ABSTRACT

THE EFFECT OF STUDENTS' COGNITIVE STYLE ON THEIR READING COMPREHENSION AT EIGT GRADE STUDENTS OF SMPN 21 BANDAR LAMPUNG

By
Suri Widhya Kesuma

There are many characteristics of the students when they learn at school. The way when students learn something in general or particular, then the solution they make for solving the existed problems, it relates to the link between their personality and cognition. This link is called cognitive style. Furthermore, relation with reading, the students can access much information which might have otherwise been unavailable. The main goal of reading a text is comprehension. In this research, the researcher focused on field independent-dependent as one of cognitive styles in style of learning. This was important for the teachers to know the students' cognitive style in order to find the appropriate approaches for the students to develop students' reading comprehension.

Dealing with the problem, this research aimed to find out whether there was significant effect of students' cognitive style on their reading comprehension at eight grade students of SMPN 21 Bandar Lampung. In this research, the researcher used non co-relational of ex post facto design. The data were taken by using questionnaire and reading test.

The data were analyzed by using Pearson Product Moment- One Way ANOVA in SPSS 16.0 and the result showed that F-table score of cognitive style on students' reading comprehension was 2.36 and the significant value was .130, which meant that score was higher than the coefficient significant score at the .05 level (.130 > .05). So, it can be concluded that there was no significant effect of cognitive style on students' reading comprehension. Moreover, the researcher compared the mean scores between students' field independent and students' field dependent in order to see the better cognitive style among them. It was found that the mean score of students field independent was 59.67, it was higher than students' field dependent score which got 54.15 as the mean score.