

I. INTRODUCTION

This chapter deals with background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, and definition of terms.

1.1 Background of the Problems

English teaching is intended to increase students' ability in using English as a means of communication. Students should be able to master both oral and written form. In a class, students do not have the same achievement in getting the required goal although they receive the same treatment from the teacher. In general it is known that each student has different achievement level in the four English skills. The differences happened because perhaps there were many factors that may have influenced the result of a study beside the treatment given by the teacher.

Having her pre observation at SMAN 1 Ambarawa, the writer found that students had difficulties in their reading comprehension. Students in class XI Science 3 that consists of 34 students the difficulties in reading cover determining inferences, determining reference, and finding main idea of the text. This fact is reflected in their completeness of minimum criteria result, i.e., below 75, whereas

the completeness of minimum criteria of English subject in SMAN 1 Ambarawa is 78.

Based on the writer's PPL experience that was held on 9th of July until 23rd of September 2012, there were certain characteristics of students at that school. For example some students like to have a discussion with friends when they are reading something and students tend to be individual when they want to read something. There are students who like to socialize with their environment and there are some other, who prefer to be alone within their surroundings. In addition to it, within the learning activities, there are students who prefer to working on tasks in groups or field dependent and others prefer to working individually or field independent.

By knowing the characteristics of both field independent and field dependent, it is expected that the teacher can help students to create suitable atmosphere in the class activities in order to make minimum differences on reading comprehension achievement between both of them because basically they have advantages and disadvantages in teaching learning process. Field independent students can concentrate on something without being influenced by the situation. On the other hand, field dependent students are much influenced by environment and they have wider social relationship.

Based on those problems, the teacher should recognise her students' characteristics in order to give treatments during the teaching learning process. The teacher can give more attention to field dependent students since they are much more difficult in choosing their major field. Field dependent students have

low analytical ability in solving problem. Therefore, they need much time to solve the problems. Furthermore, they tend to come in a group of discussion than self study since they have no self-reflection. Otherwise, field independent students are less influenced by the circumstances. Related to these problems, the teacher can use pair work or discussion technique in teaching and learning process. It is good for field dependence since it helps them in solving the problems they face in teaching learning process and it is good for field independence because it helps them to socialize with the others.

This study is aimed at finding out the comparison of field independent and field dependent students in reading comprehension under certain assumption that students have different cognitive style in learning English, that is field independence and field dependence. Moreover, both of them affect students' reading comprehension achievement since they have different ways in facing the problems in teaching learning process.

In relation to personality, at least two types of personalities associated with the environment. In spite of it all, this is related to the personality of each individual, whether they are independent or dependent students. The differences of their personalities can happen because many factors that influence the students. The way of thinking, attitude and also students personality are psychological factors which may influence their achievement in teaching-learning process. Teacher professionalism in explaining and presenting the material may influence students' achievement. Besides personality, teachers should also be able to place the

students who have field dependence and field independence, because such personalities may greatly affect their achievement.

Among the factors which may have much influence on language learning are cognitive and affective factors. One of the styles of learning is cognitive style that can be defined as a term used in cognitive psychology to describe the way individuals think, perceive and remember information (Mulyani, 2011). Field dependent and field independent are included in style of learning. In this research, the writer will focus her research on field independent and field dependent as one of cognitive style in style of learning.

Considering those findings, this study aimed to investigate the learning style in SMAN 1 Ambarawa Pringsewu, because in that school there was no investigation yet. Therefore, the researcher titled the research “A Comparative Study Between Field-Independent and Field-Dependent Students In Reading Comprehension Achievement In SMAN 1 Ambarawa Pringsewu”.

1.2 Identification of the Problems

Based on the writer's pre - observation, the writer had interviewed some students and there were many problems happened at SMAN 1 Ambarawa Pringsewu has identified as follows :

1. English is one of the unpopular lessons in this school. This situation makes them have low achievement in English.
2. English is just a subject for national examination, this thinking make students unmotivated to learn English.

3. The teacher are lack of ability to use the media or they do not want to create the interesting media for students that can help to attract their attention so they can enjoy the learning process.
4. Many students do not have reading habit. It makes the students reading comprehension ability is low because most of the students feel bored when the teacher teaches them in reading skill.
5. The differences of learning style of the students. Every students have their own style in learning. Sometimes the teacher gives the same treatment for all students and it makes the students difficult to response or receives the materials.
6. Students way or style and attitude in learning or thinking process, it is because students in the class are heterogenic. It also relates with the differences of cognitive style (field-independence and field-dependence).

1.3 Limitation of the Problems

Based on the identification of the problems above, the researcher focus current study on students' personality and students' reading comprehension achievement. Therefore the researcher is very interested in investigating which one is better in reading comprehension achievement between field independence and field dependence.

1.4 Formulation of the Research Questions

Based on the limitation of the problems, the research questions are formulated as follows :

1. Is there any difference of students' reading comprehension achievement between field independent and field dependent students?
2. Are field-independent students better than field-dependent students in reading comprehension achievement?

1.5 Objectives of the Research

Based on formulation of the research problems, the objectives of the research are as follows :

1. To investigate whether there is any difference between field-independent and field-dependent students' achievement in reading comprehension.
2. To investigate whether field independent students are better than field dependent in reading comprehension achievement.

1.6 Uses of the Research

It is expected that the finding of the research can be useful both theoretically and practically :

1. Theoretically

The findings of the research are expected to be beneficial as the information for English teachers that cognitive style is more influential to increase students' achievement in reading comprehension.

2. Practically

The findings of the research are expected to be beneficial for the English teachers in clarifying the theory of cognitive learning style which focuses on field dependent and field independent related to their reading comprehension achievement.

1.7 Definition of Terms

There were some terms used by the researcher and to make it clearly, the researcher gave some definition as follows :

1. *Style of leaning* is a consistent style done by a student in grasping stimulus or information, remembering, thinking and problem solving.
2. *Cognitive style* is an attitude, choice or strategy that firmly determines the typical ways of someone in accepting, remembering, thinking, and problem solving.
3. *Field-independent* style is the students' ability to perceive a particular, relevant item or factor in a "field" of distracting items. Students who are more field independent tend to be generally more independent, competitive and self-confident.
4. *Field dependence* is a style in which one is affected by the surrounding. Students who are more field dependent tend to be generally more socialize, emphatic and perceptive.
5. *Reading comprehension* is the process of extracting and constructing meaning through interaction and involvement with written language.

6. *Narrative text* entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events.
7. *Reading achievement* means students ability to read, identifying supporting text sentence, identifying topic sentence, identifying main idea, making reference, making inference/visual clues, analysing visual & context clues of the text and usually represent scoring ranging from 10 up to 100.