

CHAPTER I

INTRODUCTION

This chapter discusses the problem that faced by students in SMP N 1 TAMBUSAI. Reading is a very important skill in English. This chapter explains about background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of key terms.

A. Background of the Problem

English has many functions for human such as for communication, giving information, teaching and learning process. English is one of the subject education in the school. There are four skills should be learned and mastering by the students, such as reading, listening, speaking, and writing. These four skills must be understood by the students. So they can learn these skills more easy. Reading is one of the most important skills in English language learning.

According to Nunan (2003, p. 68) reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Reading ability is very important for daily live and gives information for the students to comprehend the text, because the goal of reading is comprehension. By reading, the students can increase their knowledge such as social, culture, politics, and so forth. In addition, it can also be called as a tool for the students to get a comprehension about what they have already read so far. It does also help the students to refresh their ideas and they can understand many types of words and sentences which can improve their ability in reading.

According Seyler (2004, p. 185) defines reading as the process of obtaining or constructing meaning from a word or clusters of words. It means that reading is a process of combining words and sentences to make the reader can get meaning from the words. Then, word cluster as a tool for students that make them easier to understand the ideas from the sentences. In the word clusters students can predict the main ideas of the sentences, without reading all of the texts.

According to Zainal (2008, p. 42) reading is an interactive process that goes on between the reader and the text, resulting in comprehension. This aims to make the reader a better understanding of the content that are in the text that has been in his reading, so get a good result. According Purwanti (2017, p. 82) reading is an activity of understanding the meaning of the content and ideas of the author of a particular topic. It is an activity that a person undertakes to have information by understanding part of a text as well as from other reading media sources.

According to Terasne et al (2018, p. 113) reading is a tool to get information from different types of text, such as: information written or printed in newspapers, magazines, and pamphlets. In addition, reading as one of the language skills plays an important role in making it easier for students to learn a foreign language. Students are expected to find information in the text, recognize key ideas, and recognize explicit ones through reading or suggestion. From understanding the text and the purpose of the text. This means that reading is a person's activity to get other people's information, ideas, messages in the form of writing.

Based on the many meanings of reading above, we can conclude that reading is very important for all of us at this time, because reading is the collection of some information obtained from a text or other media to conclude the meaning of the text.

Reading important to research because now days many people not interest to read, but we can see English Words in everywhere. The reading phenomenon faced today is getting lower. Many are less interested in reading because they are preoccupied with watching television, playing games, listening to music, excessive use of the tiktok app, watching movies on telegram and youtube, and more now in the digital era so they are more likely to use smartphones and social media. It is expected that in today's digital age reading becomes a necessity but not like that even the interest in reading it is getting lower, even reading important information has become irrelevant and has become foreign to some individuals.

Similarly, based on the observations of researchers when providing assistance in teaching English at SMP N 1 TAMBUSAI in September to December 2021, researchers found that students have some problems in understanding reading. One of them is the students' reading ability which is very weak. This is due to the lack of vocabulary mastered by these students, making it difficult for the students themselves. In addition, students have difficulty starting to read because they do not know how to pronounce the words or sentences that will be read. It is this reading difficulty that makes the difference in reading ability between male and female students because female students when having difficulty reading they still have the enthusiasm to ask how to pronounce the word or

sentence while male students do not. During the teaching assistantship at SMP N 1 TAMBUSAI, the author does not know who is the most fluent in reading between male and female students because every lesson many students do not want to read the material being studied.

Based on the background above, the researcher is interested in carry out a research entitled “A COMPARATIVE STUDY OF ENGLISH READING SKILL BETWEEN MALE AND FEMALE STUDENTS IN READING NEWS ITEM TEXT AT SMP N 1 TAMBUSAI”.

B. Setting of the Problem

Based on the background of the problem stated above, the researcher know that reading is very important to get information. Everywhere we need reading skill to add thye knowledge. The researcher identifies problems find out by students’ reading skill of news item text at SMP N 1 TAMBUSAI as follow students did mistakes in reading English, such as vocabulary and pronouns.

C. Limitation of the Problem

Based on the setting of the problem above the researcher limits the problem. The researcher focuses on comparative the students’ reading skill between male and female students in reading news item text at the eighth grade of SMP N 1 TAMBUSAI.

D. Formulation of the Problem

The formulation of the research can be formulated as the following questions. "Is there a significant difference between male and female students in

the reading skills of news item texts at the eighth grade of SMP N 1 TAMBUSAI?"

E. Purpose of the Research

Based on the formulation mention, the purpose of the research was to determine the comparison between male and female students on reading skills of news item texts at the eighth grade of SMP N 1 TAMBUSAI.

F. Significance of the Research

The significance of this research could be classified into three parts for the teacher, students and researcher.

1. The Teacher

After knowing the results of the research, the teacher can make progress in the next teaching, especially in reading and the teacher will get more information and motivation to improve students' reading skills.

2. The Students

To help students are motivated in reading and to help improved their reading skill, especially in reading news item text.

3. To Researcher

By concluding the study, the researcher knows the comparison of the ability to read news texts between male and female students.

G. Definition of Key Terms

There are some terms in this researcher that will be classified in order to avoid misunderstanding the terms can be seen as follows :

1. Reading

According to Marry Sparrt, et. al (2005, p. 21), reading is one of the four language skills; reading, writing, listening, and speaking. It is a reseptive skill, like listening, this means that it involves responding to text, rather than producing it. Basically, reading involves making sense of text. To do this, it is important to understand the language of the text at word level, sentence level and whole-text level, it is also important to connect the message of the text to our knowledge of the world.

2. News item text

According to Pardiyono (2007, p. 245) states that news item text is a kind of text which gives some information about newsworthy events of the day and other natural phenomena inan area; they can happen in regional area or in overseas. News item informs newsworthy events of the day and other natural phenomena in the form of news.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter on the theoretical framework of the research. There are several points in this chapter which elaborate the theories as the foundation in conducting the research. This chapter consist of review of the related theories, review of related finding, and conceptual framework.

A. Review of the Related Theories

1. Nature of Reading

a. Definition of Reading

Reading is a source for getting information and ideas, as well as expanding knowledge. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

According to Sirait et al (2021, p. 93) states that reading is the process of improving students' language skills based on what they read so that they have a lot of information from health, technology, art, politics, culture and sports. According to Dorn and Soffos (2015, p. 6) Reading is a complex process involving a network of cognitive actions that work together to construct meanings. According to Saddhono & Slamet (2014, p. 99-100), reading is not just calling out written symbols without questioning whether the series of words or sentences

pronounced is understood or not, but more than that. However, such activity can still be called reading. Just keep in mind that reading instruction is classified as a type of introductory reading as is done by students in schools in the beginning grades.

According Purwanti (2017, p. 82) reading is an activity of understanding the meaning of the content and ideas of the author of a particular topic. It is an activity that a person undertakes to have information by understanding part of a text as well as from other reading media sources. According to Terasne et al (2018, p. 113) Reading is a tool to get information from different types of text, such as: information written or printed in newspapers, magazines, and pamphlets. In addition, reading as one of the language skills plays an important role in making it easier for students to learn a foreign language. Students are expected to find information in the text, recognize key ideas, and recognize explicit ones through reading or suggestion. From understanding the text and the purpose of the text. This means that reading is a person's activity to get other people's information, ideas, messages in the form of writing.

From definition above, it is clear that reading is a process to get some information from the reading text. Reading text is one of the ways to get some information and knowledge where there is a communication between the reader and the writer through the words in the reading text.

b. The Purpose of Reading

According to Risdianto (2012, p. 94) there are some purposes of reading, that is:

1. Reading to learn. According to Risdianto (2012, p. 94) another purpose of reading calls for reading carefully and slowly. Once the student has a general idea about the material he wants to learn, he will read the section carefully. After reading the chapter or section carefully, the student will go back and review the material to see if he can answer question about the text.

2. Reading for pleasure or for personal reasons to find general information such as what a book is mostly about.

3. To find a spesific topic n a book or article.

4. To learn subject matter that is required for a class.

c. Components of Reading

Based on the explanation about reading above, there are some essential components of reading that consist of :

Table 1. Components of Reading

No	Components of reading	Definition
1	Vocabulary	To involve word meaning recognition and guessing the meaning of unknown word structure and context.
2	Fluency	A reader`s ability to read with speed, accuracy and expression and fluency is intimetaly tied to comprehension.
3	Comprehension	Is an understanding.
4	Phonics	The connection between sounds and letter symbols.
5	Phonemics awareness	Closely related to phonics because both involve the connection between sounds and

		words.
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John Strucker (2007)

a. Vocabulary

According to Ur in Hormalis (2003, p. 6) vocabulary is one of the extreme aspets that support speaking activity.

b. Fluency

According to penfield at all in Brain echanism (2004, p. 54) says that “it might be suggested that a word or phrase is sometimes use in thinking without references to sound of the words , it appearance when printed or the movement of mouth or hands which make it.

c. Comprehension

Longman in Pernanda (2009, p. 10) say that understanding everything in normal educated conversation expert for very colloquial or low frequency items, or exceptionally rapid or slurred.

d. Phonics

According to department of education (2013) phonics is a way of teaching children to read quickly and skill fully.

e. Phonemics Awareness

According to Reynolds (1998) phonemics awareness is language specific.

d. Techniques of Reading

There are some techniques of reading that can be use by the reader to read a text. Here is some of the reading techniques:

1. Skimming

According to Risdianto (2012, p. 1) skimming is reading rapidly in order to get a general overview of the material. Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you do not wish to read, or when trying to find source material for research paper. Use skimming to decide if you need to read something at all. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

There are three types of skimming according to Risdianto (2012):

a. Skimming for point of view

When the reader want to know the point of view the reader do not need to read everything. They only need to read a few important words.

b. Skimming for pattern of organization

Sometimes the reader need to find out quickly how a book or article is organized. The reader only have to read the signals words and they will tell the reader about the pattern.

c. Skimming for ideas

Speed is important for this kind of skimming. The reader should skim at least two times faster than you usually read. The reader should leave out everything except a few important words.

2. Scanning

According to Risdianto (2012, p. 22) scanning is a mode of fast reading which the reader uses if the reader starts with a predefined set of keyword and want to find out if a given text provides information on them.

f. Types of Reading

1. Extensive reading

According to Palmer (1968) in (Risdianto, 2012) states that extensive reading is considered as being reading rapidly. The readers read book after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information.

2. Intensive reading

According to Risdianto (2012, p. 22) intensive reading is a mode of reading in which readers focus on a fairly comprehensive understanding of a given text.

In addition, Palmer (1968) in Risdianto (2012), notes that intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

3. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth (2004, p. 286-288) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of

their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary. According to Elizabeth (2004, p. 287-288) silent reading means reading something without producing sounds audible to other. In silent reading the students can more easily work at their own material pace or speed.

Reading has various types of texts, some of which have been read by students. As for the types of text namely, descriptive text, narrative text, report text, recount text, procedure text, news item text and etc. In this study, the researchers focused on the news item text.

2. Nature of News Item Text

a. Definition of News Item Text

News item text is a text that contains important information about something. According to Pardiyono (2007, p. 245) states that news item text is a kind of text which gives some information about newsworthy events of the day and other natural phenomena in an area; they can happen in regional area or in

overseas. News item informs newsworthy events of the day and other natural phenomena in the form of news.

b. The Generic Structure of News Item Text

The generic structure of news items as follows :

1. Newsworthy events : recounts the event in summary. (usually put at the beginning because the reader needs to get the angle on the events before deciding whether to read on. It tells the main event which is considered newsworthy in a summary form).

2. Background event : background, participant, time, place elaborates what happened to whom, and in what circumstances. (usually it elaborates what happened or tells the detail information or what causes the incident. It can include the background, participant, time, and place related to the news. Besides, background events are the news story gives information about the events that lead up to. After the lead up events“, the news writer will often give more information about what happened during and after the crisis what is likely to happen in the future. The stage fills out the context of the events for the reader).

3. Source : it contains original comments which can be formed by the participants, witnessess, the official authorities or experts in the events. The news story is supposed to be about real events. If the writer is to appear reliable or the writer wants to highlight its importance, he needs to point to a reliable and relevant source of information. The sources point up the significance of the events that lead to and followed the crisis makes the events newsworthy.

B. Review of Related Finding

In this part, the researcher puts some of the other researches that are related to the strategy which is used in this research. The details are explained as follows : *The first*, Roswati and Aisyah Putri Prawira (2018) entitled “*The Comparison between Male and Female Students’ Reading Comprehension*”. This research was a comparative research. The subject of this research was the eleventh grade of State Senior High School 11 Pekanbaru. The researchers took 84 students as the sample of the research. The way in taking the sample was cluster sampling. The instrument of this research was test. It was used to get data about the male and female students’ reading comprehension in analytical exposition text. Whereas, the researchers used independent sample t-test by using SPSS 17.00 version to analyzed the data. Based on the researchers’ findings that $t_{\text{obtained}} > t_{\text{table}}$ 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. This research was done to find out the significant different between male and female students’ reading comprehension in analytical exposition text at eleventh grade of State Senior High School 11 Pekanbaru. Based on the researchers’s findings that there is a significant different between male and female student’s reading comprehension in analytical exposition text.

The second, Ranti Hardita, Jismulatif, and Masyhur (2019) entitled “*A Comparative Study Between the Ability of the Second Year Male and Female*

Students f Smp IT Aziziyyah Pekanbaru on Comprehending Descriptive Text”.

This research aimed to find out the ability level of male and female students and the significant difference between the ability of the second year male and female students of SMP IT Aziziyyah Pekanbaru on comprehending descriptive texts. The research was conducted from March 18, 2019 up to April 10, 2019. The population of this research was the second year students of SMP IT Aziziyyah Pekanbaru with the total number of 88 students (52 males and 36 females). A purposive sampling technique was used to determine the sample of the research. The total sample was 72 students that consisted of 36 male students and 36 female students. To collect the data in this research multiple choice tests were used. Descriptive text was used to know the students' ability on reading comprehension. The result of the research showed that the ability of the second year male and female students of SMP IT Aziziyyah Pekanbaru on comprehending descriptive texts is in good level and there is no significant difference on comprehending descriptive texts in term of their genders. It means that Null hypothesis (H0) is accepted and Alternative hypothesis (H1) is rejected.

The third, Terasne and Tri Setianingsih (2021) entitled “Genders in Speed Reading; A Comparative Study at the Forth Semester Students in Faculty of Culture, Management, and Business Language Education Mandalika University Of Education”. This study aimed to compare male and female students' ability in speed reading. The population of this study were the forth semester students at Faculty of Culture, Management, and Business, Language Education Mandalika University of Education in academic year 2020/2021.

There were 60 students as the sample of the study in which divided into class IVA for male consisted of 30 students and class IVB for female consisted of 30 students. Data was collected by using timed reading. The data were analyzed and interpreted statistically by using a comparative method. They study found that both students ability in speed reading male and female, was bad. They are very slow readers. The data showed 11 out of 30 male students (37%) are categorized to be low readers and 19 out of 30 male students (63%) was categorized as very slow readers. Similarly 8 out of 30 female students (27%) were categorized as low readers and 22 out of 30 female students (73%) are categorized as very slow readers. There were no significant differences between genders in speed reading. The study shows the t-testvalue 0.298 was lower than t-table values of 2.000 at confidence level 95% and 2.660 at confidencelevel 99%.

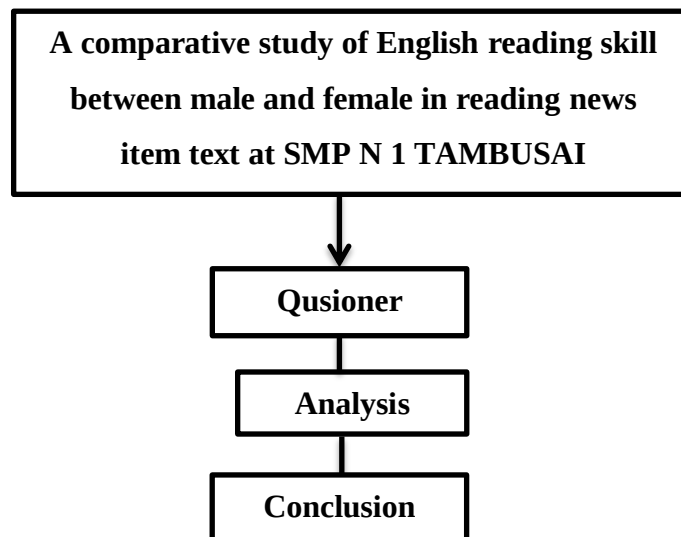
There are many previous studies on student learning comparisons, but the research of researchers with previous studies has differences, namely: subject, method, data collection technique, sample, instrument and population. The difference between this research and other researchers lies in: the method of taking samples by the researchers, the instruments used by each researcher, and the methods used. The similarities are finding and comparing the differences between male and female students in reading.

In this research, the researcher wants to know the differences and comparison of students' reading skill in news item texts at SMP N 1 TAMBUSAI.

C. Conceptual Framework

Conceptual framework is the concept that writer use to plan the research. A conceptual framework is an analytical tool with several variation and context. The researcher also included the conceptual framework of the research in order to make the reader easy to see plan of the research. The following figure describes the conceptual framework.

Figure 1. Conceptual Framework



The conceptual framework above explain about the researcher The conceptual framework above describes the researcher starting to distribute questionnaires to each student to be filled in according to their respective opinions. Then, the researcher collects all the data that can be obtained for analysis. After the results have been analyzed, the researcher draws conclusions from all the data obtained.

D. Hypothesis

According to Sugiyono (2015, p. 96) “hypothesis is a temporary answer to the formulation of research problem, where the formulation of research problem has been expressed in the form of question sentences. A hypothesis is a focus which predicts an answer to the research question. In this research, the researcher formulates the hypothesis as follow:

1. Null hypothesis (H_0) : there is no difference in reading news texts between male and female students in the eighth grade of SMP N 1 Tambusai.
2. Alternative hypothesis (H_a) : there is a difference in reading news texts between male and female students in class VIII SMP N 1 Tambusai.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discussed about the research method. It consist' of research design, setting of the research, population and sample, instrumentation, technique of collecting the data and technique of analyzing the data.

A. Research Design

As in research, method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. This study is a quantitative research. The researcher chose gender as the variable. The subject of the research consisted of eighth grade male and female students. So, in this study the researcher wants to know the difference of students' in reading skill especially in reading news item text.

B. Setting of the Research

This research will conducted at SMP N 1 TAMBUSAI. It will located at Tuanku Tambusai Street, number 80 Dalu-dalu, Tambusai Tengah, Tambusai Sub District of Rokan Hulu Regency, Riau Province. The research will be conducted on June 2022. The partisipants of this research are the eight grade of SMPN 1 Tambusai year academic 2021/2022.

C. Population and Sample

According to Corper, Donald, R; Schindler, Pamela S in Sugiyono (2020, p.126) "Population is the total collection of element about which we wish to make some inference. A population element is the subject on which the measurement is

being taken. It is the unit of study”. Population is the whole object or subject that is in one place and fulfills certain conditions related to the research problem. The population in this research included the eighth grade of SMP N 1 TAMBUSAI, in this research the total were 30 students. Furthermore, the population can be seen from the table below.

Table 2. Population of the Research

No	Gender	Total Population
1.	Male	15
2.	Female	15
Total		30

Source : *SMP N 1 Tambusai*

According to Sugiyono (2020, p. 127) the sample is part of the number and characteristics possessed by the population. The sample of the research consisted of 30 students, 15 male students and 15 female students which was taken by a purposive sampling technique (non random sampling).

Purposive sampling, also known as judgmental, selective or subjective sampling, reflects a group of sampling techniques that rely on the judgement of the researcher when it comes to selecting the units (e.g. people, case/organisations, events, pieces of data) that are to be studied. These purposive sampling techniques include maximum variation sampling, homogeneous sampling and typical case sampling; extreme (deviant) case sampling, total population sampling and expert sampling.

D. Instrument of the Research

According to Sugiyono (2020, p. 156) states that “A research instrument is a tool data collectors used to measure natural phenomena and observed social”. This research instrument will use the form of a questionnaire and documentation.

1). Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered (Sugiyono, 2015, p.199). The questionnaire is an efficient data collection technique when researchers know with certainty the variables to be measured and know what can be expected from the respondents.

The author makes 20 questions based on indicators from reading. The indicator uses five alternatives based on the Likert's Scale. Questionnaire indicators are described as follows:

- 1: Sangat tidak setuju (strongly disagree)
- 2: Tidak setuju (disagree)
- 3: Bimbang (undecided)
- 4: Setuju (agree)
- 5: Sangat setuju (strongly agree)

Table 3. Likert's Scale

Positive statement	Categories	Negative statement
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Sugiono: 2018)

Each response is assigned a point value, and individual scores are determined by adding up the point scores of all statements. For example, the following values are usually assigned to positive statements: SA=5, A=4, U=3, D=2, SD=1. The following values are usually assigned to negative statements: SA=1, A=2, U=3, D=4, SD=5.

Riduwan (2010) indicated the scale to classify the gained percentage of questionnaire as follows:

Table 4. Classifying percentage of questionnaire

No	Range of the Score	The Level of the Skill
1	81-100	Very high
2	61-80	High
3	41-60	High enough
4	21-40	Low
5	0-20	Very low

2). Documentation

In this research the second instrument is documentation. Student reading test by using a mobile phone that serves as a recording media for all data collection. The appearance of each student will be recorded to obtain an assessment method from the researcher.

E. Technique of Collecting Data

The use of the right technique in the process of collecting the data was very important to take the objective data. According to Sugiyono (2017, p. 224)

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data.

The data collected through questionnaire and documentation. First, the researcher prepares a news item text that will be read by the students. Second, students fill out the questionnaire, then the researcher collects data from all the questionnaires that have been filled out by the students. Then, the researcher analyzed data from questionnaires collected by students.

F. Technique of Analyzing the Data

The data in this research will be analyzed by using quantitative method. According to Sugiyono (2013) analysis is used to understand the relationships and concepts in the data so that hypotheses can be developed and evaluated.

First, all students read a news text given by the researcher. second, students fill out a questionnaire to determine the students' ability to read news texts. The third is to assess student responses in the questionnaire. The scores were as follows: for positive statements, the questionnaire was given a score of 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, and 5 for strongly agree. For negative statements, the questionnaire was given a score of 5 for strongly disagree, 4 for disagree, 3 for undecided, 2 for agree, and 1 for strongly agree.

Consequently, in this case the researcher calculates the data by using SPSS 16 program.