Abstract


Generally, the aim of this research is to determine the influence of PQSRT, DRTA techniques and cognitive style on students’ reading comprehension. This research was conducted on the Eighth Grade Students’ focused on two classes. One class as the experiment class and the other as the control class. They are 60 students’ where each class consist of 30 students’ were selected by multi stage random sampling. The method used in this research is experimental method by using a Two-Factor ANOVA.

The research finding are: (1) there is any differences in understanding English text between students’ who are taught by PQRST technique and who are taught by DRTA technique, (2) there is an interaction between reading techniques and cognitive style toward students’ reading comprehension. T(3) there is any differences between students’ who are taught by PQRST technique and taught by DRTA teaching technique viewed from field-independent cognitive style, (4) there is any differences between students’ who are taught by PQRST technique and taught by DRTA teaching technique viewed from field-dependent cognitive style.

Key words: PQRST Technique, DRTA Technique, Cognitive Style, Reading Comprehension