

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some theories related to the area of the study, such as: sex difference, school background, reading comprehension, and narrative text. Besides, there are also some previous studies and the hypothesis test. Those are needed to give relevant knowledge in the study.

A. Theoretical Background

1. Sex Differences

While we think of sex as biological and gender as social, this distinction is not clear-cut. The English-distinction between the words *sex* and *gender* was first developed in the 1950 and 1960 by British and American psychiatrists and other medical personnel working with intersex and transsexual.¹⁵ Since then, the term of gender has been increasingly used to distinguish between sex as biological and gender as socially and culturally constructed. However, either sex or gender cannot go separately because it bounds each other which addresses to male-female, women-men, and boy-girl.

¹⁵ Moi, Toril. 2005. *Sex, Gender and the Body: The Student Edition of What Is a Woman?*. New York: Oxford University Press. p. 25.

Further, Eric stated in his book that any kinds of difference of male and female either from social, psychological or biological factors will affect their learning process.¹⁶ Beside those factors, there are still kinds of differences which male and female have, such as in behavior, intelligence, and emotions. These characteristics were affected by the way how they grow up through the custody and interaction in environment. However, male and female have their weakness and strength. In details, here are some fields of distinction between male and female:

a. In physiological and senses field

In almost human societies, male and female are mostly different. It is apparent when looking their body. Male is bigger and stronger than female. They also have differences of muscle mass, height, and hair distribution. In term of physiological characteristics of both genders, there are amount of hormones which affect to the characteristics of each gender, such as *Testosterone*, *progesterone*, *estrogen*, *serotonin*, etc.¹⁷ The difference of function and effect of hormones will be explained below:

- 1) *Testosterone* is usually found in male. It is an aggression hormones which is for architecture of the male brain and body in *uteri*.

¹⁶ Jensen, Eric. 2008. *Brain-Based learning (Pembelajaran Berbasis Kemampuan Otak-Cara Baru Dalam Pengajaran dan Pelatihan)*. Yogyakarta: Pustaka pelajar. p. 144

¹⁷ Gurian, Michael et al. 2011. *Boys and Girls Learn Differently*. San Francisco: Jossey-Bass. p. 27.

Through this hormone, males tend to result in more aggression, competitiveness, self-assertion and self-reliance.

- 2) *Estrogen* is usually found in female. It promotes development of secondary sex characteristics and shape female's brain. Through this hormone, females tend to result lower aggression, competitiveness, self-assertion and self-reliance. Furthermore, it is also able to affect particles in the brain becomes more active in the first cycle
- 3) *Serotonin* is usually called as "feel good" hormone that affects mood, anxiety, and relaxation. Research indicates that the male brain has 52% more *serotonin* than the female's brain. In result, depression can occur in some females because of low *serotonin* in combination with fluctuating *estrogen* levels.
- 4) *Cortisol* is usually called as "stress" hormone as it is involved in response to stress and anxiety. It increases blood pressure and blood sugar, and reduce immune responses. Male *cortisol* levels tend to decrease more quickly than female, who may tend to "stress" about thing longer.
- 5) *Oxytocin* is usually called as "tend and be friend" hormone related on social recognition, trust, and bonding. It promotes development and maintenance of relationship. This hormone is much more functionally present in female than male. Through this hormone,

females are more motivated to establish relationship with parents, teachers and peers as they strive to establish and maintain relationships.

Furthermore, male and female also have difference in sense. Based on Oxford dictionary, sense was part of the body which makes it possible to experience the physical characteristics of a situation.¹⁸ Commonly, there are five of senses organ. They are ears as auditory (hearing), eyes as visual (sight), nose and tongue as sensitivity in smell and taste, then skin as sensitivity in touch.¹⁹ The differences will be discussed in detail as follow:

- 1) Ears as auditory is usually called as “hearing” ability. In this case, female has better hearing and able to hold sound longer than male. In frequency of 85 decibel, female is able to receive 2 times louder volume than male. Female learns to speak and learns about language faster than male. Female is better in memory verbal and able to process the language faster and more accurate.
- 2) Eyes as visual is usually called as “sight” ability. Male has better visual in bright, whereas female has better visual at night. In the late study, female has better ability in saving visual memory than male.

¹⁸ A S. Hornby. 1995. *Oxford Advanced Learner’s Dictionary, 5th Ed.* New York: Oxford university press. p.1069

¹⁹ Jensen, Eric. 2008. *Brain-Based learning (Pembelajaran Berbasis Kemampuan Otak-Cara Baru Dalam Pengajaran dan Pelatihan)*. Pustaka pelajar: Yogyakarta. p. 150-153

- 3) Nose and tongue are as sensitivity in smell and taste. Female has better ability in this sense than male. Female is more responsive to the kinds of aroma and tend to like sweet taste rather than bitter taste.
- 4) Skin is as sensitivity in touch. Female is more sensitive related on this sense. They react faster and sharpener to the pain. Further, females are able to hold feeling pain longer than male.

b. In brain structural difference

There are a lot of researches which are conducted by scientific found the differences between male's brain and female's brain. They argued that these structural differences become factor which influences male-female behavior and intelligence. Commonly, male has brain 10%-15% larger than female and male has more 4 billion cortical neurons than female.²⁰

The brain is usually divided into two categories which are left and right cerebral hemisphere. The left cerebral hemisphere normally controls speech and other verbal processes whereas spatial ability is critically dependent upon the right hemisphere.²¹ There are some scientific studies stated that female is better in right hemisphere. On the contrary, recent studies show that female is good in using both

²⁰ Ibid. p. 147

²¹ G. J De Vries. 1984. *Sex Differences in Brain*. Amsterdam: Elsevier Science Publishers.B.V. p. 444

sides of the brain. Therefore, the role of brain can't be separated from this discussion. It affects firmly to the characteristic of male and female. There are parts of brain which affect to the characteristics of male-female, such as *corpus callosum*, *Brain stem*, *limbic system*, etc.²² In details, male and female brain differences include:

- 1) *Corpus Callosum* is a dense bundle of nerves connecting two hemispheres. Females generally have greater ability to use this structure and to access the distinct capacities of both hemispheres.²³ It is denser and larger in females. It tends to allow female brain process more information more quickly between two hemispheres, connecting language and emotion processing centers more efficiently.
- 2) *Limbic System* contains a number of structures including *amygdala* which processes emotions, especially anger and fear and *hippocampus* which converts information from working memory into long-term memory. In this case, *hippocampus* tends to be larger in females, resulting in increased memory storage which allows them to access more information for recall. *Amygdala* tends to be larger in males, help males more aggressive.

²² Gurian, Michael et al. 2011. *Boys and Girls Learn Differently*. San Francisco: Jossey-Bass. p. 20

²³ Wood, Julia T. 2007. *Gendered lived: communication, gender, and culture, 7th Ed*. Canada: Thomson Wadsworth corporation. p. 41.

- 3) *Cerebral Cortex* contains neurons that promote higher intellectual function, control thinking, and decision making. Female brain has about 20% more blood flow and more neural connections. In result, females may process and respond to classroom information faster. Females may find it easier than males to transition between lessons and multi tasking.
- 4) *Cerebellum* is usually called as “doing center” of brain controls messages between brain and body. It tends to be larger in the male brain. Therefore, message between the brain and the body tend to move more quickly and with less impulse control in male. Furthermore, sitting can frustrate males and make them fidget.

c. In learning style

The characteristics of male-female above become starting points to explain about the learning style, specifically in learning language for both male and female. It cannot be denied that this learning style affect them to obtain a good achievement in education. Through the way they learn, they have their own way to engage in the learning process. There are many factors which influence gender’s learning style, such as physiology, structure of brain, psychology, environment, etc. These factors are related each other which bundle in one living

thing, human, in which specifically addressed in the term of male and female.

In this case, males tend to be deductive in their conceptualizations, sharing their reasoning process frequently from general principle and applying it to individual cases. Females, on the other hand, tend to favor inductive thinking, adding more and more to their base of conceptualization. They tend to begin with concrete examples.²⁴ On average, females do produce more words than males. Females often use words as they learn them, and males often work silently. When female and male are put together at table, the male generally ends up spreading his work into the female's space, but not vice versa, because movement seems to help males not only stimulate their brains but also manage and relieve impulsive behavior.

Furthermore, cooperative learning, which is good for both genders, is often easier for females to master in the early stages of its use rather than males. Males tend to have linear thinking, sequential information, and abstract analytic reasoning and female tends to have greater aptitude for imaginative and artistic activity, for holistic, intuitive thinking and some visual and spatial task.²⁵ However, females prefer to be subjective, feeling oriented, global style rather

²⁴ Gurian, Michael et al. 2011. *Boys and Girls Learn Differently*. San Francisco: Jossey-Bass. p. 44.

²⁵ Wood, Julia T. 2007. *Gendered lives: communication, gender, and culture, 7th Ed.* Canada: Thomson Wadsworth corporation. p. 41.

than objective, thinking-oriented, and analytic style as males do. Males tend to focus on performing the task well. Especially as males get older, they tend toward symbolic texts, diagrams, and graphs. They like the coded quality better than females do, who tend to prefer written texts. Both male and females like pictures, but males often rely on them in their learning.

In this learning term, language becomes one of the vital knowledge which should be obtained by both male and female. As majority people know, almost information in this world spread through language either verbal or non-verbal. Therefore, learning language cannot be avoided while learning another thing in this world. In purpose, both genders can update their knowledge about anything in this world through learning language. In line with learning style, there are also some differences in their learning language.

In learning a new language, males and females take different ways. Males tend to favor more objectively. They have tendency to learn the rule, facts, and logic to the language they are learning. The way of males' thinking particularly reasonable and based on good judgment when learning new language. They will try to find something, related on language matters, that is either they doubt about or have curiosity on it through some different perspectives. On the other hands, females in learning a new language are usually subjective.

They put the priority in using their feeling, cultural sensitivity, and empathy. It does not mean that females do not have good judgment when learning new language. They are just less likely to use reasonable reason when they doubt or have curiosity in learning language.

In relation with the language process in hemisphere, females process language in both hemispheres and males process it in one hemisphere only. It makes females have better access to verbal resources and are able to verbalize feelings better than males. Females' verbal abilities tend to develop earlier so they rely more heavily on verbal communication; males often rely heavily on nonverbal communication and are less able to verbalize feelings and responses as quick as females.²⁶ It makes females generally more interested than males in verbal tasks. Females also tend to have things conceptualized in usable, everyday language tend to use concrete details term and males often find jargon and coded language more interesting.²⁷

Therefore, females use twice the number of words than males which make females having richer vocabulary than males. Thus, may be able to affect how fast they comprehend in obtaining information and may create gaps that sometimes persist throughout school .

²⁶ Gurian, Michael et al. 2011. *Boys and Girls Learn Differently*. San Francisco: Jossey-Bass. p. 26.

²⁷ Ibid. p. 46.

2. School Background

The students, either males or females are able to choose freely kind of schools to get education. In this term, school background means type of school where the students had finished their formal education. In this case, there are two types of school where the students learn. They are public and private school. The defining distinction between public and private schools is their different sources of support. According to Oey-Gardiner, many public schools are funded by the government in many financial forms as they have to follow the set government's rules, regulations, and standards.²⁸ While, private schools are usually supported by tuition payments and sometimes by funds from other nonpublic sources such as religious organizations, endowments, grants, and charitable donations.²⁹

In other words, public schools are more binding to the government because they get their financing from local, state, and federal government funds. In most cases, anything relates on the establishment of the public schools, there should be an approval from the government. On the contrary, private schools are those schools that are established by individuals either from the tuition payments or from other nonpublic sources. It makes them not so binding to the government. The private

²⁸ Fahmi, Mohamad. 2009. *School Choice and Earning: A case of Indonesia*. Department of Economics Padjadjaran University. p. 5

²⁹ Choy, Susan P. 1997. *Public And Private Schools: How Do They Differ*. Washington DC: Department of Education Office of Educational Research and Improvement , MPR Associates, Inc. p. 2.

schools are able to decide the best policy in establishing the school. Furthermore, they are also able to provide flexibility in creating specialized programs for students. For example, private schools may use art or science in all classes.

Both schools have focused on the organization and management of schools in increasing school effectiveness. Public and private schools, in the aggregate, are organized differently in terms of school and class size and the locus of responsibility for decision making in a number of important policy areas. A key aspect of school management is where important decisions are made concerning curriculum, school policies, and classroom practices. While, public schools necessarily must take some directions from Education Departments, local school boards, and district staff, more site-based management and local decision making when improving school effectiveness.

In terms of curriculum, public school systems offer a program of education designed with the needs of the general public. Basic subjects such as math, English, science, social studies, and physical education are taught. The state sets the standards for these and examines students' competency via standardized testing at intervals throughout the year whereas private schools generate their own curriculum and may offer more specialized courses. There are many private schools that are religious Islamic or Christian schools whereas most public schools are secular

schools. Therefore, around 40 percent of private schools' curriculums contain religious teaching whereas the other 60 percent of the curriculum follow the secular formal school that set-up by the Ministry of National Education.³⁰ Besides, they can develop a customized system for assessments, although many of them choose to use standardized testing to determine student competency.

Recently, the National Center for Education Statistic (NCES) released a study that compared the performance in reading and math of 4th and 8th graders attending private and public school through data collected by the National Assessment of Educational Progress (NAEP). The results show that private school students performed higher than public school students.³¹ The private school students' average scores were above those of public school students on the 4th and 8th grade, specifically in reading test. However, Paul and Elena stated that NCES's measures of students' characteristics are flawed by inconsistent classification across the public and private sectors and by the inclusion of factors open to school influence.³² As result, there still a debate which school is able to give better output to the students' achievement, specifically in reading test.

³⁰ Fahmi, Mohamad. 2009. *School Choice and Earning: A case of Indonesia*. Department of Economics Padjadjaran University. p. 5

³¹ Braun, Henry, et al. 2006. *Comparing Private School and Public School Using Hierarchical Linear Modeling* (NCES2006-461). U.S Department of Education , National Center for Education Statistic, Institutes of Education Science. Washington, DC: U.S Government Printing Office. p. 11

³² Peterson, Paul E and Elena Llaudet. 2006. *On the Public-Private School Achievement Debate*. (PEPG 06-02). Harvard University. p. ii

3. Reading Comprehension

Reading becomes unavoidable activity either for male or female students. It happens because they should obtain information to upgrade their knowledge. In this term, reading is not about looking at black marks on page or turning the pages as quickly as we can. Reading means constructing meaning from the marks on the page, getting a message.³³ We read with our brain, not our eyes and hands. It is a process by which our mind translates symbols into ideas. The eyes receive the message and the brain has to work out the significance of these messages.

Further, Nuttal defines reading as the meaningful interpretation of printed or written verbal symbols, interaction between perception of graphic symbols that represent language and readers' language skill, cognitive skill and knowledge of world. In this process the reader tries to recreate the meaning intended by the writer.³⁴ Basically, reading is purposeful activity which is done by the reader. Either for enjoyment or finding specific information purpose, they should comprehend the text they just read. In other words, reading and reading comprehension becomes one bundle which bound each other.

³³ Seyler, Dorothy U. 2005. *Read, Reason, Write an argument text and reader*, 7th Ed. Mc Graw Hill: New York. p. 78.

³⁴ Nuttal, N. *Teaching reading skill in foreign language*. Oxford: Heinemann international publishing company. p. 22.

In term of reading comprehension, there are some experts who stated in their books about what reading comprehension is. First, it comes from Smith and Robinson who stated that reading comprehension means understanding, evaluating and utilizing of information and ideas gained through an interaction between the reader and the author and a reader in which the written language becomes the medium that cause the dialogue happens when the two persons communicate through the print medium.³⁵ In other words, reading comprehension is transmitting of information process where the author is regarded as the informant (sender) and reader as receiver which is trying to comprehend the purpose of the sender.

Then, another statements come from Beatrice and Linda who stated that reading comprehension is 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, judgement and evaluating.³⁶ However, comprehending is more than just recognizing and understanding words.

True comprehension means making sense of what readers read and connecting the ideas in the text to what readers already know. It also means remembering what they have read. By looking over those

³⁵ Smith and Robinson. 1980. *Reading in a Foreign Language*. USA: Logman. p. 205.

³⁶ Mikulecky, Beatrice S and Linda Jeffries. 2007. *Advanced reading power*. USA: Longman. p. 74

definitions above, comprehending means thinking while reading and understanding what has been read. From this point of view, we can say that reading comprehension can't be separated from reading activity because it helps the readers to get better understanding and able to catch the idea of the writer correctly when they read.

4. Narrative Text

The focus of narrative text is on series actions which are made up from narrative statements. Berger stated that narrative is taken to mean a sequence of events in time.³⁷ In other words, narrative is a telling, a performance event, and the process of making or telling story. It has a beginning, a middle, and an ending. The generic structure of the narrative text is as follow:

- a. Orientation in which the character, setting and time of the story are established.
- b. Complication/ problem in which the characters in story get some difficulties.
- c. Resolution in which the problem is resolved.

Furthermore, the content of narrative text is usually built up from plot, setting, characterization, structure, and theme. In this case, there are two ways point of view in analyzing the nature of the story. First is narrative can be viewed in terms of narrative content, which consists, as

³⁷ Andrews, Molly et al. 2000. *Lines of Narratives: psychosocial perspectives*. London: Routledge. p. 3

far as the main elements are concerned, of events, actors, time and location. Second is the way has to do with how the narrative is told. Through its representations, then the readers can study the experience or the messages of the writer. Both of them cannot be separated since these factors will influence the way how readers comprehend the narrative text.

In language used, narrative text has its characteristics: action verbs, usually past tense, specific nouns, and active nouns. In related on imaginary, narrative text usually uses simile (a direct comparison, using like, as, as though), metaphor (an indirect or hidden comparison), onomatopoeia (a suggestion of sound through words), and personification (giving nonliving things (inanimate) living characteristics). All of the features mentioned above, cannot be understood or even sensed unless they have been cognitively processed. Therefore, these characteristics play an important role to arise the imagination of reader when comprehending narrative text.

The term narration has also been defined in terms of communication. Rimmon-Kenan stated that narration suggests a communication process in which the narrative as message is transmitted by addressor to addressee.³⁸ In this term, message is the most important idea which becomes core of the purpose of the written narrative text. A message in narrative text

³⁸ Rimmon-Kenan, Shlomith. 1983. *Narrative Fiction: Contemporary Poetics*, 2nd Ed. London: Routledge. p. 2

usually teaches a value to the reader about something which is related on the social or culture. Hence, a narrative can be sociologically defined, in which case, it can be analyzed in terms of any or all of the above-mentioned features or factors. However, these features or factors must be of sociological consequence, reflect social patterns, or are activated by social factors. In other word, narratives can reveal forms of repression that are operated in the social world.

B. The Review of Previous Study

A research conducted by Cindy Brantmeier investigated the effects of reader's gender and test method.³⁹ The researcher used written recall task and multiple choice task as test method. The findings reveal that females outperformed males either on the written recall task or multiple choice questions. Further, the researcher also stated that the interaction of readers' gender and passage content do play a role at the intermediate levels but not at the advanced stage.

The next research was done by Kimberly Fuller Ruth and Brown.⁴⁰ The purpose of this research project is to discover how boys are performing academically in the area of literacy, how they perceive themselves as

³⁹ Cindy Brantmeier. 2006. *Adult Second Language Reading in the USA: The effects of reader's gender and test method*. Washington University in ST Louis.

⁴⁰ Kimberly Fuller Ruth 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.

learners, and how they view teachers with whom they work. Since their research is about the gender gap between boys and girls achievement, they conducted the research with only using male as the subject of the study and use a report which is reported by the Maine Department of Education to show the evidence that female is better reader than male without using female as subject of the study when conduct the research.

A research conducted by Dr. Yousif A. N. Al-Shumaimeri investigated the differences between Saudi tertiary level male and female students of English as a foreign language in the comprehension performance of gender-neutral texts.⁴¹ 132 male and female university students participated in this study, performing two reading comprehension tests on two different types of gender-neutral text (familiar and unfamiliar). One measure was used to assess comprehension that is multiple choice questions. Findings reveal that content familiarity has a facilitating effect on reading comprehension. Male students significantly outperformed their female counterparts in both tests.

A research by Fung Pau Ling examined the comprehension performance among ESL learners.⁴² The aim is to examine whether gender, passage content, and text types affect reading comprehension of upper secondary school students in Malaysia. The study also investigates gender

⁴¹ Yousif A. N. Al-Shumaimeri. 2008. *Gender Differences in Reading Comprehension Performance in Relation to Content Familiarity of Gender-Neutral Texts*. King Saud University.

⁴² Fung Pau Ling. 2008. *Gender, Passage Content and Text Type In Reading Comprehension Among Esl Learners*. university of Putra Malaysia.

differences of students' reading habits. The study reveals gender differences in reading habits, favorite reading topics, and reading comprehension scores.

Another research is done by Eileen McKenna.⁴³ This study examined gender differences in reading attitudes among school age children. The hypothesis is that school age children in grades K8 regard reading as a predominately feminine activity. Subjects are 269 students, grades K8, from a low-income, urban school setting. Students completed reading attitude surveys, modified from the Downing Object Activity Opinion Survey. The first survey was given to grades K3, and the second was presented to students in grades 4-8. The results indicate that the overall majority of students see reading as an activity more suitable for girls, supporting the study's hypothesis. Findings suggest that these perceptions intensify with age for both boys and girls. Findings also reveal that the most dramatic increase in this perception seems to take place around grade 5.

The next research was conducted by Constance Schultheis.⁴⁴ This study is intended to negate or confirm the findings of prior studies conducted on the relationship between gender and reading preferences in high school students and to ascertain whether any changes have occurred that would reflect changing attitudes toward gender roles. In this research, data were gathered by using a survey which was distributed to approximately 240 11th

⁴³ Eileen McKenna. 1997. *Gender Differences in Reading Attitude*. Kean College of New Jersey.

⁴⁴ Constance Schultheis. 1990. *A Study of the Relationship between Gender and Reading Preferences in Adolescents*. Kent State University.

grade students at a suburban Cleveland (Ohio) public high school. The result of this study supports results of earlier studies that have shown that females spend more time reading than males.

The other research comes from Ann Kennedy.⁴⁵ The purpose of this research is to investigate patterns of achievement motivation and reading behaviors among top- and bottom-achieving fourth grade boys and girls in PIRLS 2001 and 2006. The aim of the analyses is to have better understanding about the characteristics of the top- and bottom-performing boys and girls and their differences in terms of reading habits, both at home and at school, their attitudes toward reading, and their reading self-concept. The data reveals that the average scale score in PIRLS 2006 is higher for girls than boys. The result using PIRLS 2001 data shows that top-achieving students have more positive attitudes than low-achieving students, with top-achieving girls more prevalent in the high category of the index of students' attitude toward reading.

A journal which is written by Dominique Lafontaine and Christian Monseur aims to explore the impact of some of the test characteristics, especially the question format, the reading process and the type of text, on

⁴⁵Ann Kennedy. 2010. *Examining Gender and Fourth Graders' Reading Habits and Attitudes in PIRLS 2001 and 2006*. Boston College, Chestnut Hill, MA USA.

gender equity indicators in reading literacy comparative assessments.⁴⁶ In this journal, the writers use the inconsistencies in the gender equity indicators between the 1991 IEARLS and the PISA 2000 study for the starting point for his research. The result shows, based on the IEARLS, on average, girls are outperform boys by 7 points ($p < .05$) on a scale mean 500, standard deviation 100. Whereas, in PISA 2000, the average difference between males and females is 32 score points. The gap between males and females is larger for continuous text, as in IEARLS and larger for the aspect 'reflect upon the text' than for 'interpret the text' and 'retrieve information'. In conclusion, the gender gap is larger in PISA 2000 than in IEARLS.

The other comes from Eva Bernard and Rosemarie Lloyd.⁴⁷ This study explored the gender effect on EFL learners' beliefs about language learning. This study investigates the relationship between beliefs about language learning and gender. The subject of this study is 155 females and 107 males English as a foreign language students enrolled in academic English program. The results show that males and females in this study generally held similar views about language learning in all categories of the survey instrument 'Believe About Language Learning Inventory' (BALLI).

⁴⁶ Dominique Lafontaine and Christian Monseur. 2009. *Gender Gap in Comparative Studies of Reading Comprehension: to what extent do the test characteristics make a difference?*. European Educational Research (EERJ) Journal, Vol 8 No 1. p. 69-79.

⁴⁷ Eva Bernard and Rosemarie Lloyd. 2007. *Exploring the gender effect on EFL learners' beliefs about language learning*. Macquarie University. Australian Journal of Educational & Developmental Psychology. ISSN 1446-5442. Vol 7. p. 79-91.

Another research comes from David M Fergusson.⁴⁸ The research investigates on genders differences in educational achievement. The findings of this study shows that from middle childhood up to the age 18 years males were at a small but consistent educational disadvantage: boys tend to less well on the standardized tests of achievement including reading, Mathematics, and scholastic ability. Further he states that males were more often reading delayed than females.

There will be always an interesting topic when talking about male and female term. There are amount of research which is conducted to dig up anything related on males-females' lives. Their differences, started from social life, psychological preferences, the structure of body and brain, including their learning style, become a field for any scientist to conduct a research. In this case, most of the studies above used the different characteristics of male-female which are oriented on education, specifically in reading text.

The majority of those researches try to find out the difference ability between male and female in reading skills. The findings suggest that there is a need for more research which digs up about males-females' ability in comprehending text. Since males-females are able to choose either in public

⁴⁸ David M Fergusson. 1997. Genders Differences in Educational Achievement in A New Zealand Birth Cohort. *New Zealand Journal of Educational Studies*. Vol 32 no 1. p. 83-96.

school or private school freely as they want, it becomes one of factors which affect their achievement in learning process besides their own characteristics. The differences between the previous researches with this research is the researcher has two variables which are different sex and school background and the majority previous researches only use factor of sex. Besides, this research specifically investigates in reading comprehension skill of narrative text and the majority previous researches measure the ability on reading comprehension without specific on certain text.

C. The Hypothesis Test

1. Ho : There are no differences in students' comprehension skill in understanding narrative text based on their sex.
Ha : There are differences in students' comprehension skill in understanding narrative text based on their sex.
2. Ho : There are no differences in students' comprehension skill in understanding narrative text based on their school background.
Ha : There are differences in students' comprehension skill in understanding narrative text based on their school background.
3. Ho : there are no differences attributable to the particular combinations of sex and school background in students' comprehension skill in understanding narrative text.

Ha : there are differences attributable to the particular combinations of sex and school background in students' comprehension skill in understanding narrative text.