

# CHAPTER I

## INTRODUCTION

This chapter discusses some points in the introduction of research there are the background of study, statement of problem, purpose of the study, significant of study, scope and limitation and definition of key terms.

### 1.1 Background of Study

Reading is one of four skills in teaching and learning language.

Reading is a beautiful activity which includes human sense, received by the brain and turn it into new information. According to Essberger (2010), reading is a process looking at the alignment of written symbols (alphabet, punctuation, mark and space) through our eyes and use our brain to convert the information into words to getting meaning from them. Reading also the way a reader to connect with the writer. In conclusion, reading is how we understand the written text to get information.

Reading activity makes the reader understand untold story around the world especially for a non-native reader that can learn something new by reading from a different language to gain more knowledge from it. People who are good in reading ability usually good in the other skill, for the example the writer need to read many resources in order to get some reference for their writing. Moreover reading experience help to improve in speaking ability since in speaking there will be many ideas that being delivered. Reading also give influence in listening, for listener they will build up their background knowledge to determine the context they have heard (Bernhardt, 1991; Bernhardt, 2000; Hulstijn, 1991; Kamil, Mosenthal & Pearson, 2000; Snow Burns & Griffin, 1998 as cited by Walberg, 2003).

Reading also helps the students in academic especially students who want to understand the context of reading. According to Whitten, Labby and Sullivan (2016), reading helps students in critical thinking and

improve in comprehending the text. Students who can comprehend in reading can be more creative in many aspects and also helps their concentration. Based on Aforo (2014) in her research, she explained that students who are good in reading are able to enhance understanding of subject around 85% and improve the students' memory for 68%. According to Sarah Rutzler (2017), having an excellent process in reading comprehension can help students improve in their academic since the students can understand the material that they read, it increases students' enjoyment and effectiveness of reading.

In reading comprehension, there is some aspect that should be mastered by students in order to understand the whole context of reading. According to Nuttall (1982 cited by Hidayati, 2018), there are five aspects that students should understand in order to learn reading and able to comprehend the text, those aspects of reading comprehension are determining the main idea, locating reference, understanding vocabulary, making inference and detail information. Those aspects are the important basis in learning reading.

Unfortunately, reading comprehension of students in Indonesia found quite low compared to other countries. Based on the study World's Most Literate Nation (PISA, 2015) Indonesia ranks 60<sup>th</sup> out of 61 countries of reading interest. A study by Central Connecticut State University reveals that Indonesia below Thailand in 59<sup>th</sup> and above Botswana in 61<sup>st</sup> position, even though from facility and infrastructure Indonesia at 34<sup>th</sup> position above Germany, Portugal, New Zealand and South Korea. The result indicate that the big number of libraries or books not always cause to the emerging interest in the reading activity (The Jakarta Post, 2016).

There are several research that talk about the difficulties in reading comprehension. Research conducted by Zuhra (2015) entitled *Senior High School Students' Difficulties in Reading Comprehension* located at SMAN 2 Lhoksumawe. The sample was one class consist of female and male in total 24 students of third grade. Based on her research students faced

difficulties in reading comprehension mostly was inference question, the researcher also stated that the most difficult type of reading comprehension for second-grade students there was comprehension question type. Only 27% of the students who are correctly answer in inference category.

Another research conducted by Hidayati (2018) entitled *Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar*. Conducted in coed class which consist of 19 students female and male. The researcher also talk about this problem and make a conclusion that the most difficult problem in reading comprehension in that school is in answering main idea with 74% based on the test, for the mean score of reading comprehension test is 70. As a result of the questioner, the researcher found that most of the students choose vocabulary and grammar as the most difficult subject in reading.

Based on Puspita (2017) with the title *Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 METRO*. The researcher took sample from one class that is XI IPA 1 that was not divided by gender. The problem that occur in reading comprehension is almost the same with other research that the students are lack in vocabulary. Based on the researcher' observation many unfamiliar words occur in the text that makes students lose interest in reading. She also makes a statement that difficulties of reading also appear from students' ability, the students did not apply appropriate reading technique where the students read more than once and found the meaning of the text word by word.

The research conducted by Erdina, Fitriani and Lestari (2017) with the title *Reading Comprehension Difficulties Encountered by Senior High School EFL Students at SMAN 4 Banda Aceh*. The researchers found students' difficulties in reading comprehension are mostly in understanding vocabulary in context for 27% and the easiest type of question was finding detailed information for 14%. For the reason why

reading comprehension is difficult for students because of the absence of extensive reading. They conducted the research in the coed class consist of 30 students.

Among those four previous studies, the researcher sees the result are always different in each research, from inference, main idea and vocabulary. There are several difficulties of reading comprehension but there is no research that determines the difficulties of reading based on the gender of students. As for research by Severiens and Dam (2011) from the result of the Dutch census, gender difference has a great impact on education since the focus and goal of male and female are different. From the result of some study female students has more obedient, concentration, motivation and self-control better than male students (Bag, Marti and Bayyurt, n.d).

Based on previous research, conducted by Sabra (2018) with the title *Gender Difference in Young Learners' English Skill in Swedish School*. The research talk about gender difference in skill, attitude and interest in the English language. It took 39 participant of 20 male students and 19 female student. After investigating the researcher stated that the students has a slightly difference in learning English based on gender. The result reveal that male and female students' skill almost equal. The Mean score of male students show they got slightly higher than female students in listening and reading comprehension. As for female students they did better than boys in developing writing and demonstrating in English.

The researcher was interested to do this research entitles "*The Difficulties of Male-Female Students' Reading Comprehension at Second Grade of MA Mambaus Sholihin*" to know the result in reading comprehension based on gender at Islamic senior high school. Based on the preliminary observation of the researchers, MA Mambaus Sholihin is one of Islamic senior high school which divided their classroom based on gender male and female students divide in a different classroom. From the explanation above it seems urgent to fill this research gap to shed the light

on the reading difficulties based on the gender of the students to help the educator to decide which strategy and learning activities are applicable in the classroom to improve reading comprehension of the male and female students in senior high school.

## **1.2 Statement of Problem**

Based on the research background above, the problem of this research formulated in:

- a) What are the difficulties of reading comprehension that encountered by male and female students of MA. Mambaus Sholihin?

## **1.3 Purpose of The Study**

From the formulation of existing questions the purposes of this research are:

- a) To find the difficulties of male and female students of MA. Mambaus Sholihin in reading comprehension.

## **1.4 Significant of Study**

There are two kinds of the significance of the study:

### **1.4.1 Theoretical Significant**

Theoretically, the researcher hopes this study give a contribution to be used as verification of the further theories about comprehending English reading text more importantly based on gender.

### **1.4.2 Practical Significant**

#### **a) For Students**

The researcher hoped that it can be information for the students to improve their performance in reading comprehension and overcome their difficulties.

#### **b) For Teachers**



The researcher hoped that the result of the research could be useful to solve the teacher's problem and can provide better strategies in teaching reading also improve in their teaching reading process.

c) For researcher

To be a reference for the next researcher in reading comprehension to find the difficulties of students in comprehending reading as materials in their research.

### **1.5 Scope and Limitation**

This study was conducted to determine reading comprehension between male and female students in second grade of Senior High School at MA. Mambaus Sholihin during academic year 2019/2020 in a different classroom that divided by gender. The aspects looked into were the difficulties of reading comprehension based on gender, problems and proposed solution to problems. The information needed will be gathered using a questionnaire and interview. All information and conclusions drawn from this study were obtained only to this particular group of students.

### **1.6 Definition of Key Terms**

- a) **Difficulty:** Individual problem in word identification that led into an unexpected obstacle in developing accuracy and fluent reading. The difficulty of reading is a failure of students in comprehend the text involve important aspect in reading.
  
- b) **Reading Comprehension:** Construct the meaning of the written text and connect the ideas in the form of communicative text based on five aspects of reading. Those are main idea, locating reference, understanding vocabulary, inference and detail information. It means

the students are able to understand the content of the text and getting more information and passage after reading the text.

- c) Gender: The difference between male and female perspective through difficulties in reading comprehension. The way of male and female students' communication in a group affect their result of achievement in English (Mahmud, 2010).

