

II. FRAME OF THEORIES

This chapter deals with two major points, review of previous research and review of related literature. Also consist of theoretical assumption, and the hypothesis.

2.1 Review of Previous Research

The research conducted by Cao (2006) found that participant with a field independent cognitive style scored higher than participants with a field dependent cognitive style. Significant result from field dependency for the comprehension test (field dependent $M = 6.57$, field independent $M = 9.90$), $F(2,210) = 13.678$, $p < .05$.

Another study carried by Maghsudi (2007) has found that there is a significant difference between independent and dependent students in their English achievement scores. Independent subjects score higher than dependent ones in their English Achievement Test.

Mulyani (2011) has investigated whether there is a significant difference of student's reading comprehension achievement between field independent students and field-independence. It was also find that field independent students is better than field-dependent in reading comprehension achievement. The study draws two

conclusions.: first, there is a significant different achievement between field-independent and field-dependent students.

This can be identified from the significance of two tailed of the reading test, that is Sig 2-tailed $< \alpha$ (p: 0,05). From the table, it was shown that the significance was $0.000 < 0.05$.

Second, the field independent students are more successful in reading comprehension achievement than the field-dependent students. This might be caused by the fact that they were hard workers even if they could not find the answers they tried to get the answers of the questions. From the previous research, it has been found that cognitive style here focuses on the students' achievement in learning language especially English are influenced by field-independent and field-dependent personality.

2.2 Review of Related Literature

This section discusses the concepts related to the topic under discussion, such as field-independent, field-dependent and reading comprehension achievement.

2.2.1. Concept of Cognitive Style

Cognitive style can be interpreted as building dimension related to the way a person thinks or process information. It is supported by Suparman (2010:103) who states that *cognitive style* are usually defined as an individual's preferred and habitual modes of perceiving, processing and representing information. Moreover, Slameto (1991:162) says that *cognitive style* is attitude, choice or strategy that

firmly determines the typical ways of someone in accepting, remembering, thinking, and problem solving. Attitude of the student can be influenced by students' opinion about a teacher, their classroom, and their school.

Cognitive style is important in teaching learning process because it describes how the individual acquires knowledge (cognition) and process information (conceptualization). *Cognitive styles* are related to mental behaviors which individuals apply habitually when they are solving problem. In general, they affect the way in which information is obtained, sorted and utilized. *Cognitive style* is usually described as a stable and persistent personality dimension which influences attitude, values and social interactions. It is clear that every individual in the world has his own way in constructing the things which are seen, remembered and thoughts by him/her (Mulyani, 2011:13).

Cognitive styles mediate between emotion and cognition (Brown, 2001). He provides an illustration as follows : a reflective cognitive style invariably grows out of a reflective personality or reflective mood. By contrast, an impulsive cognitive style appears out of the way he internalizes his total environment.

Students use cognitive processes in education to acquire knowledge, recall information, and process analyzation. The importance of cognitive styles in learning has gained increasing attention because, too often, discrepancies exist between school task and the diverse capabilities and styles of learners. As we all know, many learners are more intuitive, spontaneous, emotional, creative and people oriented. They are not linear learners (Soldier, 1992:20).

Cognitive style is included in learning style. In learning style, there are five cognitive styles that are relevant to second language learning. The examples of cognitive style are focused on this research are field independence and field dependence. Field independent style is the ability to perceive a particular, relevant item or factor in a “field” of distracting items.

In psychological terms, the “field” may comprise different things. It may be perceptual; it may be more abstract which may refer to a set of thoughts, ideas, or feeling. The psychology sides of the students can affect the learning process. Reardon and Moore (1988:354) have summarized that the reason field dependent and field independent stand out from the other cognitive styles are because it “involves perceptual and problem-solving ability, structuring a stimulus field, breaking up or disembodying such a field, suppressing irrelevant information and dealing with high information load, all of which are relevant to the instructional process”. On the other hand, field-dependent style is the tendency to be “dependent” on the total field (Suparman, 2010:56).

Related to the statement above, the differences cognitive style that is field independence and field dependence which cause differences of students’ reading achievement because they are different of thinking, remembering, problem solving and other factors.

2.2.2 Concept of Field-Independence

Field independence is one of the cognitive style. It is a [one-dimensional model](#) of variation in cognitive style. According to Suparman (2010:56), *field independent* style is the ability to perceive a particular, relevant item or factor in a “field“ of distracting items. In psychological terms, the “field” may comprise different things: it may be perceptual; it may be more abstract which may refer to a set of thoughts, ideas or feelings from which students’ task is to perceive specific relevant sub items.

Field independence has advantages for the students in teaching and learning process. It is important because it affects on students’ reading comprehension achievement. Students who have field independent style are able to concentrate on something without influenced by the surrounding and to analyze separate variables without the contamination of neighbouring variables. Affectively, students who are more field independent tend to be generally more independent, competitive and self-confident (Suparman, 2010:57). They can control their action and faster in choosing their major field. This style helps the students to solve the problems they face in teaching learning activities. Therefore, their achievement, especially in reading comprehension achievement, will be better.

In line with the theory above, Klausmeier (1985:136) classifies field independence in affective and cognitive domains. In cognitive domain, students from field independence group have high analytical ability in solving a problem. Analytical ability means the ability of dividing point of the problem and finding relationship between the points so that the answer of the problem is found.

By having analytical ability, the students in this group tend to solve a problem quickly. In affective domain, students from field independence are generally more competitive, self-respect, self-confidence and prefer self-study to come in a group discussion. By having self-respect, they will succeed in their study.

The examples of students who have field independent style is they tend to do their task individually because they think that they have self-respect and self-confidence. Moreover, they speak quickly without considering comprehensive ability of others.

2.2.3 Concept of Field-Dependence

Field dependence is a style in which one is affected by the surrounding. Field dependent style is the tendency to be “dependent” on the total field. That the parts embedded within the field are not easily perceived, although the total field is perceived more apparently as a unified whole (Suparman, 2010:56).

Field dependent is important in teaching learning process since it helps students to cooperate with the others. They are more responsive as they interact with the people and their environment. Furthermore, they have a stronger interpersonal orientation and greater alertness to social cues. By giving a suitable treatment for field dependent students, they can get better achievement, especially reading comprehension achievement.

In addition, *Field dependence* perceives the whole picture, the larger view, the general configuration of a problem or idea or event (Suparman, 2010:57). They are much influenced by environment and educational background. Students who

are more field dependent tend to be generally more socialize, emphatic and perceptive. They are educated to be concerned to the others and much more difficult in choosing their major field. Klausmeier (1985:136) classifies field dependence in affective and cognitive domains. In affective domain, most of the students from field dependent group have no self-reflection.

Dealing with the ideas above, *Field dependence* tend to come in a group of discussion than self study. In cognitive domain, they have low analytical ability in solving problem. Therefore, they need much time to solve a problem. Brown in Mulyani (2011) points out that the field dependent person is thought to be more emphatic, open, and effectively, and cognitively perceptive of total pattern. Field-dependent is more responsive as they interact with the people and their environment. Field-dependent tends to have stronger interpersonal orientation and greater alertness to social cues.

The example of this style is the students who speak slowly in order to be understood by the others. In addition, students who wait for a clue, wait the teacher's guide for the answer and students who choose their answer based on the dominant answer in the class are included in this group.

2.2.4. Concept of Reading Comprehension

According to Afflerbach (2007:12-13), *reading* is a dynamic and complex process that involves skills, strategies and prior knowledge. Reading is a "social event" and that reading is socially situated. Someone read, using skills and strategies in relation to intellectual and social goals. Definition of reading includes the ideas

that we read to construct meaning and that we must use particular skills and strategies to do so. For many language learners, reading is ranked first among the academic skills that they wish to gain mastery over (Grabe & Stoller, 2001; Richards and Renandya, 2002).

Reading comprehension is the crucial link to effective reading - a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. It is supported by Caldwell (2008:4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Furthermore, Kamil et al. (2011:91) state that in reading comprehension, the students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context.

Reading comprehension depends on the accuracy and speed of graphemis perception, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition allusion. It involves constructing meaning from what is being read. Reading truly has no purpose without comprehension. In order to comprehend text, a reader must actively and intentionally think about and analyze meaning while reading. Good comprehension requires strong abilities in all four of the other fundamental literacy skills. Students must consider many bits of information while reading to comprehend the text such as genre, text structure, the author's purpose and

familiar and unfamiliar words. Strong comprehension encourages self-directed learning and lifelong reading.

Schumm (2006:223) says that comprehension process involves an understanding of words and how these words are used to create meaning. Comprehension entails three elements as follows:

1. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities.

These include cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Texts can be difficult or easy, depending on factors inherent in the text. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part.

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. Another consequence of reading activities is finding out how to do something.

The examples of this process are the reader makes sense of the written text in order to get information and knowledge from the text and response the ideas of the author in order to make the messages or information.

2.2.5 Concept of Reading Comprehension Achievement

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 (Suparman 2012).

2.2.5.1 The Internal Factor

There are two things in internal factor; motivation and interest. As Kahayanto's (2005:13) states that the internal factor means the factor which comes from the reader himself or usually known as personal factor, because the factor has existed inside the reader. Brown (2001:75) divide the motivation theory into two kinds; they are intrinsic and extrinsic motivation. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting and enjoyable and extrinsic motivation, which refers to doing something because it leads to a separable outcome.

One of the students' factors towards their reading comprehension achievement is motivation to read. Another function of motivation is as the stimulus to do efforts to reach the achievement. Somebody do an effort because of motivation. Motivation determines the effort will be done. The willingness in reading is more important than every effective way in improving their reading comprehension.

This is supported by Bamford (1998:27) who says that "unless students have a motivation they will be able to read a book with understanding, they will most likely not begin the undertaking". In other words, by having strong motivation in

studying English one might read his English book and this will affect the students reading comprehension. It can be assumed that by having motivation, the students might engage and do more practice in reading. Therefore, by practicing reading, they might be used to reading various texts in which it might train them using their knowledge actively to construct new understanding from text.

As the researcher has said before, when teachers make students interested in reading, usually they are more likely to read. In this case, the teacher motivates the students to read. Talking about motivation, for teachers, it is very important to take into account the real needs and desire of students. In the real world, people who read for intellectual profit or pleasure. The content of whatever they have chosen to read will be useful to them, or will help them to understand better.

For students, academic goals like ‘passing the course’ provides something like a real world motivation for reading. To revive the students’ motivation in reading, the teacher should be able to create, to foster and to maintain motivation. To improve learners’ motivation in teaching reading, reading teachers need to help the students relax with reading and to reconsider the strategies they use. Teacher may discuss with students how they read in English, what they think the best way to read, and the problems they have in reading. Teacher also need to consider the passage or the text, whether it is familiar or interest or not. Students will be more motivated to read the passage which is familiar to them.

In short, they are used to training themselves to use effective ways that facilitate understanding the text. Then, it might lead to a better comprehension in which it might also lead to better reading ability.

It seems that motivation may effect the students' reading comprehension achievement. In field-independent students, seems they have higher motivation in doing reading comprehension test. They might train themselves to make sense of the text. And, the more they make sense the idea of the text, the better their reading comprehension. Therefore, the writer assumes that the higher the students' motivation is, the better their reading comprehension might be, in this case is field-independent students.

Motivation is being one of the important factors in order to increase the students' comprehension achievement in reading. In field-dependent students, seems they have lower motivation in doing reading comprehension test. It might happen because beside motivation, the environment also supported. Field-dependent is affected by surrounding. Also when field-dependent students need information, they tend to look to other students while field-independent students look within themselves. If one has motivation to read, it means that he or she will get a good achievement. It is impossible to understand the text if he or she has no interest and motivation to read. Therefore, the lower students' motivation to read, the lower their reading comprehension achievement.

2.2.5.2. The External Factor

Reading Material and Teacher of reading are included in the external factor. In line with Reading Material, the material given to the students should be support their teaching learning process. The use of facilitation and media can help the student to understand the material. In line with teacher of reading, the teacher of reading should be interesting and careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

2.2.6 Concept of Narrative Text

Priyana, et al. (2008:91) says that *narrative text* entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. A *narrative* or story is a construct created in a constructive format (written, spoken, poetry, prose, images, song, theater or dance) that describes a sequence of fictional or non-fictional events. Derewianka (1990: 32) states that the steps for contracting a narrative are :

1. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answer who? when? Where? e.g., Mr. Wolf went out hunting in the forest one dark glommy night.
2. Complication or problem: the complication usually involves the main character(s) (often mirroring the complication in real life).
3. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worse/ happily or unhappily.

Sometimes there are a number of complications that have to be resolved.

These add and sustain interest and suspense for reader.

4. Re- Orientation indicates optional point. This means that stories do not always use this, and usually, it states the conclusions of the events on the writer's point of view.

Narrative can include stories such as:

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| 1. Fairy tale | 6. Mystery fiction |
| 2. Fabel | 7. Science fiction |
| 3. Short story | 8. Biography |
| 4. Fantasy | 9. Autobiography |
| 5. Legend | |

Types of Narrative

Narrative text is based on life experience and is person- oriented using dialogue and familiar dialogue. There are many types of narrative. They can be imaginary, factual or combination of both. They may include; (1) folktales, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *Abu Nawas*. (2) Wonder Tales,. i.e., a story tells about something amazing, human's imagination, e.g., *Harry Potter*. (3) Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animal stories, e.g., *Winnie The Pooh*. (4) legend, i.e., a story from ancient times, especially one that was to explain about natural events or to describe the early history of a place or people, e.g., *Tangkuban Perahu*. (5) Mystery, i.e., a story about something that

difficult to understand or to explain which crimes and strange events are only explained at the end, e.g., *Sherlock Holmes*. (6) science fiction, i.e., a story that science oriented, e.g., *Time Machine*. (7) Fantasy, e.g., a story about pleasant situation that people imagine but it is unlikely to happen, e.g., *Alice in Wonderland*. (8) Historical Fiction, i.e., a story about people and events that is in or connected to the past, e.g., *Bumi Manusia*.

Concerning to the explanation of narrative above, the researcher will choose narrative text as the focuses of the research since on the curriculum, the students of the second year of senior high school have to be able to comprehend short text in form of narrative.

2.3 Theoretical Assumption

Based on the theories above, the writer formulated the theoretical assumption as follow: Field-independent is more successful in reading comprehension achievement because they tend to individually do their work and also has a high concentration when answer the reading comprehension test.

Thus, the writer interested in investigating the comparative study between field-independent and field-dependent students in reading comprehension achievement.

2.4 Hypothesis

H_0 : There is no significant difference of students reading comprehension between field-independent and field-dependent personality.

H_1 : There is significant difference of students reading comprehension between field-independent and field-dependent personality.