

CHAPTER I

INTRODUCTION

A. Background of The Study

God is creating human different from one to another. In this case, He creates a male and a female and also with their differences, that are physic appearance and behaviour. Even from the moment of birth male and female are most exhibit different behaviours. We know male is stronger than female; male is more superior than female; male's skin is more rough than female's skin; male mostly moves fast in doing something than female, etc. But, aside from the external anatomical sexual differences, we know also that there are many other differences in men and women's intellectual abilities or in the way the brains of men and women process information, emotion, cognition, etc.

According to MacCoby and Jacklin (365), girls out performed boys in verbal abilities and boys had superior quantitative and spatial abilities. The similar statement is also stated by Archer and Lloyd (230), on average, a male performs better than a female on tests of spatial and mathematical ability, although a female may perform better than men on tests of verbal abilities.

One of the most interesting differences appear in the way men and women estimate time, judge speed of things, carry out mental mathematical calculations, etc. In all these tasks, women and men are strikingly different, as they are too in the way their brains process language. This may account, for the

fact that there are many male mathematicians, airplane pilots, bush guides, mechanical engineers, architects and race car drivers than female ones.

On the other hand, women are better than men in human relations, recognizing emotional overtones in others and in language, emotional and artistic expressiveness, aesthetic appreciation, verbal language and carrying out detailed and pre-planned task. For example, women generally can recall lists of words or paragraphs of text better than men.

The differences between male and female can be influenced by environmental factors as what has been stated by Smith and Sarason (378) that environmental are no doubt important. The strong effects of the different way that the parents, teachers and others, treat male and female have been documented. This different socialization process by account for many of the differences found between males and females. One's ability improves when there are interest and/or motivation which stimulate him or her. One becomes interested in something after he has or she has been motivated continuously. A boy, his parents and his teacher interest and motivate him to learn mathematics well, but it is not given to the girls. Girls are more considered to be appropriate as secretaries, teachers, writers or linguists. That is why they grow to have different interest and ability (Smith and Sarason; 397). The different treatment toward boys and girls can make the gap, in this case the sex difference existence that already exists between them much bigger.

However, gender differences are already apparent from just a few months after birth when social influence is still small. The differences between male and female can be seen clearly at the early age, from the time of uttering the first word. According to Feingold (cited in Baron; 450), the differences that occur among young children, then decrease or totally vanish during adolescence. It may be because at this time children are still in the critical period for language acquisition.

Based on those phenomena above, the writer is interested in making a study of verbal ability of different sex. Here the writer will only focus on the differentiation between male and female verbal ability and reading proficiency. The concept of verbal ability covers a number of different abilities, including reading proficiency and verbal analogies. The writer assumes that mastering language skills is related to the mastery of reading. According to Dawson (19), the language arts are a way of communicating through words by speaking, listening, reading and writing. Reading in any language is cognitively demanding, involving the coordination of attention, memory, perceptual process, and comprehension process (Kern, cited in Taporn.online). As reading skills are crucial to self-improvement and the development of personal interest, students must continue to improve their reading skill.

A. Statement of The Problem

Based on the background of the study, the main problem to be solved is:

Is there any difference between male and female of elementary students toward reading proficiency ?

Ho : Male and female students verbal abilities are equal in reading proficiency.

H₁ : Male and female students verbal abilities are different in reading proficiency

C. Objective of The Study

The objective of this study is to find out whether there is a significant difference between male and female verbal abilities especially in reading proficiency.

D. Significance of The Study

This study is expected to give a meaningful contribution to the linguistics study especially for the researchers who want to make further research of verbal ability of different sex in learning another language.

This study can also help the English teachers to know the abilities of the elementary students in understanding a foreign language.

Furthermore, this study is expected to help the readers who are interested in knowing about the ability of different sex. It can be new information for them.

E. Scope and Limitation of The Study

Although there are a number of topics that can be studied related to verbal abilities, the writer limits the study only on reading proficiency from the different sex point of view in the elementary students of SDK. St. Mikael, Surabaya.

F. Theoretical Framework

According to Nash (420), in most involving verbal skills, girls are consistently better than boys. On the other hand, boys do better than girls in most tests involving arithmetics and numerical manipulation and also in test involving spatial relationship.

Based on the relationship between sex difference with the brain, McMahan and McMahan (458) stated that the difference between male and female considering their sex differences abilities might be related to the physical differences in the brain. Of course autopsies show that a few areas of the brain have more cells in male than female. The left hemisphere of the brain, which contains language and speech areas, develops more rapidly in female than male.

G. Method of The Study

In this study the writer uses quantitative method. To get an accurate result about the difference between male and female students concerning reading proficiency, the data were analysed by using t-test.

1. Definition of Key Terms

Reading proficiency : the degree of reading skill measured without a reference to a particular curriculum.

Verbal abilities : a number of different abilities including reading.

2. Location and Population

Location of this study is in SDK. St. Mikael, Surabaya. This place is chosen because it is near the writer's house so, it will make it easier to get the data for the study. The population of this study is the sixth year students of SDK. St. Mikael Surabaya.

3. Sampling

According to Soepeno (134), there are two kinds of population: first, sample with small population; second, sample with big population. So, for the sampling the writer uses the purposive sampling technique, because picking out the sample is based on certain purpose. As the sample the writer chooses sixth year students of SDK. St. Mikael, Surabaya because at the age between 9 to 11 years old the difference between male and female can be seen clearly and when they get older the differences decrease among them. The writer collected 38 respondents consisting of 19 male students and 19 female students. The characteristics of the respondents are:

1. They are sixth year students of elementary school.
2. Age between 11 and 12 years old.
3. They know English language.

4. Instruments

This study uses two instruments: reading proficiency test and statistical instrument. Reading proficiency test consist of two parts; part one is multiple choice, part two is true or false question. The statistical instrument is using t-test.

5. Techniques of Data Collection

In collecting the data, the writer chose the elementary school that would be taken as the population of the study. Then, the writer chose the sixth year students as the respondents; there were 38 students that would be taken as the respondents. To obtain the data, this study uses some steps. First, to collect the data of reading proficiency of the SDK. St. Mikael Surabaya, the writer gives reading test. In this study, the writer uses multiple-choice test and true-false test. The time of the test is 30 minutes. The material used in the reading test is taken from the student compulsory book. The next step, the writer examines the test and scoring the result of the test. Briefly, the techniques of data collection can be seen bellow:

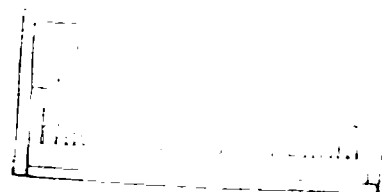
1. Choosing the population and the respondent
2. Giving the reading tests.
3. Scoring the reading test.

6. Technique of Data Analysis

From the obtained the data, the writer puts them into tables, so the writer can identify the scores that belong to male students and female students. Then, the writer uses t-test formula to find out whether there is any difference between male and female students toward reading proficiency. To find the result, first of all the writer will counts the mean of the difference of score female and score male (\bar{X}_i). Secondly, the writer will counts the variance value (S_i^2) in order to find the t-value. Thirdly, the writer can find the t-value and then make the diagram. Finally, the writer will interpret the result of the data.

In shortly, the technique of the data analysis as follows:

1. Classifying the sores of male and female students on the reading tests.
2. Counting the mean of the difference of scores male and scores female (\bar{X}_i)
3. Counting the variance value (S_i^2)
4. Finding the t-value
5. Drawing the diagram
6. Interpreting the finding



H. Organization of the Paper

This paper contains four chapters. First chapter is an introduction. It is divided into eight subchapters which are: background of the study, statement of the problem, objective of the study, significant of the study, theoretical framework, scope and limitation, method of the study, and the last is the organizational itself. The second chapter is literature review, which is relevant to the topic of this study. The third chapter is divided into three parts, which are: data presentation and data analysis. The last chapter is the conclusion of the whole discussion in the previous chapters.

CHAPTER II
LITERATURE REVIEW