

**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**

by

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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk menguji apakah (1) Strategi DRTA dapat mempengaruhi pencapaian siswa dalam pemahaman membaca atau tidak, (2) pencapaian dalam pemahaman membaca siswa dengan gaya belajar ekstrovert lebih tinggi dari gaya belajar introvert jika mereka diajarkan oleh strategi DRTA, (3) tidak ada interaksi antara strategi DRTA dan Gaya Belajar pada pencapaian siswa dalam pemahaman bacaan. Itu adalah penelitian eksperimental dengan desain faktorial 2x2. Data dianalisis dengan menggunakan ANOVA dua arah dengan menggunakan program SPSS. Setelah data dihitung, ditemukan bahwa (1) strategi DRTA telah mempengaruhi pencapaian siswa dalam pemahaman bacaan (Sig. = 0,026 <0,05), pencapaian siswa dalam pemahaman bacaan yang diajarkan oleh strategi DRTA adalah (76,10). (2) pencapaian pemahaman membaca siswa dengan gaya belajar Ekstrovert lebih tinggi daripada siswa dengan gaya belajar Introvert (83,64 > 73,80) dan (3) tidak ada interaksi antara strategi mengajar dan Gaya Belajar jika mereka berpadu pada siswa prestasi dalam membaca pemahaman (Sig. = 0,658 > 0,05). Kata Kunci: Strategi Pengajaran DRTA; Gaya belajar; Prestasi siswa

**ABSTRACT**

The objectives of this study were to examine whether (1) the DRTA Strategy can effect on students' achievement in reading comprehension or not, (2) the achievement in reading comprehension of the students with extrovert learning style is higher than introvert learning style if they taught by DRTA strategy, (3) there is no interaction between DRTA strategy and Learning Styles on the students' achievement in reading comprehension. It was an experimental research with factorial design 2x2. The data were analyzed by using two-way ANOVA by using SPSS program. After the data had been calculated, it is found that (1) DRTA strategy has affect students' achievement in reading comprehension (Sig. = 0.026 < 0.05), students' achievement in reading comprehension taught by DRTA strategy is (76.10). (2) the achievement in reading comprehension of the students with Extrovert learning style is higher than the students with Introvert learning style (83.64 > 73.80) and (3) there is no interaction between teaching strategies and Learning Style if they combined on the students' achievement in reading comprehension (Sig. = 0.658 > 0.05).

**Key Word: DRTA Teaching Strategy; Learning Style; Students' Achievement**

## **Introduction**

Reading is one of important object of four skills as a foreign language. Reading is a very important skill that students need to master as early as possible. However, the process of mastering reading is actually very complex and clearly shown by the large number of students who are not skilled in reading. The problem of helping these students and those who would join them is not the task of the teachers alone because teacher-student contact time is only minimal. So, the students have to spend much time with family and the community in understanding of reading. Partnerships between all sectors students, teachers, parents and community will encourage the simultaneous reform of schools and this synergy will help accomplish more than each group could achieve alone.

Reading is not passive process but an active process to understand and receive the message of the resource text. It is an active processes in which the reader has to understand the meaning of every words in the text. Beside, they have to understand the sentence and the structure of the text too.

In reading theory, there are some reading strategies. Basically, reading strategy describes how the readers process the text so that he gets the comprehension of the texts. To obtain the comprehension, the readers have to select the strategy that related to some factors in comprehension, such as, text and context reader.

Adler (2004) stated that comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

There are several ways to teach reading comprehension. Eventhough, there are many ways or theories in teaching and learning to increase students' comprehension but not all of those theories and ways are successes. This research will find out the effective way to reading comprehension for students in Department of English Educational of Faculty of Tarbiyah Science and Teacher Training of State Islamic University of North Sumatra (UIN-SU).

In teaching reading comprehension, the teacher or lecturer has to master many strategies. In this study, the writer will take one effective and interesting strategy namely DRTA strategy.

Directed Reading/Thinking Activity is a teaching strategy that allows the guides the students through the process of making predictions based on the information that the text has provided them. The teacher asks questions about the text, the students answer them, and then develop predictions about the text. As the students move through the text, their predictions are changed and modified according to the new information that is provided from the text.

There are many factors, that effect of reading comprehension strategies. One of factors is learning style. Then a teacher/lecturer must consider the learning styles of students too. Because, not only teaching strategy can progress the students' achievement, but also their learning styles. Learning style is the way in which each person begins to concentrate on, process, and retain new and difficult information. Concentration occurs differently for different people at different times. It is important to know many things about *individual's* traits to determine what is most likely to trigger each adolescent's concentration, energize his or her processing style, and intervene to increase long-term memory.( Rita Dunn & Shirley, A Griggs: 1998: p.14)

In learning process, learning style is used in a variety ways. Each students has his/her own unique learning strength and weakness. It is important for the teacher/lecturer to deliberately us a variety of leaning strategies to reach the students' optimal achievement. The teacher should be aware that the ability the way of the students in studying are different. For example, in order to understand what the students are reading right now, they will do something that works for them.

Teaching strategy and learning style development are important for reading comprehension because strategies and learning style are mean by which learners can guide and evaluate their own comprehension. By applying Strategies and learning style that is hoped can progress the students' achievement in reading comprehension

is the main points underlining this study.

Reading comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text. Reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader's text and goals,
- e. Recognizing the author's purpose,
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions.( Vaughn, Linan-Thompson: 2004: p. 98-99)

Comprehension and reading comprehension, however, are concepts that, to a certain degree, defy specific definition. What does it mean to *comprehend*? Some might say comprehension is the act of understanding. That brings up the question: what is understanding? The dictionary says that *comprehension* is the ability to know or grasp ideas with the mind. Indeed, the term *comprehend* is derived from the Latin *prehendere* which means "to grasp." Again, however, these words that are used to define the term *comprehension* are as vague as the term *comprehension* itself. How does one know when an idea is fully grasped? How does one demonstrate full comprehension or knowledge of ideas? Does a mere retelling of what one reads, as is done in some tests of reading comprehension, demonstrate adequate comprehension? The notion of *grasping* suggests that there is an action required of the reader in order to grasp the meaning of the text. Reading comprehension is not a passive activity in which meaning "magically" appears once the reader reads the words in the text. (Brassell, Rasinski, and Foreword by Yopp: 2008: p. 15 – 16)

Gordon (2007) said We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and

involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading comprehension entails three elements:

- a. The *reader* who is doing the comprehending
- b. The *text* that is to be comprehended
- c. The *activity* in which comprehension is a part. (Gordon : 2007: 33)

These three dimensions define a phenomenon that occurs within a larger *sociocultural context* that shapes and is shaped by the reader and that interacts with each of the three elements. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context. We elaborate on each element in subsequent sections.

In other words, Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. (Gordon Wainright: 2007: 35) When we read, we should be able to recall information afterwards. What we can recall and how much we can recall depends on many factors, it can be seen in the following:

- a. We should be able to select the important points from what we have read and be able to draw general conclusions. We should look for key words and phrases. We should be able to differentiate between fact and opinion.
- b. We should be able to make deductions, draw inferences, be aware of implications and interpret information. That is to say, we should be able to distinguish between denotative, or surface or literal, meaning and connotative, or hidden or unstated, meaning. In other words, we should be able to read both along and between the lines.
- c. We need to relate what we have read to our prior knowledge and experience, to see it in context. That is why the wide and varied reading we discussed in the last chapter is so important.

- d. We should evaluate and discuss what we read with others. In this chapter, we shall encounter a simple but effective technique for evaluating material. We shall learn how to read critically even at speed, where critically means not just looking for faults, but looking for points of merit as well. (Gordon Wainright: 2007: p. 35-36)

From all the above explanation can be summarized that comprehension the ultimate aims of reading, a complex process and can guide the reader to understand deeply about the text that he/she reads. Then reading comprehension has three elements that to be followed they are : first, the *reader* who is doing the comprehending, second, the *text* that is to be comprehended and the third, the *activity* in which comprehension is a part.

According to Brassell (2008), there are three-level taxonomy of reading comprehension, namely (1) literal comprehension, (2) inferential comprehension, and (3) critical comprehension.

**Literal Comprehension:** Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

**Inferential Comprehension :** Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

**Critical Comprehension:** Critical or evaluative comprehension, the third and

highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy. (Clymer 1968 in Danny Brassell, Timothy Rasinski, and Foreword by Hallie Yopp: 2008: p. 17-18)

In other explanation, there are two levels of reading comprehension, they called surface and deep. In any act of reading, these cognitive processes are controlled by our memory functions and our personal reading goals. Consider these two levels of thinking and how each can shape our comprehension:

1. *Surface level.* The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading. The desire to think beyond the surface level requires motivation. A reader might possess the strategies to think deeper, yet lack the interest to do so. A steady diet of surface-level reading will inhibit the mind's potential for growth in knowledge.
2. *Deep level.* The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to

accommodate the reader's background experience and personal goals. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning. Discussing a book with others has a significant influence on one's depth of comprehension. (Linda J. Dorn and Carla Soffos: 2005: p. 14-15)

In conclusion, there are some comprehension levels. Thomas Barrett has suggested the following three types of action with his three-level taxonomy of reading comprehension, they are: Literal Comprehension, Inferential Comprehension, and Critical Comprehension. And Clymer said, that there are two levels of reading comprehension, they called surface level and deep level.

In teaching reading comprehension, there are many strategies can be used. Fred Nickols (2010) said Strategy is a term that comes from the Greek *strategia*, meaning "gen-eralship." In the military, strategy often refers to maneuvering troops into position before the enemy is actually engaged. In this sense, strategy refers to the *deployment* of troops. Once the enemy has been engaged, attention shifts to tactics. Here, the *employment* of troops is central. Substitute "resources" for troops and the transfer of the concept to the business world begins to take form. Strategy also refers to the means by which policy is effected, accounting for Karl von Clause-witz's in Fred Nickols (2010) statement that war is a continuation of political relations via other means. Given the centuries-old military origins of strategy, it seems sensible to begin our examination of strategy with the military view. For that, there is no better source than Hart. (Fred Nickols: 2010: p. 2)

Based on the above definitions, strategy is term that the way how to imitate from military program. But in education, strategy uses as tools to reach the aims of education itself.

From the above conclusion of teaching strategy definitions can be concluded that teaching strategy is the way how to change peoples' (students') behavior by preparing planning and competency to reach the educational aim itself.

Based on the above explanation one of the strategy in teaching reading



comprehension is Directed Reading-Thinking Activity (DR-TA). Directed Reading-Thinking Activity (DR-TA) is a teaching strategy that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. DR-TA is an instructional approach that invites students to make predictions, and then check their predictions during and after the reading (Stauffer, 1980). The DR-TA teaches students how to self-monitor as they read and learn, which leads to an increase in attention, comprehension, and achievement (Duke & Pearson, 2002).

The Directed Reading Thinking Activity (DRTA) is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

The **DR-TA** is often associated with the DRA (Directed Reading Activity) developed by Stauffer (1969). As defined in the International Reading Association *Dictionary of Reading and Related Terms*, the DRA is "a lesson plan which involves a) preparation/readiness/motivation for reading a lesson; b) silent reading; c) vocabulary and skills development; d) silent and/or oral reading; and e) follow-up or culminating activities." While this is a useful plan for some reading lessons and is essentially synonymous with the basal reading lessons of the elementary grades (Tierney, Readance, & Dishner, 1990), the DR-TA is a much stronger model for building independent readers and learners. Dupuis, Lee, Badiali, & Askov (1989) state that "the rationale for using the DRTA is to foster the student's independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas" (p. 252).

This literacy strategy allows students to ask questions or make predictions using their own words in a non-threatening environment. Everyone is on the "same page" and has the information right in front of them. New concepts and ideas are connected to those learned in previous lessons.

As the reading continues, questions are answered and predictions are confirmed, revised, or rejected. The predicting-reading-proving cycle continues throughout the lesson. The format can be varied with different activities and by integrating technology. Predictions made at the beginning of the lesson should be revisited at the end of the lesson as a closing activity. This review offers a comprehension check. Questions such as, “Were you correct?” and, “What do you think now?” help students examine the proof of their predictions.

Based on the above explanation, DRTA strategy can help the students to make preparation for reading a lesson; to increase vocabulary and skills development; to find synonymous of the word in the text. Finally, the strategy can help the students to examine the proof of their prediction of the text.

Every strategy has advantages and disadvantages as well as DRTA strategy. The advantages of DRTA are: (a) helps students develop critical reading skills, (b) helps students develop reading comprehension. The disadvantages of DRTA are: (a) Only useful if students have not read or heard the text being used, and (b) classroom management may become a problem.

Learning style is defined variously as:

- a. a particular way in which an individual learns;
- b. a mode of learning – an individual’s preferred or best manner(s) in which to think, process
- c. information and demonstrate learning;
- d. an individual’s preferred means of acquiring knowledge and skills;
- e. habits, strategies, or regular mental behaviors concerning learning, particularly deliberate
- f. educational learning, that an individual displays.
- g. Cognitive style is also defined in a range of different ways, as:
- h. a certain approach to problem-solving, based on intellectual schemes of thought;
- i. individual characteristics of cognitive processing which are peculiar to a particular individual;

- j. a person's typical approach to learning activities and problem-solving;
- k. strategies, or regular mental behaviors, habitually applied by an individual to problem-solving. (Alan Pritchard: 2009: p: 41)

So, a learning style is a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner. Learning preferences refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom.

The next description of learning styles come from a different, but obviously related, area of human research, namely Neuro-Linguistic Programming (NLP). Neuro-Linguistic Programming is concerned with how we communicate and how this affects our learning. Over many years, and through many research projects, including close and detailed observation of the way we communicate, three particular learning styles – visual, auditory and kinesthetic–have been identified. (Alan Pritchard: 2009: p. 43 – 44)

From the above description can assume that learning style is a preferred way of learning and studying. And it can influence the students' achievement in reading comprehension.

In this study, the writer take two learning style, they are Extrovert and Introvert learning style.

The Myers-Briggs Model (Briggs and Myers 1975; or Briggs *et al.* 1980, for example) classifies individuals according to their preferences on scales derived from the theories of psychological types developed by Carl Jung. According to the model, learners may be:

- *extroverts* – who are happy to try things out and who focus on the world of people;
- *introverts* – who are more likely to think things through and to focus on the world of ideas;

- *sensors* – who tend to be practical, detail-oriented, and who focus on facts and procedures;
- *intuitors* – who are imaginative, concept-oriented and focus on meaning;
- *thinkers* – who are skeptical, and make decisions based on logic and rules;
- *feelers* – who are appreciative and tend to make decisions based on personal and more humanistic considerations;
- *judgers* – who set and follow agendas, and seek closure and completeness even without having the full picture; or
- *perceivers* – who adapt to changing circumstances and will defer completion until more is known. (Myers-Briggs in Alan Pritchard: 2009: p. 45)

According to the descriptions set out by the Myers-Briggs work, the following attributes and strengths relate to each of the different types defined.

**a. Extrovert learners**

Extrovert learners like to:

- talk to understand new information and ideas;
- work in groups;
- try something first and think about it later;
- see the results from a project;
- see examples of how other people are doing the work.

**Strengths**

Extroverts learn best when they can work with a friend and learn by trying something themselves instead of watching or listening to others. When they have difficulty with understanding, they benefit by talking about their ideas with others.

**b. Introvert learners**

Introvert learners like to:

- study alone;
- listen to others talk and think about information privately;
- think about something first and try it later;
- listen, observe, write and read;

- take time to complete assignments.

## **Strengths**

Introverts learn best when they can find quiet places to work and have enough time to reflect on, redraft and improve their work. Introverts often like to make connections between school work and their personal interests.

### **1. Research Method**

This research carried out by applying a quantitative approach with an experimental design, which tends to find the effect of the two independent variables on the dependent variable.

There are three variables in this research, they are *independent variable*: DRTA Strategy, *moderator variable*: Extrovert and Introvert Learners, and *dependent variable*: students' achievement in reading comprehension.

### **2. Finding and Discussion**

#### **2.1 Finding**

##### **2.1.1 The Data of the Students' Achievement in Reading Comprehension who Taught by Using DRTA Strategy**

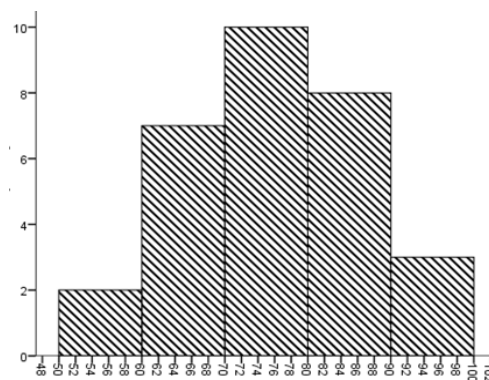
Based on the data that got from the result of the research that the students' achievement who taught by using DRTA strategy, all of them has higher score 94 and lower score 56. Mean value obtained 76,10 with deviation standard 11,360. The frequency distribution of the result of students' achievement in reading comprehension who taught by using DRTA strategy can be seen in Table 3.1.

**Table 3.1**

Frequency Distribution of the result of Students' Achievement in Reading Comprehension who Taught by using DRTA Strategy

Class	Interval	<i>f. absolut</i>	<i>f. relatif</i>
1	50 □ 59	2	6,70%
2	60 □ 69	7	23,30%
3	70 □ 79	10	33,30%
4	80 □ 89	8	26,70%
5	90 □ 99	3	10,00%
Total		30	100,00 %

From the above 3.1. table can be seen that the average value in the interval class 3 with the total 10 students or 33,30 %. The students that got point under the average score are 9 students or 30,00 % and the students that got the point more than the average value are 11 or 36,70%. Frequency distribution of the value of tstudents' achievement in reading comprehension who taught by using DRTA strategy can be seen in histograme in figure 3.1.



**Figure 3.1** Histogram of Students' Achievement in reading Comprehension taught by DRTA Strategy

### 2.1.2 The Data of Students' Achievement in Reading Comprehension who have Propensity Extrovert Learning Style

The data that obtained from the research to the students that have propensity extrovert learning style consist of 14 students that all of them has highest score is 94 and lowest score is 64. The mean score is 83,64 with deviation standard 9,966. Frequency distribution of the students' achievement in reading comprehension who has propensity extrovert learning style can be seen at table 3.2.

**Table 3.2**

Frequency Distribution of the Students' Achievement in Reading Comprehension who has Propensity Extrovert Learning Style

<b>Class</b>	<b>Interval</b>	<b><i>f.</i> absolut</b>	<b><i>f.relatif</i></b>
1	60 □ 69	2	14,30 %
2	70 □ 79	2	14,30 %
3	80 □ 89	7	50,00 %
4	90 □ 99	3	21,40 %
Total		14	100,00 %

From the above 3.2 table can be seen that the average score in the interval class 3 with the total 7 students or 50,00 %. The students with the score under the average score is 4 students or 28,60 % and the students who got the score is higher than the average score are 3 students or 21,40 %. Frequency distribution of the students' achievement in reading comprehension who has propensity extrovert learning style can be seen in histogram in the figure 3.2.

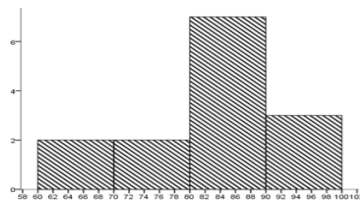


Figure 3.2 Histogram of the students' achievement in reading comprehension for the students who has propensity extrovert learning style

### 2.1.3 The Data of Students' Achievement in Reading Comprehension who have Propensity Introvert Learning Style

The Data that have got from the result of the research for students who has propensity introvert learning style that consist of 46 students all of them has highest score is 94 and their lowest score is 50. The mean score is 73,80 with deviation standard 10,188. Frequency distribution of the students' achievement in reading comprehension who has propensity introvert learning style can be seen in table 3.3.

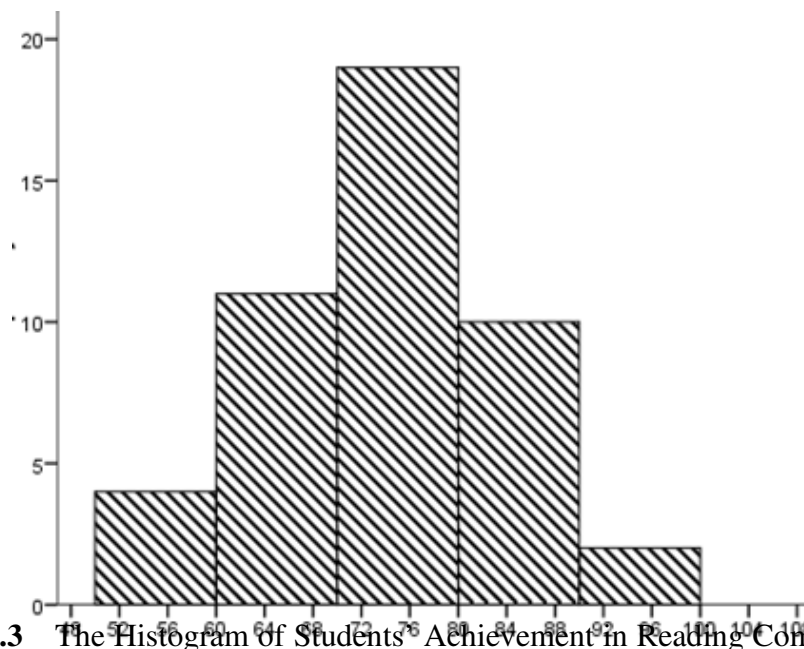


**Table 3.3**

Frequency Distribution of the Students' Achievement in Reading Comprehension for the Students who has Propensity Introvert Learning Style

Class	Interval	<i>f. absolut</i>	<i>f. relatif</i>
1	50 □ 59	4	8,70 %
2	60 □ 69	11	23,90 %
3	70 □ 79	19	41,30 %
4	80 □ 89	10	21,70 %
5	90 □ 99	2	4,30 %
Total		46	100,00 %

From above table 3.3 can be seen that average score in the interval class 3 with total 19 students or 41,30 %. The students' score under the average score are 15 students or 32,60 % the students who got the score is higher than the average score are 12 students or 26,00 %. Frequency distribution of the students' achievement in reading comprehension who has propensity introvert learning style can be seen in histogram in the figure 3.3.



**Figure 3.3** The Histogram of Students' Achievement in Reading Comprehension who have Propensity Introvert Learning Style

#### 2.1.4 The Data of Students' Achievement in Reading Comprehension who Taught by Using DRTA Strategy and have Propensity Extrovert Learning Style

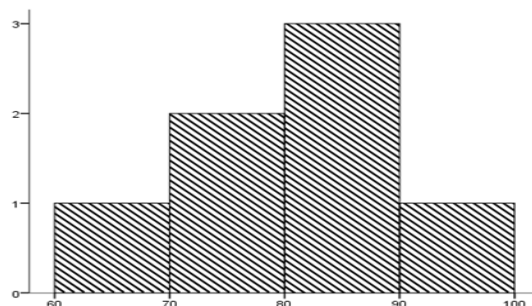
The data that has got from the result of the research for students who has taught by using DRTA strategy and who has propensity extrovert learning style consist of 7 students has the highest score is 94 and the lowest score is 67. The mean score that has got is 82,57 with deviation standard 9,108. Frequency distribution of the students' achievement in reading comprehension who has taught by using DRTA strategy and has propensity extrovert learning style can be seen in table 3.4.

**Table 3.4**

Frequency Distribution of the Students' Achievement in Reading Comprehension for the Students who has Taught by Using DRTA Strategy and have Propensity Extrovert Learning Style

Class	Interval	<i>f. absolut</i>	<i>f. relatif</i>
1	60 □ 69	1	14,30 %
2	70 □ 79	2	28,60 %
3	80 □ 89	3	42,90 %
4	90 □ 99	1	14,30 %
Total		7	100,00 %

From above table 3.4 can be seen that average score in the interval class 3 with total 3 students or 42,90 %. The students' score under the average score are 3 students or 42.90 % the students who got the score is higher than the average score are 1 students or 14.30 %. Frequency distribution of the students' achievement in reading comprehension who has propensity extrovert learning style can be seen in histogram in the figure 3.4.



**Figure 3.4** The Histogram of Students' Achievement in Reading Comprehension who

Taught by Using DRTA Strategy that have Extrovert Learning Style

### 2.1.5 The Data of Students' Achievement in Reading Comprehension who Taught by Using DRTA Strategy and have Propensity Introvert Learning Style

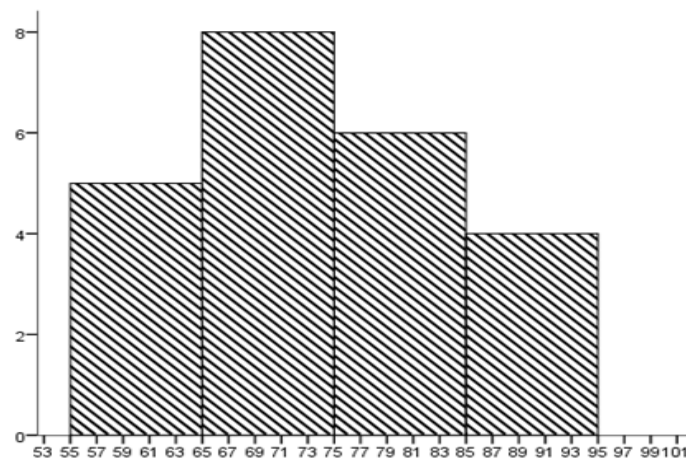
The data that has got from the result of the research on the students' achievement who taught by using DRTA strategy and has propensity introvert learning style consist of 23 students and all of them have highest score is 94 and the lowest score is 56. The average has got 74,13 with deviation standard 11,407. Frequency distribution of the students' achievement in reading comprehension who has taught by using DRTA strategy and has propensity introvert learning style can be seen in table 3.5

**Table 3.5**

Frequency Distribution of the Students' Achievement in Reading Comprehension to the Students who has Taught by Using DRTA Strategy and has Propensity Introvert Learning Style

Class	Interval	<i>f. absolut</i>	<i>f. relatif</i>
1	55 □ 64	5	21,70 %
2	65 □ 74	8	34,80 %
3	75 □ 84	6	26,10 %
4	85 □ 94	4	17,40 %
Total		23	100,00 %

From above table 3.5 can be seen that average score in the interval class 2 with total 8 students or 34.80 %. The students' score under the average score are 5 students or 21.10 % and the students who got the score is higher than the average score are 10 students or 43.50 %. Frequency distribution of the students' achievement in reading comprehension who taught by using DRTA strategy and has propensity introvert learning style can be seen in histogram in the figure 3.5.



**Figure 3.5** Histogram of the the students' achievement in reading comprehension on the students who taught by using DRTA strategy and has Propensity Introvert Learning Style

## 2.2 Discussions

### 2.2.1. Students' Achievement in Reading Comprehension Taught by Using DRTA Strategy is Significantly Affected by the Strategy

The result of Two Way ANOVA computation reveals that both DRTA strategy significantly affects to students' achievement in reading comprehension. Thus, it can be concluded that DRTA strategy is effective to helps students in comprehending the text in reading. The total means shows that the students' achievement taught by using DRTA strategy has score significantly (0.813).

The process of DRTA strategy begins with guiding and stimulating students' thinking through the use of questions. Pose open-ended questions, and encourage students to state their predictions, valuing and supporting all ideas. Wait a few seconds after asking a question, to allow students to process the information and form a prediction. And then at beginning of the lesson, the lecturer shows the title of the text and full text on a slide. Then the students asked to write about what the passage about based on the given title to encourage them to justify their responses and activate prior knowledge. Preview the illustrations and/or headings of the passage. Students asked to revise their predictions based on this new information. Then make changes to the predictions. The lecturer has students read silently. Stop them after the first section of the passage, and lead a class discussion to verify or modify predictions then students asked to cite the text which caused them to confirm or change a

prediction. The lecturer repeats this process until students have read each section of the passage and verifies or modifies the predictions made at the beginning of the lesson. Thus, the implementation of this strategy stimulates students' critical thought.

### **The Effect of Extrovert and Introvert Learning Styles on Students' Achievement in Reading Comprehension**

In teaching, the teachers not only focuses on instructional strategies but also be aware of the students' learning style. Each student has their own learning style, it can influence their achievement in reading comprehension be high or low.

In learning the language, learning style plays important role in increasing the students' curiosity about English and then it will give effect to the students' achievement. As teachers, we can not directly influence our students' learning style in learning English. Students' learning style naturally has to do with students' desire to participate in the learning process. Students Learning Style tend to employ strategies that demand more effort and that enable them to process information more deeply. When students were confronted with complex intellectual tasks, those with high learning motivation used more logical information-gathering and decision-making strategies. Therefore based on these, the students who have extrovert learning style and the students who have introvert learning style are different in learning and they employ different ways to increase their learning achievement.

It was proven by seeing the result of students' reading comprehension achievement related to the learning style. The score of the students' who have extrovert learning style are higher than the students' who have introvert learning style in reading comprehension.

In conclusion, based on the mean of extrovert learning style and introvert learning style in reading comprehension, it can be concluded that the students who have extrovert learning style were better in reading comprehension than the students who have introvert learning style.

### **The Interaction between DRTA Strategy and Extrovert and Introvert Learning Styles on Students' Achievement in Reading Comprehension**

Teaching strategy and students' learning style are two important aspects that influence students' achievement in reading comprehension. DRTA strategy is designed to guide the students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. It encourage students to be active and thoughtful readers, enhancing

their comprehension, and thinking critically.” Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. (Prem Limbu: <http://eprogressiveportfolio.blogspot.com/p/problem-solving-strategy.html> Accessed On February, 03, 2015)

In this strategy the teacher shouldn't always stick to the same pattern of teaching rather they should adapt new ways such as teaching through audio, video, field trip, etc. so that students have multiple options for taking in information and making sense of ideas.

The students who have extrovert learning style taught by using DRTA will easy to comprehend the reading text. They are more encouraged to learn since their creativities are more stimulated until the learning process become much more enjoyable.

Thus, teaching strategy and students' learning style influence students' achievement in reading comprehension. Kolmogorov-Smirnov Test is calculated in order to know which samples interaction have better achievement in reading comprehension among the cells. It indicates that the students who have Extrovert learning style and the students who have introvert learning style taught by using DRTA have the most significant difference among others. The students who have extrovert learning style taught by using DRTA have better achievement in reading comprehension than the students who are in introvert learning style. In other word, the students who have extrovert learning style have better achievement in reading comprehension if they are taught by using DRTA strategy.

Furthermore, it can be told that the students with extrovert learning style better than the students with introvert learning style if they taught by using DRTA strategy in increasing their achievement in reading comprehension.

## **Conclusions**

Based on theoretical conceptual frame work, it is concluded that: DRTA strategy has significant effect on Students' achievement in reading comprehension, Students with extrovert learning style have higher achievement in reading comprehension when they taught by using DRTA strategy than they with introvert learning style, and there is no a significant interaction between teaching strategies and learning style on students' achievement in reading comprehension. Eventhough, Students' achievement in reading comprehension is influenced by teaching strategy and learning style. Extrovert learning style students showed significant effect on their reading comprehension achievement if they were taught by using DRTA

strategy. While introvert learning style students showed less significant effect on their reading comprehension achievement.

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