

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, the statement of the problem, the objective of the study, the significance of the study, the scope and limit of the study, the definition of the key terms, and the research report writing organization.

A. Background of the Study

In the early ages, females are lack active in every development aspect including in obtaining education. The regime placed limits on the possibilities for female to have either in social participation or in education through the concept of *kodrat wanita*.¹ In the early age, this concept views the role of female is only on the ability of reproductive capacities and put aside the need of education. Hence, it puts female at a disadvantage which male should get better education than female. Yet, the early 1900 sex differences become no longer a problem. In 1928, the first Indonesian Women Congress was held in Yogyakarta that tried to solve about this discrimination. Besides, there is a law No. 20. 2003 concerning on National Educational System. Article 5 states that women and men have the same rights to obtain education quality.

¹ Robinson, Kathryn. 2009. *Gender, Islam, and Democracy in Indonesia*. London: Routledge. p.10

Therefore, during the late 1980, the government of Indonesia established *Pusat Studi Wanita* (Centers for Women Study) as a way of supporting the government policy of women's empowerment and gender equality.² In other words, there is no longer difference in process of giving education whether for male or female students in this recent age. Almost all boys and girls aged 5-11 received education up to at least 14 years of age. These recent patterns represent one of the most significant transformations in the history of social inequality in education.

Nowadays, male and female get the same treatment in education which means there is nothing impedes them to get the same good achievement in education, specifically in their reading comprehension. On the contrary, the result of recent research, reports and studies indicate that males have fallen behind females in academic achievement, particularly in the areas of literacy. Males typically earn lower grades than females do in academic achievement, particularly in the areas of literacy.³ Furthermore, according to national assessment of educational progress (2001) females did better in reading test and males had slightly higher scores than females in science test.⁴ Although there are no any longer differences in giving education either

² Qibtiyah, Alimatul. 2010. *Self-Identified Feminists Among Gender Activist and Scholars at Indonesian University*. ASEAS-Austrian Journal of South-East Asian Studies. Vol 3 no 2. p 151-174.

³ Ruth, Kimberly Fuller and Brown . 2011. *The Gender Gap between Boys and Girls Achievement: A Look at Boys' Perceptions, and Their Experiences in Reading at the Elementary and High School Levels*. University of Maine Farmington. p. 1.

⁴ Santrock, John W. 2004. *Educational Psychology*. New York: Mc Graw Hill.. p. 158.

for male or female students, it seems that there is still gap in education achievement.

As the researcher observation, when she practiced teaching, she observed students of second grade of junior high school. She found that most of female students like and give more attention on the teacher explanation than male students. Furthermore, female students were able to finish more quickly over male students in doing reading exercise. This finding is in line with the result of the recent studies that females and males are different in their reading attitude and other measures of motivation with girls typically having more positive attitudes toward reading, demonstrating more positive reading self-concept, and engaging more often in reading activities outside of school.⁵ It shows that the factor of sex differences cannot be ignored in students' achievement in learning process.

The other factor which cannot be put aside in students' achievement in learning process is the role of school. In Indonesia, there are two kinds of school. They are public and private school. Actually, both of them have same syllabus for teaching the students. However, in this case, either private or public schools have their own characteristics to deliver the materials to the students. Thus, it could be assumed that the output will be different.

⁵ Kennedy, Ann. 2010. *Examining Gender&Fourth Graders' Reading Habit&Attitudes in PIRLS 2001&2006*. Boston College, Chesnut Hill, MA USA.p.3.

Furthermore, according to Strauss et al public schools in Indonesia enjoy higher quality input compared to private school.⁶ On the contrary, there is a finding that elementary private school is more efficient to achieve academic performance which uses final examination scores as indicator of the effectiveness of school management.⁷ When looking at the teacher's ability and school management, the existence of private school cannot be looked aside by the public school. It happens because amount of private schools become favorite schools over public schools. Therefore, it still becomes a debate about which school can give better output to the students' achievement in education.

There are kinds of subject learning which are given to both male and female students including learning language. As majority people know that English is one of foreign languages which are taught formally either in public or private school. Learning English becomes an important device to gain knowledge and get any information around the world. Furthermore, there are kinds of information which written in English. It spreads around the world either through electronic media or printed media. Hence, reading becomes one of fundamental skills which must be mastered by the students both male and female in learning English. As Dorothy stated that reading is

⁶Fahmi, Mohamad. 2009. *School Choice and Earning: A case of Indonesia*. Department of Economics Padjadjaran University. p. 2

⁷ Ibid. p. 2.

an active process of constructing meaning.⁸ In reading, learners need to understand how to analyze words and spelling patterns in order to become more efficient at reading words.

Further, they also need to know how to break apart and manipulate the sounds in words in order to expand the number of words they can identify automatically. Besides, the learner's background knowledge also plays an important role in reading process. Their background knowledge helps them to comprehend in reading process.

Basically, reading is purposeful activity which is done by the readers. Either for enjoyment or finding specific information, they should comprehend the text they just read. In other words, reading and reading comprehension becomes one bundle which bounds each other. As learners who need to gain knowledge, students are demanded to have ability in comprehending English reading text. In line with those, many Indonesian teachers tend to follow the textbooks rigidly or rely almost completely on textbook as the main material to teach.⁹ Therefore, the students should comprehend the reading text inside the textbook.

There are kinds of English reading texts inside the textbook which the students should comprehend. When we look at the syllabus, there are types

⁸ Seyler, Dorothy U. 2005. *Read, Reason, Write an argument text and reader*, 7th Ed. New York: Mc Graw Hill. p. 78.

⁹ Sorohiti, Maryam . 2005. *An analysis of the Indonesian national textbook: English for senior high school, books 3 for the third year natural and social science programs*. International Islamic university Malaysia. p.1

of reading text which is taught to the students such as descriptive text, recount text, procedure text, etc. One of English reading texts which is equally important is narrative text. Compared to the other texts, this text is taught to the students either for male or female since in the early stage of formal school which is in 2nd grade of junior high school.

The basic purpose of narrative text is to entertain, to gain and hold a reader's interest. However it can also be written to teach or inform and to change attitudes/social opinion. The basic structural features of narrative text include plot, settings, characters, crises, and resolution.¹⁰ The focus of the text is on a series of actions. The contents of the text can be imaginary, factual, or a combination of both. The language used is to create images in the reader's mind and enhance the story. The learners either males or females need to imagine what actually the narrative text is about, in order to get good comprehension.

Besides, in narrative text usually a writer has message in which the reader either male or female needs to interpret the text to get actual message. These spots then guide to the different characteristics of males-females in many aspects, including the difference of brain. We cannot look aside the role of brain which is directly related to the way how person thinks and imagines something.

¹⁰ Andrews, Molly et al. 2000. *Lines of Narratives: psychosocial perspectives*. London: Routledge. p. 9

The researcher chooses Darul Muta'allimin Taman as school where the research conducted because this school always has 100% graduation in every year. This school also usually sends the students to participate in any Olympiads which relate on education. As result, there are many trophies which they got from participating in any Olympiads. The Olympiads become the opportunity for the students to develop their ability and gain any knowledge. It indicates this school has good capability in teaching students.

Besides, this school also has some strict rules which apply to educate the students. One of them is the school does not tolerate to the students who cheated during examination whether in daily examination or final examination. The school tries to educate the students to be honest and believe on their own capability. Therefore, the students in this school are used to do their task by themselves. The researcher takes the benefit from that rule to know the students' comprehension skill in understanding narrative text.

Besides, the researcher chooses 2nd grade because the students have gotten enough material about English. At this grade, the students get the material about kind of texts, specifically narrative text for the first time. When we look at syllabus, we will know that kind of text including narrative text will be taught until senior high school. Therefore, when they know their ability in comprehending narrative text at the first time, they are able to use this knowledge to improve their comprehension in reading narrative text

using their own technique. In other word, it is the most appropriate grade to conduct the research.

Actually, this sex difference is already discussed in many aspects for many years until nowadays. The characteristics between males and females and also anything related to them becomes fascinating for the experts to dig it up. It was supported by amount of approach and theories which discuss about them such as psychology, sociology, physiology, etc. Those theories discuss about their characteristics from different perspectives such as their biology and genetics, social role, social learning, etc.¹¹ Education was one of angle that can't be separated from their life.

Since male-female students are able to choose either in public school or private school freely as they want, it becomes one of factors which affect their achievement in learning process besides their own characteristics. Therefore, it becomes an interesting topic to talk about. Finally, the researcher conducts a research which is about the influence of students' different sex and school background in reading comprehension skill of narrative text at the 2nd grade of junior high school at Darul Muta'allimin Taman, Sidoarjo.

¹¹ Worell, Judith et al. 2002. *Encyclopedia of woman and gender (sex similarities and differences and the impact of the society on gender)*. London : academic press. p. xii.

B. Statement of the Problem

Based on the background of the study, the problems of this study can be stated as follow:

1. Are there differences in the students' comprehension skill in understanding narrative text based on their sex?
2. Are there differences in the students' comprehension skill in understanding narrative text based on their school background?
3. Are there differences attributable to the particular combinations of sex and school background in the students' comprehension skill in understanding narrative text?

C. Objectives of the Study

According In line with the research questions, this study has purposes as follows:

1. To know the students' comprehension skill in understanding narrative text based on their sex.
2. To know the students' comprehension skill in understanding narrative text based on their school background.
3. To know the students' comprehension skill in understanding narrative text which are attributable to the particular combinations of sex and school background

D. Significance of the Study

By the result of the study, it is hoped that it gives significant contribution in quality improvement of language teaching. It is hoped to be a very useful input for:

1. Teacher : It gives input the teacher to determine the best teaching method for both male and female students either from public or private school background in comprehending English reading text, especially in narrative text.
2. Students : It is hoped that both male and female either from public or private school background are able to use this knowledge to improve their comprehension in understanding narrative text using their own technique.
3. Observer : It is hoped to give information and knowledge of experience in education, especially in teaching English, so that better learning outcomes can possibly be achieved.

E. Scope and Limitation of the Study

This study only discusses about the influence of students' different sex and school background in reading comprehension skill of narrative text at the 2nd grade of junior high school at Darul Muta'allimin Taman, Sidoarjo.

Furthermore, to limit the scope in analyzing the problem, the researcher chooses public and private elementary school as school background term.

F. Definition of Key Terms

To make this research clearer, it is needed to explain more detail or specific from the concept as follows:

1. **Influence:** the power to have an effect on people or things, or a person or thing which is able to changes how someone or something develops, behaves or thinks.
2. **Students' sex:** commonly divided into two sexes which usually called as male and female. Male defines as a person bearing an X and Y chromosome pair in the cell nuclei and normally having a penis, scrotum, and testicles which produces small mobile gametes, called spermatozoa. Female is a person bearing two X chromosomes in the cell nuclei and normally having a vagina, an uterus and ovary which produces mobile ova (egg cell) and uterus in which a baby develops before birth.¹² Generally male was defined as belonging to the sex that does not give birth to babies and female was referred to the sex that can give birth to children or produce eggs.¹³

¹² Rusdi and Bambang K. 2001. *Ipa Biologi*. Jakarta: Erlangga. p. 40.

¹³ A S. Hornby. 1995. *Oxford Advanced Learner's Dictionary, 5th Ed.* New York: Oxford university press. p. 428&710.

3. **Students' school background:** a type of school where the students had finished their formal education. The school background divides into two types of school which are public and private school.
4. **Reading comprehension:** an active thinking process which depends not only on comprehension skill but also the readers' experiences and prior knowledge comprehension involved understanding the vocabulary seeing the relationship among words and concepts, organizing, ideas, recognizing authors' purpose, judging and evaluating.¹⁴
5. **Narrative text:** a text which consist of orientation, complication, and resolution as its generic structure. The purpose of this text is to entertain the readers or to tell a story.

G. Thesis Organization

To understand more about this thesis especially in the whole content, therefore this study is divided into five chapters as follow:

- 1) Chapter I explains background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key term, and thesis organization.
- 2) Chapter II discusses the review of related literature that consists of theoretical background about sex difference, school background, reading

¹⁴ Mikulecky, Beatrice S and Linda Jeffries. 2007. *Advanced reading power*. USA: Longman. p. 74

comprehension, and narrative text. Besides, there are also some previous studies and the hypothesis test.

- 3) Chapter III describes the step and the instruments of data collection. This chapter consists of research design, research setting which includes population and sample, data collection techniques, instruments and data analysis procedures.
- 4) Chapter IV presents the research finding, data analysis, and discussion about finding.
- 5) Chapter V presents the conclusion and suggestions.