CHAPTER II
REVIEW OF RELATED LITERATURE

Chapter two is about review of related literature. It discusses several aspects of theoretical review, such as definition of preference, definition of gender, reading comprehension, and types of text.

2.1 Definition of Preference

According to Danan (2003), preference theory is commonly thought of deriving a person’s taste from her/his observed choice behavior. On the other hand, consistency complicates the derivation of preference from the person’s choice function. More exactly, while rationalizing preferences are straightforwardly unique, several preferences are always coherent with a given choice function. In addition, whenever the person is observed and choosing a over b, it is possible that she/he likes a better than b, or that she/he unable to decide which these two choices she/he likes the most.

Peters (2013) states, preference theory described as if an individual that can express the feelings or opinions about the various choices or alternatives, they will act as if they are maximizing the utility function. It is important to remember that actually this is not always be the description that people follows when they are making a decision. In addition, Warren, McGraw, and Boven (2010), said that preference is something that equivalent to attitudes and it is typically measured
through scale evaluation or response latency measures. They also said that preference is a person’s act to consider something desirable or undesirable.

Based on the explanation above, preference is a person’s personal taste by her/his choice behaviour. A person’s preference can be selected from the various choices or alternatives that available. The preference also can be seen as the process of person’s decisions making, like how something gets chosen and what gets chosen. The factor that can affects someone’s preference is her/his gender. As we know, male and female have different perspective, responsibilities, and preference. Their preference is affected by gender, environment and their choice of behaviour.

2.2 Gender

Gender is one of the two sexes (male and female), especially when it considered with the preference, social and the cultural differences rather than the biological ones (English Oxford Living Dictionaries, 2018). In addition, Ezeh (2015) states, gender comes from the Latin word genus, and it carries the meaning of kindness or race. Gender refers to ones subjective feeling of maleness (masculine) and femaleness (feminine) regardless of one’s gender. It must be in accordance with the particular responsibilities and the role of men and women in the families, society, civilizations and cultures. Some aspects that also described in gender are the personality traits, attitudes, behaviors, values, relative power, influence, roles and expectation.
Wardhaugh (2006) states, gender is a human social construct that consist of the whole gamut of genetic, psychological, social, and cultural differences between males and females. Based on the statement above, male and female in gender point of view is not only about biological sexes, but also all of the person social aspects, personal experience, preference on something, psychological aspects, and also the cultural differences.

Gender determines what is anticipated, permitted and valued in a woman or a man in a particular context. There are several differences and inequalities that happened between male and female in the societies (OCHA Gender Toolkit, 2012). For examples, the differences in decision-making opportunities, responsibilities assigned, activities undertaken, preference and also peoples’ treatment.

In summary, gender is either male and female sexes that can affect human preferences, cause the differences in decision-making, because they have different socialization, got different treatment, and have different behavior.

2.3 Gender and Students’ Choices

Summers (2013) states, many assumptions are based on research gender and reading in childhood and adolescence, including the gap in reading achievement and how children are socialized in accordance with traditional notions of gender identities. These assumptions all have implication for how men and women are perceived to have different reading habits and preferences.
Chapman (2007) argues, the students’ choices and suggestions for other boys and girls reflected typical gender stereotypes. The particular interest was inconsistency between what the boys chose for themselves versus their perception of what boys in general prefer to read. Chapman also found that boys’ perceptions of what other boys like to read is based not on generalizations from their own reading preferences, but from a socially constructed understanding.

Based on Canadian Council on Learning (2009), as cited in Mead (2012), there are three most popular factors that many research considered as the influence of the child’s or students’ reading preference. The factors are age, gender, and peer influences, these factors will influence the students’ reading preference especially as they grow old. Based on the explanation above, gender includes to the one of the most popular factors that influence a child’s or students’ preference in reading. Mead also found that the factors which influence boys and girls reading preference were similar among the different genders, but varied by grade. Gender also one of the factors that influence students’ choices of reading text and also can affect students reading motivation. As we know, male and female have different preference on types of reading text. Furthermore, Mead’s finding implies that students need the opportunity to select books based on their individual preference in order to reduce the gender gap. Furthermore, there is a gender gap or gender differences in reading achievement.

In addition, Griva, Alevriadou, an Semoglou (2012), states that students read to locate, select, and find the relevant information from an assortment of sources and recognize or understand that as a record of human experience. If students are
reading from a wide variety of texts, they can get more information from diverse forms and perspective or point of view. In addition, there are the differences between male and female students preference in reading or reading text, their reading performance, also their preference on the strategy that the teacher use. Based on Clark, Osborne, & Akerman (2008, in Griva, Alevriadou, and Semoglou (2012)), the female students pay more attention and show more positive attitudes to reading skill and their choices or preference to a variety of texts along with the topic and genres compared to the male students.

In summary, gender is one of the factors that can affect female and male students’ preference towards types of reading text. The different preference also can affect students’ reading motivation, achievement and their comprehension. The teacher should be more meticulous in choosing reading text, give them the appropriate text in order to reduce gender gap.

2.4 Reading Comprehension

Based on Wolley (2011), reading comprehension can be described as the process of making meaning or understanding the content from the text. Furthermore, the purpose of reading comprehension is to make students fully understand the whole text and get the information that text want to deliver to the reader rather than translating every word or sentences. In addition, reading comprehension also can help the students develop their mental models or representation the meaning of the content ideas during reading process. Reading comprehension is kinds of understanding, gaining meaning and interpreting the
text. It depends on several aspects, such as a variety of reader-related, text related, and situational factors (De Corte, et.al., (2001), in Wolley (2011)).

When the students reading the text that they are interested about, they will comprehend it better. There are several factors that may influence their comprehension abilities, such as students’ motivation and their interest. O’Flynn also said that the students prefer different types of text just like their preference on different kinds of sports. The students’ also have different interest each other since they receive different treatment at home, environment, also the societies (Beloni & Jongsma, (1987), in O’Flynn (2016)).

In summary, reading comprehension is students’ ability to read and understanding what the text is talking about, and get the information. The students’ comprehension abilities can be affected by their preference on reading text. If students lack on their comprehension abilities, they can struggle in many subject areas.

2.5 Types of Text

Togeby (2014), argues that a text type is a subcategory or a subclass of text, and a text is a tool that a sender use to communicate or deliver the information, consist of complete words and sentences. A text can be in a form of written or spoken sentences, and it delimited by silice or blank space, or shift. Togeby also said that it is a model of textuality (among others) that a content consist of a few sentences. One single articulated sentence can be categorized as a speech act, and it just needs one sentence as a remark in a dialogue. Based on the explanation
above, text is a communicative act which a person’s use to delivere an information in a form of sentences and use silice, and blank space as the delimiters.

A text type is an unmistakable configuration of reaction dominances obtaining between or among components of the surface content, the literary world, stored knowledge design and a situation of occurrence (Beaugrande, (1980), in Dillan McKnight, (1990)). There are several types of text according to Beaugrande, such as descriptive, narrative, argumentative, literary, poetic, scientific, didactic and conversational.

A text type is defined as a conceptual system that allows or empowers us to classify text in terms of communicative intentions serving in a general rhetorical purpose (Hatim and Mason, (1990), in Puchala (2011)). Rhetorical purpose or explanatory purpose is defined as the overall objectives of a text producer, and it is constantly given by the function of a text.

Text type is a theoretical concept, and its manifestation in a normal language is called a content frame or text form (Werlinch, (1983), in Karkkainen and Pirttinen, (1997)). This implies that all of the text types are divided into subcategories or subgroups, since all the text types are different from each others. Egon Werlinch presents his five of text types in his book, it is called A Text Grammar of English. These types are description, narration, exposition, argumentation, and instruction. The definition of each types can be stated as follows:
a. Descriptive Text Type

Werlich says that phenomenon-registering sentences are typical of descriptive text. The descriptive text is divided into impressionistic description, which has a subjective point of view, and technical description, which has an objective point of view. As to the distribution of the descriptive text, it is frequent in relatively short narratives, features and reportages. Technical description, on the other hand, is common in newspaper articles, scientific papers, non-fiction books, and articles in encyclopedias.

b. Narrative Text Type

Action-recording sentences are said to be common in narrative texts. The narrative text type is divided into narrative which is narration from a subjective point of view, and report which is narration from an objective point of view. Werlich says that the two variants of the narrative text types appear in different contexts. The narrative is frequent in jokes, anecdotes, and various kinds of stories, for example novel and short stories. The report is the text form variant that is most frequently used in radio and television broadcast, newspaper, briefs, and non-fiction books, especially history books and encyclopedias.

c. Expository Text Type

An expository text can be analytic exposition, synthetic exposition, or a mixture of the two. Phenomenon-identifying sentences are typical of synthetic exposition, and phenomenon-linking sentences are typical of analytic exposition. Expository essay is common in the longer articles of quality newspaper, journals, and magazines.
d. Argumentative Text Type

Argumentative text type is used when communicating about the validity of relations among concepts. The writer starts from the implicit or explicit statement of a problem and the poses the question of how given fact (event, object, and idea) should be classified by proposing relations between this fact and conflicting concepts or systems of thought. The main function of an argumentative text is to convey the writers’ preferences. There are five different styles which can modify the neutral of the argumentative text. They are ironical, appreciatory, depreciatory, and persuassive style. Ironical style reflects the writer’s disrespect or contempt for the phenomena that they refer to. Appreciatory style reflects the writer’s wish to influence their addressees in favour of the phenomena that they refer to. Depreciatory style, reflects the writer’s wish to influence their addressees against the phenomena they refer to. Persuassive style reflects the writer’s wish to get the addressees’ spontaneous consent to what he asserts or doubts in the text.

e. Instructive Text Type

The most common sentence type in the instructive text is the simple action-demanding sentence. It also has variants, for example commands introduced by an emphasizing do. Instructions have a subjective point of view, and directions, rules, regulations and statutes are instruction from an objective point of view. The subjective instruction is most frequent as distinct text divisions of comments, reports, sermons and prayers, letter, political speeches and various pieces of propaganda. It is also common in advertisment. Objective instruction is used for
example in work directions, technical instructions, recommendations, prescriptions, guides, manuals, rules of games, contracts and testament.

In summary, text is a communicative act that sends the information to the reader with written or spoken sentences. The text types above are often used by teacher in teaching learning process, along with the genre and topic in each type of reading text.