

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

This study evaluated the effectiveness of the Direct Reading Thinking Activity (DRTA) strategy in teaching reading comprehension to students of different genders. The conclusion of this study had described in the following part:

1. There is An Influence in The Use of DRTA to Teach Reading Comprehension for Students Having a Different Gender.

The findings indicate that DRTA is effective, as the p-value from the testing from ANCOVA was .000, significantly lower than .05. It means that alternative H_{a1} is accepted and the null hypothesis (H_{o1}) rejected. The result showed that the experimental group who were using DRTA is higher than control group who were using skimming that is proven by the score too. It can be concluded that DRTA is effective to teach reading comprehension For students having different gender.

2. The Significance Difference Between Male Students Who Are Taught by Using DRTA and Male Students Who Are Taught by Using Skimming.

From the findings indicate that there are significant differences were observed in the reading skills of male, as tested by ANCOVA that demonstrated the p-values .00, that lower than .05, leading to the acceptance of the alternative hypotheses H_{a2} . Male students in the experimental group improved their mean pretest score from 54.75 to a posttest score of 82, whereas the control group

scores were 55.33 and 84. It can be concluded that there are significant differences in reading skills between male students taught using DRTA and those taught using skimming. But the control group that taught using skimming is higher than experimental group that taught using DRTA that showed that skimming is more effective for male students than DRTA.

3. The significance Difference Between Female Students Who Are Taught by Using DRTA and Male Students Who Are Taught by Using Skimming.

The findings showed that the significance value as tested by ANCOVA is .00 then it lower than .05, then the H_{a3} is accepted and H_{o3} is rejected. Female students in the experimental group showed even more substantial improvement, with their scores increasing from 57.40 to 87.60, while the control group's pretest score is 56.67 and 85 for the posttest. It can be concluded that there are significant differences in reading skills between female students taught using DRTA and those taught using skimming. From the data findings of comparison of the male or female in experimental dan control group, it can be concluded that male women are more effective in using DRTA than Skimming.

B. Suggestion

1. For Students

Engage actively in DRTA sessions by making predictions, asking questions, and reflecting on your understanding to enhance reading comprehension. Apply the DRTA strategy independently to improve comprehension and critical thinking, making and adjusting predictions as you read, and reflecting afterward. Work with peers during DRTA sessions to share

insights and deepen understanding through discussion and collaboration.

2. For Teachers

Integrate the DRTA strategy into your reading instruction to enhance students' comprehension skills, tailoring activities to their diverse needs and abilities. Continuously assess and adjust your instructional strategies based on students' responses and progress to maximize effectiveness. Incorporate multimedia resources, graphic organizers, and hands-on activities to cater to different learning styles and enrich the DRTA experience. Be aware of gender differences in responses to reading activities and adjust strategies accordingly to support all students.

3. For Future Researchers

Investigate more about effects of DRTA on reading comprehension across various grade levels and subjects to gain a comprehensive understanding of its benefits. Conduct comparative studies between DRTA and other reading strategies to identify the most effective strategies for diverse student populations. Explore the reasons behind gender differences in reading comprehension improvements with DRTA to develop more targeted instructional strategies. Experiment with integrating technology and innovative teaching tools within the DRTA framework to enhance its impact on students' reading comprehension skills.