

CHAPTER I

INTRODUCTION

This chapter discusses background of study, research problem, research objective, significance of research, scope and limitation of the research, and definition of key terms.

A. Background

Reading is one of the most important things in learning English process. Reading is the method a person uses to get information from what they have read. According to Nunan (2003), reading is a fluid process in which readers combine information from a text with their own background knowledge to build meaning. Reading is also important and necessary for students because the majority of their academic success is dependent on their ability to read. It is basic to learning and one of the most important skills in everyday life. According to Martin (1991), the purpose of reading is to connect the ideas on the page to what readers already know. The goal of reading is comprehension. Reading is a process, it starts with representational text and ends with certain ideas and meaning about the message intended by the writer. According to Wolley (2011), reading comprehension is a flexible and ongoing cognitive and constructive process.

According to Grabe (2009), reading is the capacity to derive meaning from a written page and effectively interpret information. Reading is the ability to interpret the meaning and information in a text, thus that an understanding of the text is obtained. When you master the reading ability,

you will be able to understand all types of information about science and technology published in English. Students' reading ability influences the process of transferring knowledge and understanding knowledge. Students' skills in reading and understanding reading will have an effect on the development and ability of students to get the final result or maximum value in the learning process. According to Suyono (in Hasanah, 2017), adequate reading ability is very closely related to student achievement related to the instrumental function of reading literacy as a prerequisite ability that supports the achievement of learning outcomes.

In fact, reading is not an easy learning activity. There are many factors that can affect students' success in reading (Purnama, 2018). One of the examples is understanding the text. Readers must be able to manage each part of the text, because when readers are able to organize the text, it is easy to get the information from reading. There are many kinds of reading texts that should be learned by senior high school students in Indonesian. One of the text types is narrative text. According to Anderson (2003), narrative text is a text type which tells about stories or events to entertain or inform the reader or listener.

Sometimes, they find a pre-questioning form, and it is very important for them to comprehend the reading text with knowledge in the general view of the text. Aside from the gender of the students, their reading is influenced by their own gender, in this case, male and female (Purnama, 2018). In general, there is a connection between gender, learning interest,

and student achievement.

In learning, students are required to have good learning achievement. Learning achievement is the result of a process in which there are a number of factors that influence each other. The high and low student achievement depends on several factors, one of the factors that influences achieving learning achievement is gender (Esteves, 2018). Many people believe that gender differences in learning achievement have a strong effect because male and female brain structures and functions differ slightly. According to Saraswati (2015), female are better at memory while male are better logical thinking.

According Millard (1997), differences in a learner's gender identity often create differences in intellectual activities, including reading. The problem is that some students at senior high school don't really like English lessons because it's not their language (Mardin, 2022). Thus, English is considered difficult. Especially reading in English, because students feel that English is confusing (Gunawan, 2022). Purnama (2018) states that gender differences are also related to students' interest in learning English. Gender also plays an important role in determining a person's reading style. Based on the results of the author's observations, students find it difficult to understand reading especially of narrative texts. Female and male students need more time to find meaning and information in narrative text.

Each male and female has unique language characteristics that they use in everyday life. According to Zulkarnain and Fitriani (2018), males

speak directly to the point without thinking about the consequences of the language used, while females tend to use an indirect style or small talk first. Since they have different language features, they also have different abilities and characteristics. Al-shumaimeri (2009) argues that male students seem to perform significantly better than females students in their comprehension performance of gender neutral texts. Proven in research (Jalilehvand, 2014) the findings indicated that the familiarity of readers to text content is affected by gender differences reading comprehension. As the result showed, male students performed better than female students on unfamiliar texts. According to Kagan (in Mikk, 2009), boys from various cultures, are superior to girls on spatial problems; girls are superior to boys on verbal tasks. Narpila (2019), states that there was a difference in spatial intelligence between male and female students. Male students' spatial intelligence was higher than female students' spatial intelligence.

Based on some of statement above, the objective of the research was to find out the reading achievement of male and female students on reading narrative text for the first grade, and to find out whether there is or is not a significant difference between male and female students' reading achievement.

Based on the explanation above, it is urgent to conduct a study entitled "The Comparative Study of English Reading Achievement between Male and Female Students at the Tenth Grade "SMAN 6 Kediri".

B. Research Problem

Based on the background, the writer formulates the problem statement as follows:

1. How is the male students' achievement on narrative text at the tenth grade in SMAN 6 Kediri?
2. How is the female students' achievement on narrative text at the tenth grade in SMAN 6 Kediri?
3. Is there any different achievement on narrative text between male and female students at the tenth grade in SMAN 6 Kediri?

C. Research Objective

Based on the problem statement, the objectives of the study are to:

1. Determine the male students' achievement on narrative text at the tenth grade in SMAN 6 Kediri
2. Determine the females' students' achievement on narrative text at the tenth grade in SMAN 6 Kediri
3. Find out the significance differences of reading achievement between male and female students on narrative text at the tenth grade in SMAN 6 Kediri.

D. Hypothesis

The hypotheses of the research are:

H₀: There is no significant difference between male and female students in reading achievement.

H_a: There is significant difference between male and female students in reading achievement.

E. The Significance of the Research

This study is intended to provide useful information for reading lesson. At least they know that male and female read differently. For teachers, they can find the difference achievement between male and female students, especially in reading narrative text. For students, they know that when they read, they need high concentration to understand what they read well. Researchers can also find differences between male and female in terms of language, attitudes, and achievement, which will certainly affect the students' learning of English.

F. Scope and Limitation of the Research

The scope of the research is to compare male and female reading achievement in the tenth grade of SMAN 6 Kediri for narrative text. The researcher chose the 10 grade because she conducted pre-observations with teacher and students; there are 34 - 36 students on each class. The population totally of 371 students consist of 12 class. The researcher using 4 classes, 2 classes for tryout the instrument and 2 classes to take the data. Some of the students have difficulties understanding the meaning of the text that is given by the teacher in the classroom, especially in reading English narrative text.

G. Definition of Key Terms

1. Comparative

A comparative is a syntactic construct used to express the quality or degree of comparison between two entities or groups of entities.

2. Achievement

Achievement is the learning result achieved by a student in the learning effort as stated in the value of report card or daily tests.

3. Gender

Gender is the socially constructed characteristic of female, male, girls, and boys. This includes the norms, behaviors, and roles involved in being a woman, a man, a girl, or a boy, as well as their relationships with one another.