

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Education is essentially a medium for educating and developing human potential. Education is the gateway to lead humans to a higher and humanist civilization based on the harmony of the relationship between humans, the environment, and the creator (Hidayat, 2016). Education can be obtained for everyone starting from the young and the elderly, men and women. Education is very important for everyone who aims to educate and develop their potential within themselves. By growing and developing the potential, each individual can have creativity, wider knowledge, a good personality, and become a responsible person.

The development of science and technology has brought about significant changes in practically every element of life, necessitating an international quality system. As a result, everyone is expected to have knowledge and skill in order to participate in the era of globalization. The demand has brought about consequences and impacts on the government and educational institutions to create qualified generations (Santoso & Ginting, 2016). Communication skills in foreign languages, particularly English, are becoming increasingly crucial in today's era. English as an International language might be said to play the most essential role as a medium of communication.

Therefore, learning English is one of the most important things nowadays. Since English is an international language, anyone who is willing to learn will reap many benefits in their current and future lives. People can broaden their knowledge and become more competitive in the era of globalization by learning English.

One of the English skills that need to be mastered is reading. Reading has an important role in communication since communication can also be done through text. Furthermore, reading a book might broaden people's knowledge. People who master English can read not only in their native languages but also in English. Therefore, people who master English can be more competitive.

Bennette (2001), stated that reading was a visual process, which is a symbolic process that entails viewing an object or symbol and transforming it into an idea or image. Images are transformed into concepts and the whole dimensions of thought. According to Brantmeier (2001) reading was a language-based activity in which the goal was to comprehend what is being read. Constructing meaning from a book is part of the cognitive process of comprehension.

Reading is an extraordinary achievement when people consider the number of levels and components that must be mastered. Consider how long it takes to read a short story. Graphemes, phonemes, and morphemes are all present in the words. Syntactic structure, prepositions, and stylistic characteristics are all present in sentences. At a higher level, the reader must recognize the genre, different characters' points of view, theme, story point, and sometimes the author's attitude (McNamara, 2007).

Reading can be difficult, especially when the subject matter is unfamiliar and complex. Furthermore, comprehension is always a challenge for some readers. They may understand each word separately, but connecting them into meaningful thoughts isn't always as easy as it should be. These readers can decode the words, but they cannot comprehend the underlying, deeper meaning of the phrases, paragraphs, and entire text. Comprehension refers to the ability to see beyond the words in a text and comprehend the concepts and relationships within them (McNamara, 2007). For English language learners, the challenge is even more difficult. Aside from the language barrier, they may face gaps in their background knowledge and be adjusting to cultural differences and a new environment (Bouchard, 2005).

According to Ellis (1994) in (Rahmawati & Ummah, 2020), females were easy to learn language, moreover to a new language because they are sensitive in language. Females might be better at L2 learning than males. They can learn a language faster and better than males through social or classroom instruction. Moreover, according to Maubach and Morgan (2001) in (Purnama, 2018), females' language ability were better and develop earlier than males. Aside from that, the

female students like to learn languages in a variety of ways. The female's interest is even higher than the male one.

Moreover, based on relevant research by Purnama (2018), the result indicates that the female students have a higher reading comprehension capacity than the male ones. In addition, based on relevant research by Roswati and Prawira (2018) the result indicates that the majority of male students' reading comprehension was classified into Good and the female students' into Very Good. Furthermore, based on relevant research by Reilly et al., (2019), the researchers found that across every wave of evaluation and in every grade, girls had significantly higher reading scores than boys.

On the other hand, there is a reserach conducted by (Rahmawati & Ummah, 2020), the result of this research is at the third semester of TBI STAIN Pamekasan, there is no significant difference in reading comprehension achievement between male and female students. Moreover, a research conducted by (Anantasa, 2016), the result of this research is females perform better in reading achievement. In fact, there are males with great achievement and females with low achievement. It indicates that male students are not always lower than female students in reading comprehension.

Based on the explanation above, the researcher is eager to conduct a research under the title "THE COMPARISON BETWEEN MALE AND FEMALE STUDENTS IN READING COMPREHENSION AT MTS YAPI BKAI SEI KARANG". The researcher will take the students of the Eight grade of MTs YAPI BKAI Sei Karang as the subject of this research.

1.2 The Limitation of The Study

In accordance with the background, the researcher limits the study to simply focusing on the level of reading comprehension of male and female students at Eighth Grade of MTS YAPI BKAI SEI KARANG and the score difference achieve by each gender to see if there is significant difference in their reading comprehension.

1.3 The Formulation of The Research

Based on the background, the researcher formulated the research problems as follows:

1. How is male students' reading comprehension at Eighth Grade of MTS YAPI BKAI SEI KARANG?
2. How is female students' reading comprehension at Eighth Grade of MTS YAPI BKAI SEI KARANG?
3. Is there any significant difference between male and female students' reading comprehension at Eighth Grade of MTS YAPI BKAI SEI KARANG?

1.4 The Objectives of The Study

Based on the research problems, the objectives of the research are as follows:

1. To describe male students reading comprehension at Eighth Grade of MTS YAPI BKAI SEI KARANG
2. To describe female students reading comprehension at Eighth Grade of MTS YAPI BKAI SEI KARANG
3. To find out if there is any significant difference between male and female students' reading comprehension at Eighth Grade of MTS YAPI BKAI SEI KARANG

1.5 The Significance of The Study

The research is expected to be beneficial practically.

1. For teachers: This can be used as a reference for constructing a reading assessment.
2. For researchers: This study can be used as a reference for future research on gender and language learning.
3. For students: This research can be a learning experience for them as well as an acknowledgment of their reading differences and deficiencies.