the difference ability of male and female students in comprehending report text is caused by various factors. In brief, the higher percentage of students' internal factor, the higher students' score in comprehending a report text.

2. Hypothesis

a. H_a (alternative hypothesis): sig (2-tailed) < 0.05.

There is a significant difference on reading comprehension of report text between male and female students.

b. H_o (null hypothesis) : sig (2-tailed) > 0.05.

There is no significant difference on reading comprehension of report text between male and female students.