

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some theories that are going to apply to research. It describes the theory and explanation of reading comprehension, teaching reading, direct reading thinking activity, skimming, narrative text, and gender. In this chapter, the researcher also shows some previous studies that have the same research area as this research.

#### **A. Reading Comprehension**

This section discusses more about the definition of reading, teaching reading, type of reading, purpose of reading, and aspect of reading.

##### **1. Definition of Reading**

Reading is a crucial language process that allows people to communicate and obtain information from printed materials. It involves reconstructing the author's ideas, recognizing printed words, and gaining knowledge of language and life experiences. Reading ability is crucial in today's world for communication, education, knowledge acquisition, and career building. In English learning, input is the most important factor, and living in an environment that uses the target language and reading extensively is essential.<sup>28</sup>

Another statement said that reading is a language process that involves constructing meaning through text, interpreting experiences, and graphic symbols. It involves reconstructing the author's ideas, recognizing words, and gaining

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<sup>28</sup> Fernandita Gusweni Jayanti and Anggun Citra Sari Dewi, "Reading Ability And Strategies Of Students In Coastal Area Of Bengkulu" 10 (2018): 36.

knowledge of the language and previous reading experiences. Reading requires skills like identifying and understanding words, comprehension fluency, and motivation. It involves processing text, deciphering meaning, and incorporating it into prior knowledge. Comprehension is measured by one's reading level, which is derived from the relationship between written words and knowledge triggered by them. Reading requires making assumptions, responding to queries, and understanding key concepts and illustrative details.<sup>29</sup>

Additionally, according to Warman, reading is a crucial skill for students, requiring active engagement and appropriate background knowledge to construct a supportable understanding of a text. It involves interactions between readers and the text, as well as variables related to the text. It means that reading comprehension is a multi-component, complex process that involves the brain working to make meaning of the information presented.<sup>30</sup>

Students who are good at reading understanding will be easier to understand the inevitable meaning in every subject, motivation is good from inside or outside. in the minority. Reading must be encouraged in order to get a great deal of information and expertise. It is not just the job of language teachers to foster and grow students' interest in reading, but it is also the responsibility of all areas.

## **2. Teaching Reading**

Teaching is an art that involves transferring knowledge, making classes

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<sup>29</sup> M Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," 2010, 1–5, <https://www.researchgate.net/publication/261213403>.

<sup>30</sup> Liya Astarilla Dede Warman, "Improving Students' Reading Comprehension Through The Use Of Reciprocal Teaching Technique At Stmik Riau Pekanbaru," *Reading Comprehension* 1, no. 2 (2015): 1–17.

interesting, and motivating students. Teachers must help students understand the concepts and goals of reading comprehension, which is the midpoint of understanding English language learning. Good teachers explain comprehension strategies and teach when and how to use them, how to teach what has been chosen, and how to evaluate what has been taught. There are procedures in teaching, namely questions related to the three basic fractions of teaching, namely the Pre-Teaching Planning Stage, the Teaching Implementation Stage, and the Post-Teaching Evaluation Stage.<sup>31</sup>

Besides that, teaching reading in high school is challenging due to the differences in English and Indonesian language aspects, such as spelling, pronunciation, vocabulary, and culture. The objective is to develop students' reading skills for effective and efficient reading. Reading objectives include developing basic comprehension skills, increasing general knowledge, deciding on reading purpose, adapting reading strategies, and developing critical reading abilities. Teachers must have good techniques to effectively teach reading in these contexts.<sup>32</sup>

According to Brown, teachers should choose a method based on the specific purpose of the reading. They should present a text with a meaningful explanation, develop the lesson using it, and follow up with additional teaching on reading comprehension. Grammar should be taught inductively without explicit rules. Teachers should plan effective reading lessons, select and use instructional

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<sup>31</sup> Yesicha Audina et al., "An Analysis of Teacher's Strategies in Teaching Reading Comprehension," *Lectura : Jurnal Pendidikan* 11, no. 1 (February 24, 2020): 94–105, <https://doi.org/10.31849/lectura.v11i1.3689>.

<sup>32</sup> Muslaini, "Strategies For Teaching Reading Comprehension," *English Education Journal (Eej* 8 (2017): 67–78.

materials thoughtfully, and monitor student progress. Strategies for reading comprehension include identifying the purpose of the reading, selecting the best chapter and section, and weeding out distracting information. Efficient reading involves identifying the purpose of the text, using graphics and pictures for beginners, and using silent reading techniques for intermediate to advanced levels.<sup>33</sup>

The teacher will concentrate on how to present a text, how to use it to construct a lesson, and how to assess it. First, the teacher will give a thorough description of the reading material. Second, the teacher should organize the text's stage in the lesson since this will aid the reader's comprehension. Third, the teacher should discuss various areas of reading comprehension with the students.

### **3. Types of Reading**

There are two types of reading, the explanation will be discussed as follows:

#### **a. Extensive reading**

Extensive reading is a method of exposing learners to meaningful and engaging materials and activities, which significantly impacts their knowledge of language. Research has shown that extensive reading can improve writing skills in Pakistani ESL learners in a UK school. The effectiveness of extensive reading depends on learners' motivation and school resources. It should be incorporated into EFL/ESL programs, provided the chosen texts are valid and classified. It can also help learners gain independence through reading, as long as the texts are

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<sup>33</sup> Brown, H.D, *Teaching by Principles* (America: Addison Wesley Logman, 2009).

student-selected and engaging. Benefits of extensive reading include language proficiency, reading skills development, independence, cultural knowledge, and increased confidence in learning.

Besides that, Extensive reading positively impacts students' reading skills in nonfiction and English. University students often struggle with English reading, but extensive reading programs can improve comprehension, speed, and vocabulary enrichment. Extensive reading also helps students learn vocabulary and increase lexical knowledge.<sup>34</sup>

#### b. Intensive reading

Intensive reading helps learners understand writing strategies and develop reading comprehension. It helps students recognize text organization and linguistic, schematic, and metacognitive strategies. It also aids in vocabulary acquisition and text formation. Intensive reading activities are linked to language proficiency and help teachers increase pre-, during, and post-reading learning phases for better language readiness, retention, and activation strategies.<sup>35</sup> Most textbooks used to teach FL or SL reading utilize an intense reading strategy, which incorporates short reading passages followed by textbook exercises to promote comprehension and specific reading abilities.

#### c. Skimming

Skimming is used to give students confidence and demonstrate that they

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<sup>34</sup> Herlin Widasiwi Setianingrum et al., "Increasing English Reading Comprehension Through Literary Text Extensive Reading Program," *VELES Voices of English Language Education Society* 6, no. 1 (April 23, 2022): 41–51, <https://doi.org/10.29408/veles.v6i1.4986>.

<sup>35</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education* 6, no. 2 (June 1, 2016): 229–40, <https://doi.org/10.5296/jse.v6i2.9201>.

can grasp meaning without reading every word in a material. Skimming also refers to skimming through a text rapidly to obtain the core of it.

#### d. Scanning

Scanning is the process of quickly skimming over a text in order to find a specific piece of information. To find a phone number, a member, for example, browse through a phone registry's list of names.

### 4. Purpose of Reading

Reading purpose is a broad concept that encompasses various reading purposes, such as studying for better grades, leisure, or for academic purposes. This concept has pedagogical implications in English education, as students often find their reading purpose in studying. The reading purpose is defined more specifically through classroom activities like task completion, peer discussion, information gathering, and summary sentence writing<sup>36</sup>

Reading has seven main goals: obtaining information, obtaining instructions, acting, connecting with friends, finding out when something happened, and getting pleasure. Researchers emphasize the importance of identifying specific purposes while reading to improve motivation. The goal of reading is connecting ideas to existing knowledge, and readers set their goals by thinking about and asking questions, besides that, the benefits of reading are manifold, supported by scientific research. Books are not only entertainment, art, and spiritual horizons but also a valuable tool to solve many problems people face

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<sup>36</sup> Hyeok Jin Cheon and Jee Hyun Ma, "The Effects of Reading Purpose on Reading Comprehension and Perceived Difficulty," *English Teaching* 69, no. 2 (June 2014): 51–69, <https://doi.org/10.15858/engtea.69.2.201406.51>.

in their lives.<sup>37</sup>

## 5. The Aspect of Reading

Students' reading comprehension success is determined by their ability to respond to and convert text information. Several aspects of comprehension skills should be mastered by the reader to comprehend the text: determining the main idea, finding specific information, making references, identifying references, and understanding vocabulary.<sup>38</sup> These aspects are explained below:

### a. Main idea

The main idea in a text is often unclear, but understanding it is crucial. Teaching it is challenging due to its implied nature, multiple-page prediction, uncertainty, and tentative thinking.<sup>39</sup>

### b. Finding specific information

Students often struggle to find specific information in long texts, such as names, dates, words, phrases, and references. While most find it easy to find detailed information, they find it difficult to distinguish between important and unimportant details.<sup>40</sup>

### c. Making inference

Inference requires students to comprehend text and find statements' conclusions, but sometimes struggle due to unclear meanings or needing to write

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<sup>37</sup> Kourkouta L et al., "Reading and Health Benefits," *Journal of Healthcare Communications* 03, no. 04 (2018): 1–4, <https://doi.org/10.4172/2472-1654.100149>.

<sup>38</sup> N K R Saraswati, P E Dambayana, and N P A Pratiwi, "An Analysis Of Students' Reading Comprehension Difficulties Of Eighth Grade Students" 19, no. 1 (2021): 34–45, <https://doi.org/10.23887/ika.v19i1.31826>.

<sup>39</sup> Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, 2nd ed (New York: Guilford Press, 2009), 138.

<sup>40</sup> Achmad Chrisbianto Sachran and Nur Aeni, "Student Difficulties on Reading Comprehension in Explanation Text at Eleventh Grade Students of MAN 1 Makassar" 1, no. 4 (2022).

and rearrange the text.<sup>41</sup>

d. Identifying reference

Reference refers to the relationship between a grammatical unit, typically a pronoun, and another grammatical unit, usually a noun or noun phrase.<sup>42</sup>

e. Understanding vocabulary

Understanding vocabulary is a significant aspect of reading ability, which language learners often struggle with when required to comprehend English explanation texts and when asked to read and respond.<sup>43</sup>

## 6. Strategies of Teaching Reading

Reading is one of the four skills (listening, writing, speaking, and reading) that has always been included in the English curriculum. Reading serves several functions in human life, including as a source of knowledge and can increase one's empathy. There are some strategies in teaching reading comprehension according to (Vacca & Vacca 1999) as cited by (Nurdianingsih, 2021) :

a. Think hard

Think-aloud is a strategy for assisting students in their learning tasks. Students' ability to complete each method of hard thinking in understanding reading is also controlled by a teacher's ability to convey their creativity. Teachers solidify their ideas by verbally expressing them while reading.

b. Reciprocal Teaching

Reciprocal teaching is the understanding of guided reading strategies that can help learners develop effectiveness that is carried out instinctively by more

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<sup>41</sup> Sachran and Aeni.

<sup>42</sup> Sachran and Aeni.

<sup>43</sup> Sachran and Aeni.



effective readers and learners.

c. SQ3R

SQ3R is a reading strategy that helps students break down the reading process into digestible chunks. Surveying, inquiring, reading, reciting, and revising are some of the stages involved.

d. Question and Answer Relationships (QARs)

Reading strategies based on comprehending and analyzing questions are known as QARs. These strategies can also be understood as helping learners in understanding the questions in order to obtain information from the reading. What this means is that learners read the material just briefly before focusing on the questions posed by the teacher concerning the text.

e. Discovery Learning

Discovery learning is a strategy to provide students to problem solve the problem given. The students build up their minds about the knowledge, so they can get more knowledge and also evaluate if there are any mistakes.

f. Direct Reading Thinking Activity (DRTA)

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.<sup>44</sup>

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<sup>44</sup> 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/>.

## **B. Direct Reading Thinking Activity (DRTA)**

This section discusses more about the definition of Direct Reading Thinking Activity, teaching procedures of Direct Reading Thinking Activity, advantages and disadvantages of Direct Reading Thinking Activity.

### **1. Definition of Direct Reading Thinking Activity**

The Directed Reading Thinking Activity (DRTA) is a pedagogical strategy for improving students' critical and reflective reading abilities. It focuses on establishing reading aims, extracting, digesting, and assimilating information, analyzing reading materials, suspending judgments, and making decisions based on knowledge gained from reading. DRTA employs past knowledge and prediction to assist students in setting reading goals and understanding the material based on their own experiences. The strategy entails text sampling, prediction formulation, text resampling, and confirmation or revision of predictions based on fresh information.<sup>45</sup>

In addition, Directed Reading Thinking Activity (DRTA) is a strategy that maximizes critical thinking activities by involving students as facilitators and motivators. It focuses on three main activities: predicting, reading, and proving, with educators assisting students in preparing appropriate texts and motivating them to complete each activity.<sup>46</sup>

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<sup>45</sup> Juita Sari Puspita Dewi, Annisa Astrid, and Ridha Ilma, "The Effect of Directed Reading Thinking Activity (DRTA) Strategy on Students' Reading Comprehension," *Linguists : Journal Of Linguistics and Language Teaching* 9, no. 1 (July 28, 2023): 44–61, <https://doi.org/10.29300/ling.v9i1.10285>.

<sup>46</sup> Asep Supriyana and Endry Boeriswati, "Directed Reading Thinking Activity (DRTA) Method and Student's Critical Thinking Level in Editing Scientific Articles" 39 (2019): 102–9, <http://dx.doi.org/10.26555/bahastra.v39i2.14669>.

## **2. Teaching Procedures of Directed Reading Thinking Activity (DRTA)**

According to Bariska and Hariani, the Direct Strategy Reading Thinking Activity (DRTA) was carried out in the following learning stages:

### **a. Pre-reading Stage**

Students engage in this activity before reading. The teacher introduces the reading and provides information about its topic. Students then make predictions about what they will read. If the pupil is not yet capable, the teacher should challenge them to make predictions. Working on it. Many predictions are made that will result in a group that disagrees.

### **b. Reading Stage**

This activity is done out by students when reading, in which they first read the discourse silently to confirm their predictions. At this stage, teachers should guide students through reading activities to find meaning, monitor their reading behavior, and assist students who struggle to understand words by illustrating them rather than simply stating their meaning. Second, test predictions; this stage involves computing the predictions he has made. If the student's prediction is incorrect, they must be able to demonstrate their errors and provide an overview of the new substance of real discourse.

### **c. Post-reading Stage**

The activity aims to provide foundational training. Students use this stage to activate their thinking ability. Students participate in a variety of activities, including testing stories, recounting stories, creating images and diagrams,

reading idea maps, and creating maps of a character's journey.<sup>47</sup>

### **3. Advantages and Disadvantages of Directed Reading Thinking Activity**

#### **(DRTA) Strategy**

Here are some benefits of techniques Directed Reading Thinking Activity (DRTA):

- a. The Strategy Directed Reading Thinking Activity (DRTA) provides teachers with a variety of reading techniques to address learners' individual variances.
- b. Strategy Directed Reading Thinking practice (DRTA) is a comprehension practice that helps students obtain a broad grasp of the information read.
- c. Directed Reading Thinking Activity (DRTA) tactics employ audio-visual and kinesthetic methods to engage students and promote learning.
- d. The Strategy Directed Reading Thinking Activity (DRTA) emphasizes the importance of meaningful learning for children, as it prepares them for the future.
- e. Strategies Directed Reading Thinking Activity (DRTA) can be used in a variety of topics to teach both content and technique.

While DRTA has numerous benefits, it also has some disadvantages:

- a. It might be time-consuming if the management class is inefficient.
- b. Strategy Directed Reading Thinking Activity (DRTA) requires textbooks, which may be out of reach for schools and students. Direct reading

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<sup>47</sup> Hanif Fikri Bariska, "Implementation of Direct Reading Thinking Activity (DRTA) Strategies to Improve Class V Students' Reading Comprehension Skills," *PGSD FIP Universitas Negeri Surabaya* 01, no. 02 (2013): 1–216.

comprehension does not provide quick access to information, unlike oral presentations by the teacher.<sup>48</sup>

### **C. Skimming**

This section discusses more about the definition of Skimming, the teaching procedures of Skimming, advantages and disadvantages of Skimming.

#### **1. Definition of Skimming**

Skimming is a fast-reading technique that focuses on main ideas and a few details, skipping parts of an article or story. Skimming improves reading skills by allowing quick information retrieval from any text and focusing on introductory paragraphs and topic sentences.<sup>49</sup> in addition, skimming involves quickly reading a text to understand its meaning within an 'O' level comprehension passage, typically taking two minutes, and is recommended for all paragraphs.<sup>50</sup>

Skimming is a teaching strategy for reading comprehension, focusing on quickly finding specific information in a text while ignoring its broader meaning. This accelerated reading strategy helps students focus and efficiently read, making it a desirable skill in developmental reading courses. Skimming involves rapid coverage of reading matter to determine the main idea, while scanning involves quickly locating specific facts and details. Both strategies help students quickly

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<sup>48</sup> Yani Lubis, "The Effect of DRTA Teaching Strategy and Learning Style on Students' Achievement in Reading Comprehension at Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatra," *VISION: Journal of Language, Literature & Education* 13 (2018).

<sup>49</sup> Bona Putra, "An Analysis of Students Ability in Skimming and Scanning in Reading Class of English Department FTIK IAIN LANGSA," *JADEs : Journal of Academia in English Education* 1, no. 1 (June 15, 2020): 72–83, <https://doi.org/10.32505/jades.v1i1.2706>.

<sup>50</sup> Bobby Pramjit Singh Dhillon, Herman Herman, and Syafryadin Syafryadin, "The Effect of Skimming Method to Improve Students' Ability in Reading Comprehension on Narrative Text.," *Linguists : Journal Of Linguistics and Language Teaching* 6, no. 1 (July 13, 2020): 77, <https://doi.org/10.29300/ling.v6i1.2991>.

access the main ideas and general overview of the content.<sup>51</sup>

## **2. The procedure of Teaching Reading Comprehension by Using Skimming**

According to Sherly, skimming was carried out in several learning stages as follows:

### **a. Pre-reading**

This activity included greeting students, checking attendance lists, providing motivation, and asking students to answer questions related to the sub-theme.

### **b. Whilst-activities**

The text was presented to students in various ways, including presenting unfamiliar words, distributing a copy, prompting quick reading of each paragraph, guiding comprehension of general information, identifying specific details like title and illustrations, locating key points in summaries, highlighting the author's social message, and asking students to answer questions from the text.

### **c. Post-reading**

This activity included summarizing the lesson, evaluating students through questions and quizzes, and concluding the reading text.<sup>52</sup>

## **3. The Advantages and Disadvantages of using Skimming**

There are some advantages and disadvantages to using Skimming:

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<sup>51</sup> Universitas Islam Negeri Alauddin Makassar, "The Effectiveness Of Skimming – Scanning Strategy In Improving Students' Reading Comprehension At The Second Grade Of Smk Darussalam Makassar," *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 1 (June 30, 2016): 69–83, <https://doi.org/10.24252/Eternal.V11.2015.A9>.

<sup>52</sup> Marliasari, "Teaching Reading Comprehension By Using Skimming And Scanning Techniques To The Tenth Grade Students Of Sman 1 Gelumbang."

- a. Skimming is a high-speed reading technique that saves time and aids readers in quickly understanding a large amount of material.
- b. Skimming technique is a skill that is beneficial for the students. When they apply the skimming technique in their reading, they will spend less time than the normal time that they used to read.
- c. Skimming is a text prediction strategy that helps readers understand the text's topic, purpose, organization, writer's perspective, ease, and usefulness. It aids in quickly and accurately answering questions, providing a clear understanding of the text.

On the other hand, there are some disadvantages of using skimming in reading comprehension activities. There are two disadvantages.

- a. The skimming technique requires high accuracy in determining the precise time for reading activity.
- b. The strategy of skimming requires extra time to solve students' problems in reading activities." For some students, reading accuracy is a problem caused by their lack of concentration on the text. In this problem, the skimming technique is a less profitable technique to use.<sup>53</sup>

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<sup>53</sup> Sintya Nirwana Gulo, "2. The Benefits Of Skimming Technique In Reading Comprehension For The Second Semester Students Of Sanata Dharma University," *UC Journal: ELT, Linguistics and Literature Journal* 1, no. 1 (May 19, 2020): 1–13, <https://doi.org/10.24071/uc.v1i1.2848>.

## **D. Gender**

### **1. Definition of Gender**

Gender is a multidimensional concept involving roles, behaviors, identities, and norms determined by social and cultural contexts. Gender is not only understood as a dichotomy between men and women, but also includes a broader spectrum of identities that reflect the complexity of human experience. Eckert and McConnell-Ginet (2013) state that gender is a social practice shaped by dynamic interactions between individuals and society, where gender identities continue to develop and vary.<sup>54</sup>

Gender and Sex Differences: Sex is a biological category that refers to physical characteristics such as chromosomes, hormones, and sexual anatomy. Gender, on the other hand, is a social construct that includes identities, roles, and norms that are influenced by cultural context. Hyde et al. (2019) proposed a biopsychosocial model for understanding gender, which emphasizes the interaction between biological, psychological, and social factors in the formation of gender identity.<sup>55</sup>

### **2. Gender Differences in Reading Strategy Use and Reading Comprehension Achievement**

Reading is a key activity that determines whether the learning process runs successfully. Reading comprehension depends on the dynamic interaction between (1) the reader's background knowledge and (2) the information in the text

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<sup>54</sup> Eckert, P., & McConnell-Ginet, S. 2013. *Language and Gender* (2nd ed.). Cambridge University Press. p.27.

<sup>55</sup> Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. 2019. The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist*. 74(2). 171-193. p.175



being read. Researchers believe that most male and female students have different points of view and ways of thinking. Research shows that gender plays an important role in reading performance, there are differences between male and female EFL students in reading comprehension ability, while women are better at understanding parts of English, gender differences and reading comprehension that can influence test results.<sup>56</sup>

Research on cognitive abilities between males and females has focused on specific cognitive abilities like visual-spatial and language. The gender similarities hypothesis (GSH) suggests that most gender differences are small or trivial, with exceptions like the gender gap in reading achievement.

Some researchers reveal study found significant gender differences in reading achievement scores across various content areas. Females scored higher on reading tests, while male performance was more variable, leading to an overrepresentation of poor readers. They also found similar gender differences and greater male variance in other data sets. The ratio of males to females in the bottom 10% of reading comprehension ranged from 1.07 to 1.75.<sup>57</sup>

In addition, Gender differences in educational achievement have been a topic of discussion for decades, with a recent focus on the male' underachieving. The male has been found to score poorer on reading tests than girls, with findings from studies like PIRLS indicating this. These gender differences persist

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<sup>56</sup> Gabriela Ngongare, Nurmin Samalo, and Aloysius Rettob. 2021. The Influence of Gender on Reading Comprehension. *Journal of English Language and Literature Teaching*. 5(2). 63–69, <https://doi.org/10.36412/jellt.v5i2.2415>.

<sup>57</sup> David Reilly, David L. Neumann, and Glenda Andrews. 2019. Gender Differences in Reading and Writing Achievement: Evidence from the National Assessment of Educational Progress (NAEP). *American Psychologist*. 74. no. 4. 445–58. <https://doi.org/10.1037/amp0000356>.

into secondary education, with girls outperforming the male in reading in all 65 participating countries and economies. The male is also less interested in and engaged with reading, with less positive attitudes towards academic and recreational reading, less value placed on reading, and poorer intrinsic motivation to read. These gender differences in reading motivation occur in elementary school and persist into middle and high school.

Differences in teaching quality may contribute to the gender gap in reading due to differences in student characteristics related to gender. Research in aptitude treatment-interaction (ATI) suggests that cognitive, conative, and affective characteristics can influence the impact of certain aspects of instruction, such as lesson pacing, on reading achievement and motivation. This concept aligns with the differential sensitivity hypothesis, which suggests low achievers' performance is more dependent on school and classroom support.<sup>58</sup>

Male and female abilities vary, with females generally excelling in mathematic calculations, vocabulary, and relation-making. They also outperform males in verbal skills like reasoning, fluency, comprehension, and understanding of logical relations. Females excel in reading and writing in elementary and junior high school, while males excel in spatial tasks. Research suggests that females may have superior brains due to their unique functions. The female brain is more balanced, with more neurons in the language center, which may contribute to their superior abilities in speaking, reading, and avoiding study disorders. Additionally, females have a keener memory, remembering more detail and private experiences.

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<sup>58</sup> Jan Hochweber and Svenja Vieluf, "Gender Differences in Reading Achievement and Enjoyment of Reading: The Role of Perceived Teaching Quality," *The Journal of Educational Research* 111, no. 3 (May 4, 2018): 268–83, <https://doi.org/10.1080/00220671.2016.1253536>.

They also have a more lasting and selective memory, with the right hemisphere processing emotion more effectively. Additionally, males' brains frown three times faster, leading to decreased memory, concentration, and energy usage.<sup>59</sup>

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<sup>59</sup> Rahmawati and Ummah, "The Comparison between Male and Female Students in Reading Comprehension Achievement at the Third Semester of TBI STAIN Pamekasan.