CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the objective of the research, the hypothesis, the significance of the research, the scope, and limitation of the research, and the definition of the key terms.

A. Background of the Study

English is a crucial language to master in the modern era and in the context of globalization. In high school, English is a mandatory subject. It encompasses four key skills: speaking, reading, writing, and listening. Reading is one of these fundamental skills. According to Ismail, Syahruzah, and Basuki, reading is a receptive skill in English. These four skills are interconnected. The ability to read English texts is essential for understanding textbooks. As students advance to higher education, they need to be familiar with numerous books written in English. Reading skill refers to a person's ability to read, comprehend, and manage written words in articles or other reading materials. This skill can only be honed through consistent practice in reading.[1] Reading is a passive skill that requires interactive comprehension. Teachers should understand the meaning and expertise of various experts to effectively teach reading in classrooms and provide a valuable reference for improving reading skills.[2]

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[1] Hijril Ismail, Juang Kurniawan Syahruzah, and B. Basuki, "Improving The Students' Reading Skill Through Translation Method," *Journal of English Education* 2, no. 2 (December 12, 2017): 124–31, https://doi.org/10.31327/jee.v2i2.405.

[2] Universitas Islam Negeri Alauddin Makassar et al., "Improving Students' Reading Skill Through Interactive Approach At The First Grade Of Sman 1 Mare, Bone," *ETERNAL (English, Teaching,*

Furthermore, Susi Astiantih states that reading comprehension is a complex process involving multiple components, such as the reader's background knowledge, reading strategies, the text itself, the reader's interest in the topic, and their familiarity with different types of reading. These components interact when reading printed text, enhancing the reader's comprehension as they engage with the material. The primary goal of reading is to achieve comprehension, which involves understanding, evaluating, and recognizing the author's ideas in the text. The reader must grasp the message or information conveyed. Therefore, reading is crucial for students aiming to study a text, as it helps them identify the type of text and extract the relevant information.[3]

Reading skills are essential for academic success and are among the most frequently utilized language skills in daily life, particularly with the widespread use of the internet. If students cultivate an interest in reading, it can become a hobby, enhancing their ability to understand and communicate the content of texts. Reading comprehension involves linking new ideas with prior knowledge and deriving meaning from the text. This process requires understanding the text's content and integrating it with existing knowledge and mental frameworks. Background knowledge facilitates readers' engagement with the text, thereby improving their comprehension. In essence, reading comprehension is the interaction between the text and the reader's prior knowledge for enhanced

Learning and Research Journal) 3, no. 1 (June 30, 2017): 44–56, https://doi.org/10.24252/Eternal.V31.2017.A5.

[3] Susi Astiantih, "Improving Reading Comprehension by Using Experience Text Relationship (ETR)," *ELS Journal on Interdisciplinary Studies in Humanities* 5, no. 2 (2022): 271–76.

understanding.[4]

In addition, reading comprehension is a challenging skill that requires active engagement with the material, involving interpretive interplay between learning and existing knowledge. Understanding comprehension mechanisms is crucial for studying reading. [5] Teaching reading in formal schools involves students translating texts, understanding word form, and understanding word use. It helps students achieve educational goals, such as information, entertainment, career, education, and future, by providing good reading skills models, introducing new topics, and learning language.[6]

There are some key principles in teaching reading. First, reading is an active skill, requiring readers to engage deeply with the text. To succeed, readers must grasp word meanings, visualize the scenes described, understand arguments, and interact with them. Second, students need to engage with the material they read. As with any lesson, students who are not actively involved or interested in the text will gain less from the experience. Lastly, effective teachers utilize the full potential of reading materials, which are rich with sentences, words, ideas, and descriptions.[7]

The curriculum covers various topics in reading comprehension, such as

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[4] Muhammad Andi Rusgandi, "Reading Strategies in Enhancing Students' Reading Comprehension: Are They Still Relevant?," *IJET (Indonesian Journal of English Teaching)* 12, no. 1 (July 31, 2023): 57–72, https://doi.org/10.15642/ijet2.2023.12.1.57-72.

[5] Anggi Oktavia Nur Hs and Kisman Salija, "Teachers' Strategies in Teaching Reading Comprehension to the Second-Grade Students of Senior High School" 2, no. 1 (2023): 20–27.

[6] Ummi Kultsum, Ratna Sari Dewi, and Nadrah Nadrah, "Teaching Reading For Young Students: A Case Study At Elementary Students In Ciputat, South Tangerang," *Journal of Early Childhood Education (JECE)* 3, no. 2 (March 28, 2022): 90–104, https://doi.org/10.15408/jece.v3i2.23644.

[7] Sopian Saori, "Teaching Reading Comprehension By Using Some Methods In Senior High Schools," *Journal of Languages and Language Teaching* 10, no. 1 (January 21, 2022): 66–75, https://doi.org/10.33394/jollt.v10i1.4638.

descriptive texts, procedural texts, narrative texts, recount texts, and report texts. Researchers selected narrative text for the reading test to enable students to analyze its social function, structure, and linguistic elements. A narrative text tells a story involving complex or problematic events and seeks to resolve them. This type of essay narrates a series of events in the order they occur, aiming to provide meaning by recounting the story. Therefore, narrative texts are stories comprised of events designed to entertain the reader or listener.[8]

In addition, narrative text is a story using spoken or written language, relating logical and chronological events caused by factors. It can amuse and have moral value. It has a structural organization including orientation, complication, and resolution. The narrative text has textures like prepositions, conjunctions, adverbs, noun phrases, tenses, and direct and indirect speech.[9]

Reading difficulties are common among Indonesian students, particularly those in senior high school. According to Ci Septia and Indrawati, several internal factors contribute to these challenges. Firstly, students often struggle with understanding long sentences, especially those with complex structures. Secondly, a lack of reading strategies prevents many students from fully comprehending the text. Thirdly, psychological factors can lead to difficulty concentrating while reading. Additionally, students often find it hard to grasp the main idea of the text

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[8] Ai Siti Nur Fauziah, Lilies Youlia Friatin, and Aa Surahmat, "Teaching Media 'Powtoon' to Assist Students' Writing Narrative Text," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 4 (May 5, 2021): 416–22, https://doi.org/10.52690/jadila.v1i4.154.

[9] Fenti Susilawati, "Teaching Writing Of Narrative Text Through Digital Comic," *30 October 2017* 05, no. 02 (oktober 2017): 103–11, URL: http://ejournal.upi.edu/index.php/L-E/article/view/9939.

and have limited vocabulary knowledge. [10]

Based on the issues raised above, the instructor should be able to employ the proper technique or strategy to keep pupils interested and engaged in learning, particularly reading. To ensure that the learning process runs smoothly and that learning objectives are met, teachers must be able to employ appropriate learning strategies for improving students' English language skills. The selection of learning strategies must be adjusted to the curriculum objectives, student potential, and the fundamental competences and skills required of a teacher. It is critical to establish effective learning tactics.

Learning techniques can help the learning process run more smoothly and provide better results. The learning process will not be directed if there is no established strategy. Both teachers and students can benefit from learning strategies. Teachers can use strategies as guidelines and references to help them carry out learning methodically. Because each learning strategy is intended to help students' learning process, students can utilize learning strategies to make the learning process easier. There are various teaching strategies. [11] One learning strategy that might be used is the Direct Reading Thinking Activity (DRTA).

Directed Reading-Thinking Activity (DR-TA) is a strategy to guide language learners to improve their reading comprehension. The DRTA strategy can build student independence because they are equipped with the ability to set reading goals, examine reading material based on those reading goals, and make

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[10] Neneng Widya Septia et al., "An Analysis of Students' Difficulties in Reading Comprehension," *EEdJ: English Education Journal* 2, no. 1 (April 30, 2022): 11–22, https://doi.org/10.32923/eedj.v2i1.2519.
[11] Fitri Nurdianingsih, "Teachers' Strategies In Teaching Reading Comprehension," *Professional Journal of English Education* 4, no. 2 (2021): 285–89.

decisions based on information from the text.[12]

Additionally, DRTA is an adaptable activity suitable for various subjects and reading levels, focusing on student-generated predictions, speculations, and conclusions. It enhances comprehension and thinking skills, enhancing English learning goals and aligning with new curriculum demands focusing on thinking skills, benefiting students individually, in small groups, or as a whole class.[13]

DRTA is used in each of the three stages: predicted, read, and confirm, to either support or disprove predictions. First, during the predicting stage, the teacher assigns students several activities that demonstrate the purpose of the reading segment, such as asking questions to activate students' prior knowledge and using clues such as titles and images from the text to encourage students to make an accurate prediction. Second, during the reading stage, students begin reading and continue reading until they finish reading, at which point they react to some questions posed by the teacher. In the final stage, the teacher invited pupils to make predictions about the next paragraph and assess the personal link.[14] Based on the explanation above, it can be concluded that DRTA aims to make students become independent readers and to invite students to ask questions in the hope that students become critical readers.

In language acquisition, the sex differences factor cannot be neglected

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[12] Nerim Nerim, "Scrutinizing Directed Reading Thinking Activity (DRTA) Strategy On Students' Reading Comprehension," *Journal of Languages and Language Teaching* 8, no. 2 (April 25, 2020): 128–38, https://doi.org/10.33394/jollt.v8i2.2284.

[13] Donny Adiatmana Ginting, "The Influence Of Drta (Directed Reading Thinking Activity) Method On The Students' Reading Comprehension At Sma Taman Siswa Binjai" 01, no. 01 (2019): 1–8, http://jurnal.stkipalmaksum.ac.id/.

[14] Yuni Putri Utami and Sugirin Sugirin, "Fostering Students' Reading Comprehension Ability through Directed Reading Thinking Activities (DRTA) Strategy," *Journal of English Language Teaching and Linguistics* 4, no. 2 (August 29, 2019): 129–41, https://doi.org/10.21462/jeltl.v4i2.250.

because it has the potential to influence students' progress and competency. The students can be classified into two genders: male and female. Generally, males and females have different ways of learning. The different ways of learning are influenced by several factors, namely internal and external. In language acquisition, the factor of different gender cannot be ignored because it has the potential to influence student progress and competence. Including the act of reading. The activity itself appears to be a gendered activity.[15]

According to Akinwumi, female subjects outperformed their male counterparts in reading comprehension. It suggests that females have a left cerebrum, which is more developed and works with verbal skills, whereas males have a right cerebrum sphere that deals with mathematical reasoning and spatial relations. Another example is men and women who enjoy reading a variety of novels. Females choose romance and current novels, whilst males prefer war and adventure stories.[16]

The researcher aims to use DRTA as an alternate learning strategy in this study. It will be applied in MAN1 Kota Kediri. The researcher wants to know whether DRTA has an effect on the students' reading skills at school. Through experimental research, the researcher wants to compare teaching before and after using DRTA. The reason the researcher chose MAN 1 Kota Kediri is because the researcher has not found previous research that discusses this yet in this school.

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[15] Agus Rianto, "Examining Gender Differences in Reading Strategies, Reading Skills, and English Proficiency of EFL University Students," ed. Timo Ehmke, *Cogent Education* 8, no. 1 (January 1, 2021): 1–21, https://doi.org/10.1080/2331186X.2021.1993531.
[16] Dr Akinwumi and Julius Olaitan, "Effects of Gender and School Location on the Ekiti State Secondary Schools Students' Achievement in Reading Comprehension in English Language," *Journal of Education and Practice* 8, no. 5 (2017): 50–55.

Based on researchers' observations at school, the most difficult skill in learning English is reading. Lacking basic English skills, students only read paragraphs and do not understand what is being taught. Students lack confidence and spend a lot of time interpreting the implicit and explicit content of the passage. This awareness is also lost among students. Students always act passively during the learning process and do not pay attention to the teacher's explanations.

Learning to read should take place in a style that maximizes learning effectiveness. Students learn how to read by actively researching a topic, issue, or problem, obtaining relevant information, interpreting causes and consequences as needed, and arriving at conclusions or solutions. As a result, the researcher attempted to implement the DRTA technique to make teaching reading activities more pleasurable, active, critical thinking, and participative.

Some past research has addressed Directed Reading-Thinking Activity (DRTA). First, Fauza conducted a study aimed at identifying procedures for using the Directed Reading Thinking Activity (DRTA) technique to increase reading comprehension skills of easy texts in grade VII. Deaf students at SMPLB Karya Mulia Surabaya.This study involved two stages of classroom action research (CAR). Based on these findings, the directed reading reflection activity (DRTA) technique for reading comprehension of easy reading texts was acceptable and effective. This is seen by the higher test scores in the second cycle compared to the first. DRTA learning practices can help pupils enhance their academic

performance, responses, and deep reading abilities.[17]

The second study, undertaken by Kurniaman and Noviana, was to investigate the applicability of the DRTA technique on elementary school pupils' reading comprehension skills. The descriptive qualitative research approach used in this study is divided into two phases: pre-field and field research. Based on the research results, it is possible to infer that the adoption of the DRTA (Directed Reading Thinking Activity) strategy is consistent with learning reading comprehension, as evidenced by the student accomplishment indicators. Rated as medium class 83.16 and passed KKM based on stated test results.[18]

The third study, done by Hasan, is to examine the impact of the Guided Reading Thinking Activity (DRTA) approach on the reading comprehension capacity of State Muslim High School students. The researcher used a quasi-experimental approach with non-equivalent pre- and post-test control groups. The study included 63 students from MAN 1 Pekanbaru, divided into two groups: 31 experimental students and 32 control students. The researchers discovered that employing the Directed Reading Thinking Activity (DRTA) strategy had a significant impact on students reading comprehension skills. This strategy offers an excellent contribution and is a popular way to engage kids in reading comprehension. Using DRTA, students read silently under the teacher's guidance,

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[17] Reza A. Fauzan, Asri Wijiastuti, and Yuliati Yuliati, "Improving Reading Comprehension of Simple Reading Text Using Directed Reading Thinking Activity (DRTA) Strategy for Deaf Students:," vol. 627 (Eighth Southeast Asia Design Research (SEA-DR) & the Second Science, Technology, Education, Arts, Culture, and Humanity (STEACH) International Conference (SEADR-STEACH 2021), Surabaya, Indonesia, 2022), 47–51, https://doi.org/10.2991/assehr.k.211229.007.

[18] Otang Kurniaman and Eddy Noviana, "Implementation of DRTA (Directed Reading Thinking Activity) Strategy on Reading Comprehension Skill Student Class V Muhammadiyah Elementary School 6 Pekanbaru," *2018*, 620–621.

the questions are more specific and easier to understand.[19]

A few studies have used gender as one of the research factors. Ngongare and Rettob conducted research on whether female students do significantly better on reading comprehension of neutral content than male pupils. The researcher used a pre-experimental intact group design with a sample of 60 pupils chosen specifically for their gender. The study findings demonstrate that for p 0.05 and df 58, the observed value is larger than the t-table (3333 ≥ 2,000). This demonstrates that female pupils perform better than male students in reading comprehension. In other words, gender variations influence reading comprehension abilities.[20]

Second, Rahmawati and Ummah conducted a study to determine the differences in reading comprehension achievement between male and female students in the third semester of TBI STAIN Pamekasan, as well as to measure the statistically significant difference between male and female students. This study is designed using ex-post facto methodology. The findings revealed that there was no difference in reading comprehension capacity between men and women in semester 3 of TBI STAIN Pamekasan. The t value is less than the t table [-1226 < 2.64 (1%)] [1226 < 1.99 (5%)]. According to the findings, teachers should focus more on strengthening their pupils' English learning abilities, particularly reading comprehension.[21]

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[19] Abdullah Hasan, "The Effect of Directed Reading Thinking Activity (DRTA) Method on Students' Reading Comprehension for State Islamic Senior High School" 8, no. 2 (2017): 140–48, http://ejournal.uin-suska.ac.id/index.php/jealt.

[20] Gabriela Ngongare, Nurmin Samalo, and Aloysius Rettob, "The Influence Of Gender On Reading Comprehension," *Journal of English Language and Literature Teaching* 5, no. 2 (February 15, 2021), https://doi.org/10.36412/jellt.v5i2.2415.

[21] Kimsiyatur Rahmawati and S. Sumihatul Ummah, "The Comparison between Male and Female Students in Reading Comprehension Achievement at the Third Semester of TBI STAIN

Based on the rationale outlined above, the researcher believes that the Direct Reading Thinking Activity strategy is appropriate for senior high school students. It encourages students to participate more actively in the learning process by allowing them to make predictions. Using this DRTA, students can gain a grasp of reading. The researcher chose the title "The Influence of Using Direct Reading Thinking Activity (DRTA) Strategy to Teach Reading Comprehension skill for Students Having Different Gender at MAN 1 Kota Kediri".

B. Research problem

Based on the background of the study above, the problems of the study are formulated as follows:

1. Is Direct Reading Thinking Activity can influence teaching reading for students having different genders?

2. Do male students who are taught using strategy DRTA achieve better reading skills than male students taught by Skimming?

3. Do female students who are taught using strategy DRTA achieve better reading skills than female students taught by Skimming?

C. Objective of the Study

Based on the Research Problem, the objectives of the study are:

1. To investigate the effectiveness of DRTA in teaching reading for students having different genders.

2. To investigate whether male students who are taught using DRTA achieve

Pamekasan," *PANYONARA: Journal of English Education* 2, no. 1 (March 23, 2020): 69, https://doi.org/10.19105/panyonara.v2i1.3126.

better reading skills than male students taught by using Skimming.

3. To investigate whether female students who are taught using DRTA achieve better reading skills than female students taught by using Skimming.

D. Hypothesis

The theoretical hypothesis of this study will be based on the theories described above. They are:

Ho_1. : There is no influence in the use of DRTA to teach reading comprehension for students having a different gender.

Ha_1. : There is an influence in the use of DRTA to teach reading comprehension for students having a different gender.

Ho_2 : There is no significant difference in reading skills between male students who are taught by using DRTA and male students who are taught by using Skimming.

Ha_2 : There is a significant difference in reading skills between male students who are taught by using DRTA and male students who are taught by using Skimming.

Ho_3 : There is no significant difference in reading skills between female students who are taught by using DRTA and female students who are taught by using Skimming.

Ha_3 : There is a significant difference in reading skills between female students who are taught by using DRTA and female students who are taught by using Skimming.

E. Significance of the Study

By conducting the study about The Influence of Using the Direct Reading Thinking Activity (DRTA) Strategy to teach Reading Comprehension skills to Students Having Different Gender, the researcher hopes that the result of this study can be useful and gives some contributions to learning and teaching English, specifically in the context of reading comprehension, as follows:

1. For the students.

The findings of this study will assist students enhance their language abilities in the learning process of reading comprehension by using tactics such as Direct Reading Thinking Activity to help students understand reading text.

2. For teachers.

This researcher anticipates the teacher to be able to use the DRTA technique to teach reading comprehension, which will be exciting and allow the teacher to effortlessly deliver the material to the students. Also considered is the teacher's capacity to build learning models using DRTA, resulting in more effective, innovative, and efficient learning.

3. For further research.

The results are intended to assess whether this research can be used as the source of their discoveries or inspires them to the effectiveness of the new findings using the Direct Reading Thinking Activity (DRTA) technique.

F. Scope and Limitation of the Study

The scope of this study is primarily on reading ability. The researcher uses Direct Reading Thinking Activity (DRTA) as an alternative learning strategy to

find out its effect on reading skills. The material used is narrative text. The participants of the study are the tenth-grade students of MAN 1 Kediri.

G. Definition of Key terms

The following are given to make the readers have the same perception of some terms used in this research to avoid misunderstanding, so the terms here are to be defined, there are Reading Comprehension, Teaching Reading, Direct Reading Thinking Activity, Teaching reading, Skimming, Narrative text, and Gender.

1. Reading Comprehension

Reading comprehension is an activity that applies some ability to process reading texts to understand the contents of the reading. Therefore, reading can be referred to as an activity to get information or messages stated by the writer in the text.

2. Teaching Reading

Teaching reading is a teacher's approach to achieving certain goals in the teaching and learning process. Teachers must apply strategies to balance the methods used by teachers and the way teachers apply the material so that students can master reading skills.

3. Direct Reading Thinking Activity

Directed Reading-Thinking Activity (DRTA) is a strategy to guide students in improving their skills, especially reading. This strategy makes students become independent readers, invites students to ask questions in the hope that students become critical readers, and makes students confident in

conveying information in the text.[22]

4. Skimming

Skimming is a strategy where readers quickly review a text to get a general understanding of the subject matter, focusing on summary points like subheadings, bullet points, paragraph introductory phrases, and summaries in longer texts.[23]According to Brown as cited in Sandi, skimming is a reading strategy that helps students predict the main idea of a text, focusing on short and extensive texts. It helps students understand the text type, genre, writer's perspective, and text aim.[24]

5. Narrative text

The narrative text is a story using spoken or written language, relating logical and chronological events caused by factors. It can amuse the reader and have moral value. It has a structural organization including orientation, complication, and resolution, and includes textures like prepositions, conjunctions, adverbs, noun phrases, tenses, and direct and indirect speech.[25] There is a focus on ideas such as theme, plot, characters, roles, and point of view, especially in the study of literary narratives.

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[22] Ni Nyoman Ganing, "Animation Video Media Using Directed Reading Thinking Activity (DRTA) Strategies Improve Reading Understanding of Indonesian Language," *International Journal of Elementary Education* 7, no. 2 (2023): 178–86, https://doi.org/10.23887/ijee.v7i2.61717.

[23] Sherly Marliasari, "Teaching Reading Comprehension By Using Skimming And Scanning Techniques To The Tenth Grade Students Of Sman 1 Gelumbang," *English Community Journal* 1, no. 2 (September 19, 2017): 109–22, https://doi.org/10.32502/ecj.v1i2.768.

[24] Vemby Ari Sandi, "Applying Skimming Strategy in Teaching Reading Descriptive Text," *Celt: A Journal of Culture, English Language Teaching & Literature* 20, no. 1 (May 21, 2021): 184, https://doi.org/10.24167/celt.v20i1.530.

[25] Susilawati, "Teaching Writing Of Narrative Text Through Digital Comic."

6. Gender

Gender is a concept that encompasses the roles, behaviors, activities, and attributes deemed appropriate for individuals based on their identities in social and cultural contexts. Gender is not only related to biological differences but also to social constructions that reflect cultural expectations, norms, and an individual's evolving identity. Wood and Eagly (2015) emphasize that gender is the result of interactions between biological and social factors that shape individual behavior and identity. [26] Gender also includes in categorical of reading comprehension. Barrett's Taxonomy of reading comprehension divides it into five categories: literal comprehension, reorganization comprehension, inferential comprehension, critical reading comprehension, and appreciation. Different treatment of gender and text can impact reading comprehension achievement.[27]

H. Theoretical Framework
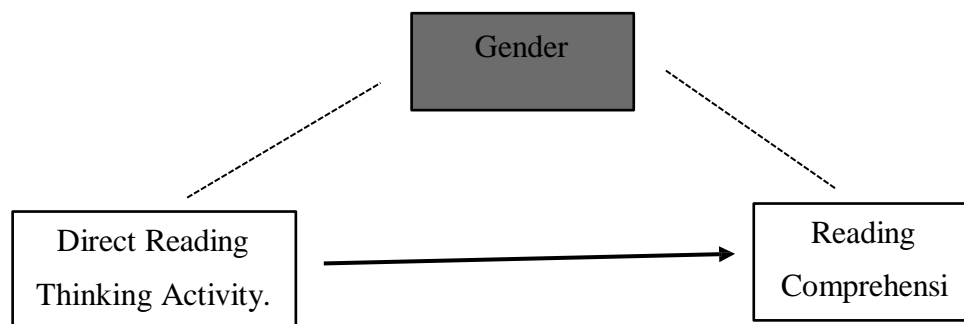
The theoretical framework is a concept in this thesis that describes how theorists might be related to the recognized key difficulties. This study contains

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[26] Wood, W., & Eagly, A. H. 2015. Two traditions of research on gender identity. *Sex Roles: A Journal of Research*, 73(11-12), 461–473. https://doi.org/10.1007/s11199-015-0480-2.

[27] Dezy Saifatul Putri and Melyan Melani, "The Comparison Betweeen Male and Female Students'" 2, no. 1 (2022).

three variables: independent variable, dependent variable, and moderator variable. The independent variable is Direct Reading Thinking Activity, the dependent variable is Student Reading Comprehension, and the moderator variable is Gender. Furthermore, this study will look into the significance of using the Direct Reading Thinking Activity (DRTA) Strategy to teach Reading Comprehension Skills to students of different genders.