THE EFFECT OF INDIVIDUALIZATION SRATEGY AND LEARNING STYLE ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING OF STATE ISLAMIC UNIVERSITYNORTH SUMATRA

YANI LUBIS∗

∗Dosen Tetap FITK UIN Sumatera Utara Medan
Jl. Williem Iskandar Pasar V Medan Estate
E-mail: yanilubis@uinsu.ac.id

Abstract
The objectives of this study were to examine whether (1) the students' achievement in reading comprehension taught by Individualization Strategy, (2) the achievement in reading comprehension of the students with introvert learning style if they taught by Individualization strategy higher than extrovert learning style, (3) there is significant effect of Individualization 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 and Individualization strategies has affect students' achievement in reading comprehension (Sig. = 0.026<0.05), students' achievement in reading comprehension taught by Individualization strategy (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: *Individualization Teaching Strategies; 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. In teaching reading comprehension, the teacher or lecturer has to master many strategies. In this study, the writer will take one of them interesting strategies namely individualization strategy.

Individualization is a term used to cover all topics that on the learner as an individual. Individualization teaching strategy is defined as the capacity to build knowledge through individual. Individualization teaching strategy is defined as the capacity to build knowledge through individual reflection about external stimuli and sources and through the personal re-elaboration of individual knowledge and experience in light of interaction.

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, 2000:14).

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.

An achievement is a process of developing skills or knowledge. The most common type of achievement is a standardized progress in developing the measurable skills and knowledge learned in a given grade level, usually through planned instructions. Achievement is the measurable process, a more general and stable cognitive trait.

In technically, students' achievement is an indicator in measuring the successful of study. The achievement shows the process of capability development in someone is categorized into three aspects, namely cognitive, affective and psychomotor. Cognitive covers knowledge, comprehension, application, analysis, synthesis, and evaluation. Affective covers acceptance, participation, rewards, value organizing and experience. Psychomotor covers movement perception, movement readiness, guiding movement, normal movement, complex movement, communicative movement and creativity. An achievement is gained in the form of knowledge and skills. It can be concluded that achievement is behavior change or student's capability in the form of knowledge, attitude, and skill which is effective, efficient, and attractive. The students' achievement can be seen from his/ her score in assessment or all students will obtain, understand, analyze, communicate and apply knowledge and skills to achieve success in school and life.

To know the students' achievement need test. An achievement test is treated directly to classroom lessons, units, or even a total curriculum (Brown, 2004). Achievement tests are limited to particular addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in questions. The primarily role of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction.

Reading achievement means the mastery of the writer's message delivered through a text. In other words, to get the achievement in reading the reader must be able to construct meaning from a text that is read. Moreover, a reader can be said that she has reached the achievement in reading if s/he has discovered what the author means and at the same time, the reader builds meaning from him/herself. The reader uses his/her own language, thoughts and view of the world to interpret what the author has written. But these interpretations are limited by what the reader knows.

Students' achievement in reading comprehension concerned with the mastery and proficiency of students in the area of reading comprehension. Reading comprehen-sion achievement is determined by some indicators, they are the student's capability in comprehending a text as what is intended by the writer, the student's capability in answering the questions related to the text, the student's capability in retelling a text briefly, and the student's comprehending a text well in a short time. Hounsell suggested that the most challenging tension is probably that between summative (Final Smester) and formative (Midle Smester) assessment (Yorke, 2008:11).

There are two factors that influence the students' reading comprehension achievement and they are related one another, they are internal factor and the external factor. The internal factors are learning style and interest while the external factors are the material and teacher of reading.

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:

1. Applying one's knowledge and experiences to the text,

2. Setting goals for reading, and ensuring that they are aligned with the text,

3. Using strategies and skills to construct meaning during and after reading,

4. Adapting strategies that match the reader's text and goals,

5. Recognizing the author's purpose,

6. Distinguishing between facts and opinions, and

7. Drawing logical conclusions (Linan, 2004:98-99).

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:

1. The *reader* who is doing the comprehending

2. The *text* that is to be comprehended

3. The *activity* in which comprehension is a part (Wainright, 2007:33).

These three dimensions define a phenomenon that occurs within a larger *sociocultura l 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. 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.

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.

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. Clymer said, that there are two levels of reading comprehension, they called surface level and deep level.

All of levels of comprehension mentioned above are important and needed to be mastered by the students to be success in reading.

In teaching, the teacher/lecturer has to master of teaching strategy, event in teaching reading comprehension. 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 (Nockols, 2010).

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.

In this research, the writer investigates about Individualization teaching strategy. The best way to understand individualized instruction is to look at how

it is used in special education. The Individualized Education Program (IEP) provides the foundation for learning. The IEP is developed as a collaborative effort of students (when appropriate), teachers, parents, school administrators, and related services personnel. Many schools are using IEPs with students who score below grade level on standardized tests (Schargel, 2001).

Unfortunately, most regular teachers do not have the time to provide IEPs for all their students. The most effective way to learn something for the first time is to connect it to prior knowledge. In order for the teacher to know each child's knowledge level pre-testing, questioning, and observation are used. The educational philosophy of constructivism has as its basis the ability of learners to give meaning to new learning based on their prior knowledge (Caine, 1991).

Based on the above explanation can assume that individualization strategy is defined as the capacity to build knowledge through individual reflection about external stimuli and sources and through the personal re-elaboration of individual knowledge and experience in light of interaction with. And individualization strategy make the teacher as centered learning and the teaching learning process is dominated by the teacher. The topic and sources of learning are prepared by the teacher. Students listen and do what the teacher ordered. And the teaching learning process direct make student individualizes.

The strategy is more concern about how much a single child is able to learn, retain and his or her progress not as a group, class and team. As the current phase of children education says 'no child is left behind' . so, the focus is on a child as an individual (http://www. Brigh thub education. com).

Each teaching strategy certainly has advantages and disadvantages, as well as Individualization strategy. The advantages of this strategy is as follow:

The Strengths:

1. Student-Centric, this encourages critical thinking in students, and gives them a chance to come forward and demonstrate what they have learned;

2. Raises The Bar, educators have the liberty to set up classrooms and devise methods that would aid all students in thinking, analyzing and comprehending the teaching contents easily.

3. Meeting the needs and interests of diverse learners.

4. Provides the opportunity for students to learn at their own pace, in their own way, and be successful.

5. Recognizes students' varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.

6. Maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

7. Helps in providing for the uniqueness of each child in terms of his/her particular learning style, talents and potential, handicaps and deficiencies, etc.

The Weakness:

1. Time constraints and chopped-up schedules are an obstacle.

2. Class size and teaching load are two of the biggest constraints.

3. Teacher Preparedness.

In increasing students' achievement not only depend on the teaching strategy, but students' learning style also. The literature provides many useful definitions of learning styles and related ideas which we could consider. To look briefly at one or two will act as a useful starting point. Learning style is defined variously as:

1. a particular way in which an individual learns;

2. a mode of learning an individual's preferred or best manner(s) in which to think, process

3. information and demonstrate learning;

4. an individual's preferred means of acquiring knowledge and skills;

5. habits, strategies, or regular mental behaviors concerning learning, particularly deliberate

6. educational learning, that an individual displays.

7. Cognitive style is also defined in a range of different ways, as:

8. a certain approach to problem-solving, based on intellectual schemes of thought;

9. individual characteristics of cognitive processing which are peculiar to a particular individual;

10. a person's typical approach to learning activities and problem-solving;

11. strategies, or regular mental behaviors, habitually applied by an individual to problem-solving (Alan, 2009).

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 researcher 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:

a) *Extroverts,* who are happy to try things out and who focus on the world of people;

b) *Introverts,* who are more likely to think things through and to focus on the world of ideas;

c) *Sensors,* who tend to be practical, detail-oriented, and who focus on facts and procedures;

d) *intuitors,* who are imaginative, concept-oriented and focus on meaning;

e) *Thinkers,* who are skeptical, and make decisions based on logic and rules;

f) *Feelers,* who are appreciative and tend to make decisions based on personal and more humanistic considerations;

g) *Judgers,* who set and follow agendas, and seek closure and completeness even without having the full picture; or

h) *Perceivers,* who adapt to changing circumstances and will defer completion

until more is known (Myers, 2009).

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

Indicators of Extrovert and Introvert Learning Styles:

a. Extrovert

   1) Like variety and action in the classroom
   2) Talk to others about their ideas
   3) Show energy and enthusiasm express thoughts and feelings openly
   4) Are often friendly and talkative
   5) Can be distracted easily
   6) Enjoy 'cut and thrust'
   7) Work out their thinking whilst talking
   8) Like group work

b. Introvert

   1) Like working on their own
   2) Can become engrossed and absorbed by their ideas
   3) Very often conceal their interest
   4) Let others speak first
   5) Often fade into the background
   6) Don't like interruptions
   7) May not like spontaneous questions
   8) Like to think about ideas before discussing (Keyrsei, 1984).

From explanation about Learning Style, researcher will be taken by him as the moderator variable of research in this study that is Extrovert learners and Introvert learner. The strength of Extroverts learner is best learning style when the students 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. The strength of Introvert learner is 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.

Individualization strategy is once of strategies in teaching reading comprehension. It has its own characteristic. This strategy is used to assist students who struggle to answer teacher-generated or end-of-chapter-type questions, the teacher provides explicit instruction in identifying and differentiating between various question types.

In Individualization strategy students learn to personalizes instruction to the needs and learning style of the learner categorize questions by the type of information that is used to answer them.

In Individualization, the students taught how to developed as a collaborative effort of students (when appropriate), teachers, parents, school administrators, and related services personnel. Teachers who design this strategy that require students to draw conclusion, apply what they have learned, analyze what they have read, and synthesize and evaluate text advance student understanding and knowledge of reading by himselves.

The intent of individualizing instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. It provides the opportunity for students to learn at their own pace, in their own way, and be successful.

From the explanation above, it can be expected that there is interaction between Individualization strategy and students' Learning Style on the students' reading comprehension.

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*: Individualization Strategy, *moderator variable*: Extrovert and Introvert Learners, and *dependent variable*: students' achievement in reading comprehension.

There are 2 (two) groups of students in this research, the first group that will be taught by using Individualization strategy and the students who has

extrovert learning style, and the second group taught by using Individualization strategy and the students who has Introvert learning style. The research design can be seen on the table below:

The Randomized Groups, ANOVA Design

Teaching Strategy(A) ╱ Learning Style (B)	Individualization Strategy (A_1)
Extrovert Learner (B_1)	$A_1 B_1$
Introvert Learner (B_2)	$A_1 B_2$

$A_2B_1 =$ Students who have Extrovert learner learning style and are taught by using Individualization Strategy.

$A_1B_2 =$ Students who have Introvert learner learning style and are taught by using Individualization Strategy.

FINDING AND DISCUSSION

1. Finding

The data that obtained from result of the research to the students' achievement in reading comprehension who taught by using individualization strategy that consist of 30 students, all of them got the highest score is 94 and the lowest score is 50. And the average value is 76.10 with deviation standard value is 10.60. The frequency distributionof the result of students' achievement in reading comprehension who taught by using Individualization strategycan be seen in the below table:

The Frequency Distributionof the Result of Students' Achievement in Reading Comprehension who Taught by Using Individualization Strategy

Class	Interval	*f*. absolut	*f.relatif*
1	50 – 59	2	6,70 %
2	60 – 69	6	20,00 %
3	70 – 79	11	36,70 %
4	80 – 89	9	30,00 %
5	90 – 99	2	6,70 %
Total		30	100,00 %

From the above table can be seen that the average value in the interval class 3 with the total 11 students or 36,70 %. The students that got point under the average score are 8 students or 26,70 % 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 Individualization Strategy can be seen in histograme form in the below figure:
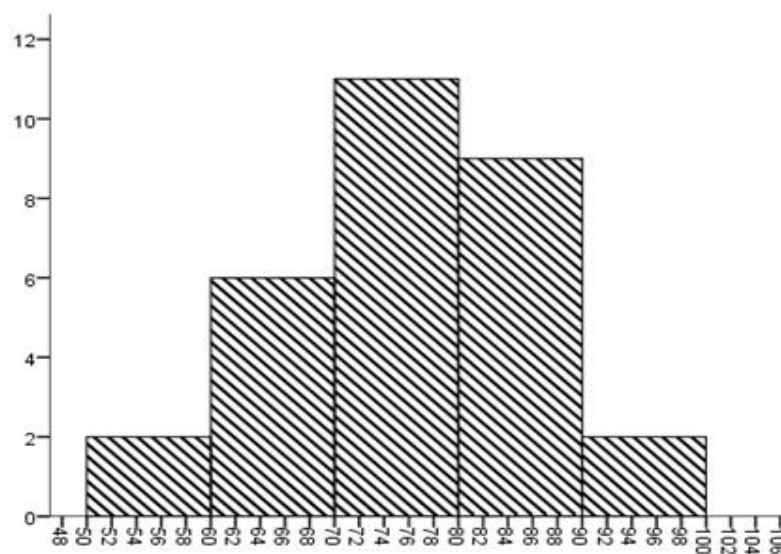

Figure: Histogram of Students' Achievement in reading Comprehension Taught by Individualization Strategy

a. 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 the below table:

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

Class	Interval	*f*. absolut	*f.relatif*
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 4.3 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 below figure:
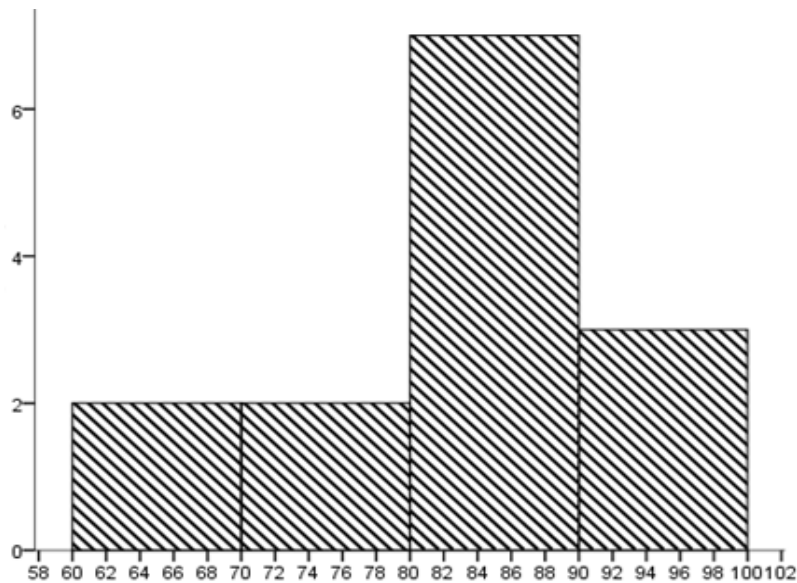

Figure: Histogram of the students' achievement in reading comprehension for the students who has propensity extrovert learning style

b. 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 46students all of them has

highest score is 94and their lowest score is 50. The mean score is 73,80with deviation standard 10,188. Frequency distribution of the students' achievement in reading comprehension who has propensity introvert learning style can be seen in the below table:

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

Class	Interval	*f*. absolut	*f.relatif*
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 4.4 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 below figure:
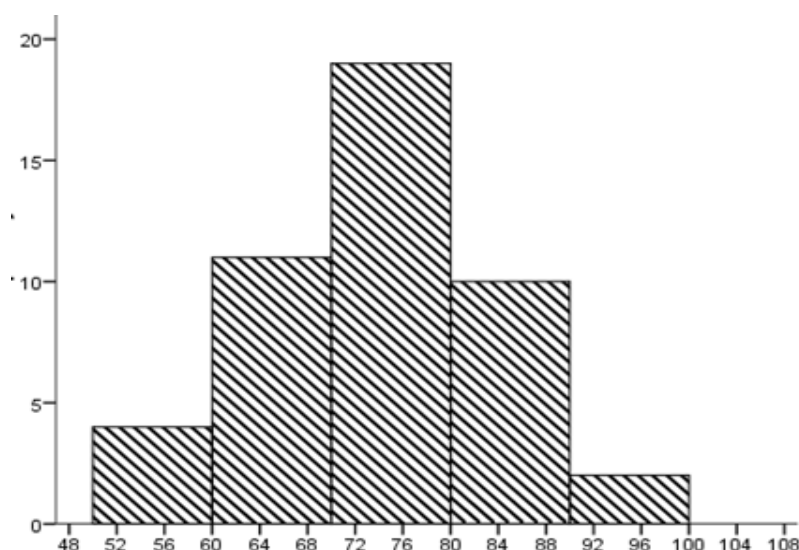

Figure: The Histogram of Students' Achievement in Reading Comprehension who have Propensity Introvert Learning Style

c. The Data of Students' Achievement in Reading Comprehension who Taught by using Individualization Strategy and have propensity Extrovert Learning Style

The data that obtained of the research result on the students' achievement in reading comprehension who taught by using Individalization strategy and has propensity extrovert learning style consist of 7 students that all of them has highest score is 94 and the lowest score is 61. The average or mean score that obtained 84,71 with deviation standard 11,383. Frequency distribution of the students' achievement in reading comprehension who taught by using Individualization strategy and has propensity extrovert learning style can be seen in the below table:

Frequency Distribution of the Students' Achievement in Reading who taught by using Individualization strategy and has propensity extrovert learning style

Class	Interval	*f*. absolut	*f.relatif*
1	60 – 74	1	14,30 %
2	75 – 89	4	57,10 %
3	90 – 104	2	28,60 %
Total		7	100,00 %

From above table can be seen that average score in the interval class 2 with total 4 students or 57.10 %. The students' score under the average score is 1 students or 14.30 % and the students who got the score is higher than the average score are 2 students or 28.60 %. Frequency distribution of the students' achievement in reading comprehension who taught by using Individalization strategy and has propensity extrovert learning style can be seen in histogram in the the below figure:
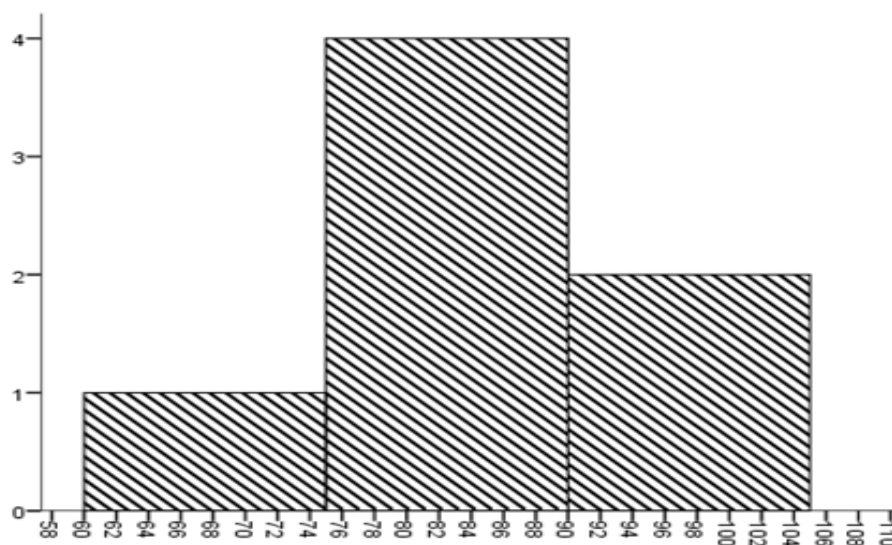
Figure: Histogram of the the students' achievement in reading comprehension on the students who taught by using Individualization strategy and has propensity extrovert learning style

d. The Data of Research Result on the Students' Achievement in Reading Comprehension who Taught by Using Individualization Strategy and have Propensity Introvert Learning Style

The data that obtained from the research result of students who taught by using Individualization strategy and has propensity introvert learning style consists or 23 students and all of them has the highest score is 89 and the lowest score is 50. The average score that obtained is 73,48 with deviation standard 9,055. Frequency distribution of the students' achievement in reading comprehension who taught by using Individualization strategy and has propensity introvert learning style can be seen in the below table:

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

Class	Interval	*f*. absolut	*f.relatif*
1	50 – 59	2	8,70 %
2	60 – 69	5	21,70 %
3	70 – 79	11	47,80 %
4	80 – 89	5	21,70 %
Total		23	100,00 %

From above table can be seen that average score in the interval class 3 with total 11 students or 47,80 %. The students' score under the average score are 7 students or 30,40%   and the students who got the score is higher than the average score are 5 students or 21,70 %. Frequency distribution of the students' achievement in reading comprehension who taught by using Individualization strategy and has propensity introvert learning style can be seen in histogram in the figure:
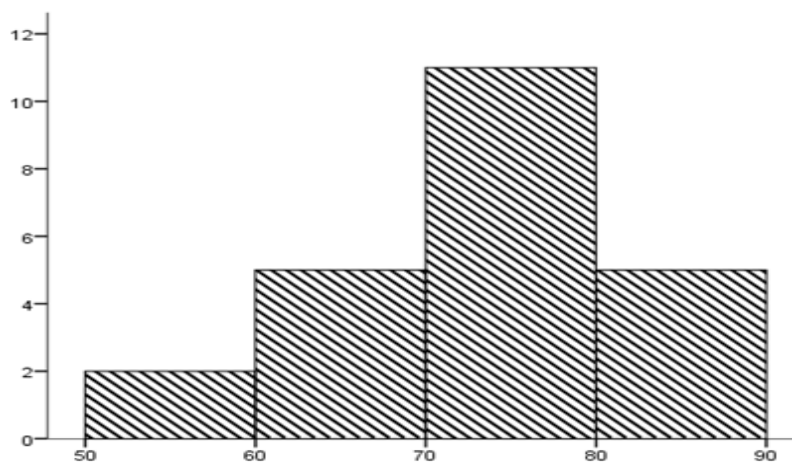

Figure: Histogram of the students' achievement in reading comprehension who taught by using Individualization strategy and has propensity introvert learning style.

DISCUSSION

a. Students' Achievement in Reading Comprehension Taught by Using Individualization Strategy is Significantly Affected

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

Individualized instruction is an instructional method that personalizes instruction to the needs and learning style of the learner. This is done by varying the pace of instruction, the method of learning employed and the content to be learned. Often this is accomplished within the context of a larger group through the use of high-quality instructional materials and reduced lecture time. Individualized instruction is not the same as one-to-one instruction; it is simply varying the process to meet the needs of each individual learner in the group.

One of the ways individualized instruction tries to meet the needs of the learner is by varying the pace of instruction. By allowing learners to progress through content at their own pace, more knowledge is retained and less time is wasted. Individuals who are able to grasp a concept quickly are able to move on, while those who need more time to understand can take as much time as they need without pressure to match the pace of the group. This can mean that learners are at different levels in different subjects as well, progressing rapidly through subjects that involve areas of strength, and slower through those that require more effort.

The quality of the instructional materials becomes extremely important when individualized instruction is being used. Materials need to be of exceptional quality, fully explaining the content to be learned. This allows the learner to move at his or her own pace more easily since he or she doesn't need to rely as much on explanations from lectures. It also frees much of the instructor's time from lectures so that he or she is able to spend most of the time monitoring learner's progress and assisting those who need it.

Finally, individualized instruction is instruction that considers the needs of the students. Ideally, the students would control the pace at which they progress through instruction and the materials they use would be suited to their cognitive skills and learning styles.

b. 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.

c. The Interaction between Individualization 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. In Individualization strategy, it is designed to provide a learning environment that

will maximize the potential for student success. Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. 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:// eprogressive portfolio. blogspot. com/p/problem-soving-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.

To differentiate or to individualize instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. The intent of individualizing instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. It provides the opportunity for students to learn at their own pace, in their own way, and be successful. (PremLimbu: http://eprogressiveportfolio.blogspot.com/p/problem-soving-strategy.html Accessed On February, 03, 2015)

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 Introvert learning style and the students who have Extrovert learning style taught by using Individualization strategy have higher achievement in reading comprehension than the students who are in extrovert learning style. Furthermore, it can be told that the students with introvert learning style they will get higher achievement if they taught by using Individualization strategy in increasing their achievement in reading comprehension than the students who are in extrovert learning style.

CONCLUSION

Based on theoretical conceptual frame work, it is concluded that:

Students who had taught by using Individualization strategy can increase their achievement in reading comprehension.

The students with introvert learning style have higher achivement in reading comprehension when they taught by using individualization stratetegy than the students who with extrovert learning style.

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. Introvert learning style students showed significant effect on their reading comprehension achievement if they were taught by using individualization strategy.

REFERENCES

Alan, Pritchard, 2009, *Ways of Learning Theories and Learning Styles in the Classroom*, Second Edition, Routledge Taylor & Francis Group, London and New York, p. 41.

Brigh, thubEduction, http://www. Brigh thub education. com/ teaching-methods-tips/71928 individualized education definition-application-and-problems/, Accessed, July, 17th 2013.

Brown, D. H. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Longman.

Caine, R. N., Caine,G. 1991. *Making Connection: Teaching and the human brain*. Alexandria,VA: Association for Supervision and Curriculum Development, p. 115.

Linan-Thompson, Sylvia and Vaughn, Sharon. 2004, *Research-Based Methods of Reading Instruction Grades-K3*, ASCD, Alexandria, Virginia USA, p. 98-99.

Myers-Briggs in Alan Pritchard: 2009, *Ways of Learning Theories and Learning Styles in the Classroom*, Second Edition, Routledge Taylor & Francis Group, London and New York, p. 45.

Nickols, Fred, 2010, *Journal: Strategy: Definition and Meaning*, Distance Consulting, p. 2.

Rita Dunn, Griggs, Shirley A.**,** 2000, *Practical Approaches To Using Learning Styles In Higher Education*, Greenwood Publishing Group, Inc., Bergin & Garvey, 88 Post Road West, Westport, CT 06881, USA, p. 14.

Schargel, F. P., & Smink, J. 2001. *Strategies to Help Solve Our School Dropout Problem*. Larchmont, p. 5.

Soffos, Carla and Dorn, Linda J. 2005, *Teaching for Deep Comprehension: A Reading Workshop Approach*, Stenhouse Publishers, Portland, Maine, USA., p. 14-15.

Wainright,Gordon. 2007, *How to Read Faster and Recall More, Learn the Art of Speed Reading with Maximum Recall*, Third Edition, Published by How To Content, a division of How To Books Ltd, Spring Hill House, Oxford 0X5 1RX. United Kingdom, p. 33.

Yorke, Mantz, 2008, *Grading Student Achievement In Higher Education: Signals And Shortcomings*, Routledge Taylor and Francis Group, London and New York, p. 11.