

CHAPTER II

LITERATURE OF REVIEW

A. Reading

1. Definition of Reading

There are a lot of opinions and views from the experts about the definition of reading. When they read, they will define words in many ways, according to their respective opinions.

Urquhart and Weirt (in Grabe, 2009), argue that reading is the process of receiving and interpreting information in the language of written media. According to Johnson (2008), reading is the practice of using text to create meaning. Then Tarigan (2008) states that reading is a process carried out and used by readers to obtain the message that the author wants to convey through oral or written media. Patiung (2016) states that reading is an activity or cognitive process that seeks to find various information contained in writing. Therefore, reading is not just looking at letters in the form of words, sentences, paragraphs and texts, but reading is an activity of understanding and interpreting symbols or writings that have meaning so that the author's message can be well received by readers (Dalman, 2014).

Based on explanation above, reading is a process to get information that initially did not know to know. In reading, certain skills are also needed so that the message contained in the text can be understood and understood.

2. The Purpose of the Reading

Reading activities also have specific goals, namely reading is an attempt to find certain information and reading to skim (Grabe, 2013). In a simple way, the purpose of the reading is to find information from the text and use the reading scheme to provide a combination of strategies to make it easier to guess which parts have more important and factual information. The purpose in reading is to make stronger inference demands than general reading comprehension to relate text information to background knowledge and to identify and construct rhetorical frameworks that organize information in texts.

King and Stanley (1989) state that there are five components that may help the students to read carefully and achieve the reading comprehension. First, in finding factual information, it requires readers to scan specific details of information from the text. Second is finding main ideas. Finding the ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later. Third, in the finding meaning of vocabulary context, the readers could develop his/her guessing ability to the word which is not familiar with him or her. Forth is identifying references, in this part, it can help the readers understand the reading passage. Fifth is identifying inference. It is intended to measure readers' ability in analyzing the relationship of idea within a single sentence.

3. The Types of Reading

According Patel and Jain (2008), there are several types of reading

such as Intensive Reading, Extensive Reading, Aloud Reading, Silent Reading.

- a. Intensive reading is a reading style that focuses on idioms and vocabulary taught by the teacher in class and those idioms and vocabulary found in poems, poetry, novels, or other sources. For example, students focus on linguistic or semantic details of a reading text and on structural details such as grammar.
- b. Extensive reading is a type of reading that involves the learner reading texts for pleasure and developing general reading skills. For example, students read various kinds of books such as newspapers, journals, and magazines as much as possible, mainly just for fun and need a general understanding of their contents.
- c. Reading aloud is reading using a loud and clear voice. For example, reading speech texts, poetry and other types of texts.
- d. Silent reading activities are designed to train students to read silently so they can concentrate and think to understand the text. For example, students read the explanation text silently.

B. Learning Achievement

a. Definition of Learning Achievement

Learning achievement is not easy as imagined, because it requires struggle and sacrifice with various challenges. According to (Saefullah, 2012), learning achievement is an assessment of student learning outcomes to determine the extent to which a student has achieved learning goals. Meanwhile, according to Wirawan (in Saefullah, 2012),

learning achievement is the result achieved by a student in his learning efforts as stated in his report card grades. Ratnawati also argues (in Saefullah, 2012), learning achievement is an achievement achieved by a student in certain period of time and recorded in the school report card. From some of the definition above, it can be concluded that learning achievement is the result of leaning effort achieved by a student, in the form of skills from academic learning activities at school for a certain period of time which are recorded at the end of each semester in a report book or report card. The achievement examine in this research is the achievement in reading narrative texts of tenth grade male and female at SMAN 6 Kediri of the 2022/2023 academic year.

b. Measuring Learning Achievement

An achievement test is a test to measure a person's achievement after learning something (Arikunto, 2010). Achievement tests are widely used in educational research, as well as in school systems. They are used to measure what individuals have learned. Achievement tests measure mastery and proficiency in different areas of knowledge by presenting subjects with a standard set of questions involving completion of cognitive tasks. Achievement tests are generally classified as either standardized or teacher/researcher made (Ary, 2010). This achievement test will be carried out at the end of lesson and the test using a narrative text.

c. Achievement in Reading

From the previous explanation of the meaning of achievement,

namely the results of learning efforts achieved by a student, in the form of skill from academic learning activities at school for a certain period of time which are recorded at the end of each semester in a report book or report card. While reading is a process to get information that initially didn't know to know. From these two meanings, it can be concluded that reading achievement is the final result of reading ability achieved by a student from teaching and learning activities at school thus the student becomes aware of information contained in a text they have read. The final result or ability score will be recorded in a report card or student report book. Students can be said to excel if they have a high score.

C. Gender

1. Definition of Gender

Gender is understood as a concept regarding the roles of male and female. Here are some views from experts regarding the notion of gender,

Gender is a psychological and sociocultural aspect that a person has because he is male or female. Gender has two important dimensions: gender identity and gender roles. Gender identity is the feeling of being male or female that is usually achieved when a child is three years old, and gender roles are views that describe how male or female should think and act (Santrock, 2007).

According to Fakhri (2008), gender is a trait inherent in male and female that is socially and culturally constructed. For example, that female are known to be gentle, beautiful, emotional, and motherly.

While male are considered strong, rational, manly, and mighty.

According to Narwoko (2004), there are visible differences in male and female when viewed from values and behavior. Gender is a term used to describe social differences between male and female. Gender is a group of cultural attributes and behaviors that exist in male and female.

From the perspectives above, it can be said that gender is a trait that is inherent in both male and female which is socially and culturally constructed. Gender is also a term used to describe social differences between male and female. As well as having the meaning of a group of cultural attributes and behaviors that exist in male and female.

2. Gender Differences in Class

The classroom is one of those places where children learn how to behave like males and how to behave like females. The process of formal gender learning begins when a child enters school and continues through further education. The treatment given to boys and girls in class will lead to gender inequality.

According to Sadker (in Santrock, 2008), in the classroom, there is a bias or difference between men and women. In the class, females are more obedient, males are more wayward. Males often seek attention, while females are more silent and wait their turn. Males are more likely to be seen as having problems learning than females.

In many classes, teachers spend more time watching and interacting with males while females learn and play on their own. Males get more

teaching than females and get more help when they have trouble answering questions often giving males more time to answer questions, more clues to the correct answers and giving them more opportunities if they have the wrong answers. Males are more likely to score low than females and are more likely not to make the grade, but females are less likely to believe they will be successful in college.

Males and females enter the first grade with less equal sense of self-esteem. But in high school, female's sense of self-esteem seemed to decline compared to males. (American association of University Women, 1992).

According to Elliot (in Sugihartono, 2007), the characteristics of male and female are of course different. In general, female students are more diligent than male students. Gender differences in several aspects related to academic achievement and achievement are shown in the table below.

Table 2.1 Gender Differences Aspects

Characteristics	Gender Differences
Physical differences	Although most female mature more quickly than male, male are larger and stronger.
Verbal Ability	Female are better at doing verbal tasks in the early years, and this can be maintained. Male show more language problems than Female.

Spatial Ability	Male are superior in spatial abilities, which continue throughout the school years.
Mathematical Ability	In the early years there is little difference, boys show superiority during high school.
Science	Gender differences appear to be increasing: women regress, as long as men's achievement increases.
Achievement motivation	The differences seem to be related to the task and the situation. Male appear to do better on stereotypically masculine tasks (math, science) and female on feminine tasks (art, music) and direct competence between male and female when entering adolescence, female's achievement seems to decline.
Aggression	Male seem to have a more aggressive nature than girls

It can be seen from the table that female students are superior in verbal or language ability while male are better in math ability.

3. Gender and Learning Achievement

Wardani's research (2018) revealed that there is a direct influence of gender on student learning achievement. This is because the differences in the brain structure of men and women are different. The effect caused by the difference in brain structure is a difference in

mindset so that many studies say that girls' achievements have a more positive relationship to achievement than boys. Male students tend to be more active in learning but their activeness is used to make noise in class whereas female students tend to be more motivated to do tasks (Yuliani, 2013).

D. Narrative text

1. Definition of Narrative text

Narrative text is one of the English genre texts. Where, tells about events that occurred in the past. Of these events, can entertain the reader and also has a hidden meaning in it. Besides telling past events, narrative text is also an interesting fiction story, such as legends, fairy tales, and others.

Based teaching module in Kemdikbud (2013), narrative text aims to enable students to show caring, confident and responsible behavior in carrying out communication related to simple narrative texts in the form of short stories. Students can identify information, social functions, text structures, and linguistic elements of simple narrative texts in the form of short stories. When dealing with short stories, students must also pay attention to the elements. Thus, the communicative purpose of narrative text is to entertain readers and listeners.

Richard (2010) states that narrative text is the written or the oral account of real or fictional story. Moreover, Barwick (1999) also defines that narrative relates a realistic, imagined or fictitious story. Narrative text is a text to tell past activities which focus on problematic experience

and resolution to amuse and give lesson moral to the reader. It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction.

According to Barwick (1999), a story that qualifies as a narrative should have the following elements: a setting, characters, atmosphere, a plot, conflict, (and event eventual resolution), and a theme. Besides the elements, there are at least three stages in a narrative text; they are orientation, complication, and resolution. The purpose of the narrative is to certain, amuse, and interest the reader but simultaneously teaches, explain or inform. Kalayo (in Galiska, 2019) also states that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach. It is true because the narrative text always contents various messages for the reader that may certain or give education to the reader himself.

According to Barwick (1999), narrative also has the structure of the story and become the stage of narrative text. They are: Orientation that is to set the scene, creating a visual picture of the setting, atmosphere and time of the story. Then, Complication, it is to revolve the around the conflicts or problems that affect the setting, time or characters. Last, a resolution that brings the series of events to close and revolves the main problem, challenge or situation.

Barwick (1999) states that the purpose of narrative is to certain, amuse, and interest the reader but simultaneously teaches, explain or

inform. In this part, narrative text tells a story that has a collection of interconnected chronologies. The purpose of the narrative text is for the pleasure of the reader.

In this research, the researcher assesses the students' reading comprehension of narrative text by using indicators from King and Stanley (1989) and Barwick (1999). First is finding factual information. It requires readers to scan specific details. Second is finding main idea. Reading concerns with meaning to a greater extent than it is with form. Third is finding the meaning of vocabulary context. Reader could develop his or their ability in guessing the words which is familiar or not. Fourth is identifying references. For this purpose, we use reference words most often. The reference expression will refer to a preceding word or phrase. Fifth is identifying inference. The important thing needed in reading understands, the conclusion reached on the basis of evidence and reasoning. Sixth is identifying orientation. The function of the orientation is to set the scene, create a visual picture of the setting, atmosphere and time of the story. Seventh is identifying complication. The function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters. The last is identifying resolution. It brings the series of events to close and resolves the main problem, challenge or situation.

E. Previous Studies

This first previous study is conducted by Roswati (2018). The objective of the research was to find out whether there is or not a significant difference between male and female students' reading comprehension in analytical exposition text at the eleventh grade of State Senior High School 11 Pekanbaru. This research was conducted at eleventh grade of State Senior High School 11 Pekanbaru. This research was a comparative research. The way in taking the sample was cluster sampling. The instrument of this research was test used analytical exposition text. Based on the researchers' findings that t_o or t -calculation is lower than t -table on 5% and 1% ($1.98 < 3.421 > 2.63$) with the degree freedom is 82. It means that there is a significant different between male and female students' reading comprehension in analytical exposition text at eleventh grade of State Senior High School 11 Pekanbaru.

The second is conducted by Yuniswati (2019). The objective of this study are to examine gender achievement differences in students' reading comprehension and to examine the relation to students' reading strategies and their reading comprehension. This study used quantitative employing t -test independent sample and regression. The subjects of the study are 152 students at University of Muhammadiyah Malang. The procedure to collect the data in this study involved two kinds of instruments which were a set of test and a set of questionnaire. Based on the data analysis, it revealed that the female students performed better than their female counterparts as the mean score showed 68.1184 and 58.9342 respectively. 64 students out of

152 were high user of reading strategies; their score ranged from 102-105 and the vast majority of the students showed either medium or satisfactory level in reading comprehension, 30.3 per cent and 35.5 per cent respectively. The correlation coefficient between students' reading strategies and their reading comprehension ability was .58. It means that there a significant or positive correlation between both of them.

The third is conducted by Putri (2022). The aims of this study were to compare between male and female students' reading comprehension according to five levels taxonomy. This study used descriptive quantitative method. The researcher choose students' fourth semester in English education as a population. Based on this study, it can be conclude that there was no difference between male and female at five levels taxonomy. However, the researcher found that the females were better at reading than the males. It can be seen where the mean female is 66,16 while male is 53,5. It means that, $66,16 > 53,5$. It appears that females were better than males at reading comprehension as the theory says.

Based on the explanation above, this research and previous ones are to find out whether there is a comparison to the achievement of reading English texts between male and female students at the high school level. However, this study used a reading test to collected data. The test form used narrative text and the sample of this research was by quota sampling consisting of thirty males and thirty females from two different classes.