

**THE INFLUENCE OF USING
DIRECT READING THINKING ACTIVITY (DRTA) STRATEGY
TO TEACH READING COMPREHENSION SKILLS FOR
STUDENTS HAVING DIFFERENT GENDERS
AT MAN 1 KOTA KEDIRI**

THESIS

Presented to
State Islamic Institute of Kediri
In Partial Fulfillment of the Requirement for
Master's Degree in English Language Education



By
ERNA KARTIKA SARI
NIM. 22506005

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF MASTER'S DEGREE
STATE ISLAMIC INSTITUE KEDIRI
2024**

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I, with this, declare that the thesis and the work presented in it are my own, and I have generated it as the result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill one of the requirements to obtain a Master's degree (S2) at The Department of English Education at the State Islamic Institute of Kediri.

Kediri, 22 June 2024
The Researcher

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ABSTRACT

Sari, Erna Kartika. 2024. *The Influence of Using Direct Reading Thinking Activity (DRTA) Strategy to Teach Reading Comprehension Skills for Students Having Different Genders at Man 1 Kota Kediri*. Department of English Language Education, Faculty of Graduate Degrees, State Islamic Institute (IAIN) Kediri. Advisors: Dr. Sri Wahyuni, M. Pd and Dr. Ary Setya Budhi Ningrum, M. Pd.

Keywords: Direct Reading Thinking Activity (DRTA), Reading Comprehension, Gender Differences.

Reading comprehension is a crucial skill in educational development, and various strategies have been implemented to enhance it. The Direct Reading Thinking Activity (DRTA) strategy has gained attention for its potential to improve student's reading comprehension by encouraging active prediction and verification while reading. The purpose of this research is to determine DRTA strategy can influence reading comprehension among male and female high school students.

The design of this study was quasi-experimental, consisting of an experimental group and a control group. The researcher used Direct Reading Thinking Activity in the experimental group and the control group used Skimming to teach students about the materials of teaching reading narrative text for reading comprehension. The participants of this study were students from two classes, XA as the experimental group consisted of 36 students and X B as the control group of 36 students from MAN 1 Kota Kediri. Data were collected by using tests, including pretest. The hypothesis was tested using ANCOVA and also processed and analyzed using SPSS.

The study found that students taught using DRTA showed significant difference in reading comprehension compared to those taught using skimming, by the significant value is .000 which is lower than .05. Both male and female students have also shown a significance value (p) of .000 which is less than a significance value (p) of .05 (.000 < .05). Female students showed a significance different in their DRTA mean scores from 57.40 to 87.60, while male students showed no change. The DRTA strategy shown the significant difference in reading comprehension skills for female students. However, male students showed different results, with the experimental group showing a difference mean scores from 54.75 to 82, and the control group mean scores from 55.33 to 84. In conclusion, DRTA is more effective for female students than for male students.

MOTTO

“Poverty is not an obstacle to achieve a dream. Insecure may be, but dreams are still dreams to change fate. Convince your heart, unite your mind (Trust in God)”

(By Erna Kartika Sari)

DEDICATION

From my deepest heart, I dedicate this Thesis to:

- *My God (Allah SWT) for giving me His mercies, His bless and His answer for my prayers.*
- *My beloved parents. My Father Karlin (Alm) and My Mother Sutiro the strong parent that never stop supporting me to keep study and who always motivate and pray for me all the time. Thanks for becoming hero in my life, I love you.*
- *My beloved partner Fajar Tauvik thank you for always being so kind, supporting, helping, motivating and accompanying me until this time.*
- *My advisors Dr. Sri Wahyuni, M.Pd. and Dr. Ary Setya Budhi Ningrum, M.Pd for their help and advice for me in accomplishing this thesis.*
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- *All of my friends at Pascasarjana TBI*

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Kediri, May 29th 2024

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