II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as the concept of reading, the concept of cognitive style, the characteristics of field-independent, the characteristics of field-dependent, theoretical assumption, and hypothesis.

2.1 The Concept of Cognitive Style

Suparman (2010:103) states cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information. The term of cognitive styles is used in cognitive psychology to describe the way individual thinks, perceives and remembers information or their preferred approach to using such information to solve problems.

Hampson and Colman (1995) define that cognitive styles are identified as being in a conceptual gray area between personality and intelligences and are expected to explain variance beyond both of these variables. Based on the statement, it means that every people have a predominantly verbal way of representing information in thought, whereas others are more visual or imaginable. Cognitive psychologists be-

lieve that the stimulus situation does not directly determinate human behavior. The way that students think about a teacher, their classroom, and their school influences their learning.

According to Gardner (1985) cognitive style works like a computer which carries out tasks that we often regard as thinking such as transforming information and storing things in memory, it has become a model of human thinking. In other words, humans, like computers, can be viewed as "symbol manipulation devices" that code external information into internal representations in some ways and then produce some outputs.

Slameto (1991:212) says that cognitive style is attitude, choice or strategy that firmly determines the typical ways of someone in accepting, remembering, thinking, and problem solving. It is clear for us that every individual in the world has his/her own way in constructing the things which are seen, remembered and thoughts. The differences among individuals constantly in constructing and treating the information and experiences are called cognitive style.

According to Ausubel (1968:170) cognitive style is self-consisted and enduring individual differences in cognate organization and functioning. The term refers to individual differences in general principle of cognitive organization. It also refers to various self consistent idiosyncratic tendencies which are not reflective of human cognitive functioning in general. It is difficult to argue that cognitive style is strictly cogni-

tive matter. It really mediates between emotion and cognition, for example reflective cognition style invariably grows out of reflective personality or reflective mood. An impulsive cognitive style, on the other hand, usually arises out of on impulsive emotional state. A person's cognitive style is determined by the way he or she internalizes his or her total environment. Since that internalization process is not strictly cognitive, we find that physical, affective, and cognitive domains merge in cognitive style. Considering the statement above, it is obvious those affective and cognitive domains are the factors of cognitive styles.

Based on Syah (1995) cognitive style is one of human psychological fields that consist of mental behavior which is related to understanding, considering, information sorting, problem solving, and confidence. Based on the definition of cognitive style above, it is clear for us that everyone has own way in his or her cognitive operations. Everyone has his or her own way remembering, perceiving, thinking, and solving his or her problem. It means that every individual approaches a problem or learns a set of facts or organizes a combination of feeling from a unique perspective. We can see that cognitive style is one of factors of human psychology. This fact realizes us that in second language learning, everyone has different cognitive style. It means that every human in the world has cognitive style, even though there is a distinction in each person. Therefore, cognitive style can be called as universal unique.

In relation to second language learning, there are three major cognitive variations, namely, types of learning, strategies of learning, and styles of learning (Brown,

1980). Nasution (1987) describes that the styles of learning as consistent style done by a student in grasping stimulus or information, remembering, thinking, and problem solving. There were two cognitive styles which were focused in this research, they were field-independent and field-dependent. 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 abstracts which may refer to a set of thoughts, ideas, or feeling. The psychology sides of the students can affect the learning process. On the other hand, field-dependence style is the tendency to be "dependent" on the total field.

Relation to this research, the differences cognitive style that were field independent and field dependent, caused the differences of students' reading comprehension because they had differences in perceiving, remembering, thinking, and problem solving.

2.2 The Characteristics of Field- Independent

Schuman (1976) says that a field independent- learner is one who perceives a visual field and detects sub patterns within that field. This definition is explained explicitly by Brown (1977) who point out that the field independent person is generally thought to be more analytical, precise, and effectively independent.

There are some characteristics of field- independent learner:

1. Field-independent tends to be social detachment.

2. Field- independent tends to be task oriented.

3. Field- independent lack of interest in what was important to most other. Brown (2000) in Suparman called this characteristic a 'cognitive tunnel vision'.

Nasution (1987) makes a list of field independent students' characteristics to help us grasp the characteristic of field-independent students. He says that field independent students are:

a. Less influenced by the circumstances and the educational system in the past.

b. Educated to be independent and to control his or her action.

c. Does not care of the norm of society.

d. Speaking quickly without considering comprehensive ability of others.

e. Less socialized.

f. Found primarily in male but can be overlapping.

g. Faster in choosing his or her major field.

h. Able to appreciate humanity and social science even thought there is a tendency to Mathematics and Physics.

i. To differentiate parts from a whole.

j. To concentrate on something (like reading a book in noisy bus station).

k. To analyze separate variables without the contamination of neighboring variables.

It shows that the experts do not separate the definition of field independent learners in affective domain from cognitive domain. Meanwhile, Klausmeier (1985:136) classifies field independent in affective domain and cognitive domain. In addition, he fo-

cuses more deeply on the characteristic of field- independent students in accordance to second language learning. He says that in cognitive domain, students from field-independent group have high analytical ability in solving a problem. Analytical ability here means the ability of dividing point of the problem and finding the relationship between the points so that the answer of the problem is found. Because having analytic ability, students in this group tend to solve a problem quickly.

In affective domain, students from field- independent are generally more competitive, self-respect, self- confidence, and prefer self- study to come in a group discussion. Since they have self- respect, it can be said that they will succeed in their study. According to Klausmeier (1985) in learning a language there is metalinguistic awareness concept. The concept means the awareness toward the language learned. This metalinguistic awareness contains oral and written awareness in learning language skills: listening, speaking, reading, and writing. One who has metalinguistic awareness knows how pronounce and write a word, to write structure and to form language properly to be applied in a situation he/she faces. Metalinguistic awareness support students from field independent group in studying a language especially in analyzing sentences, structure, word, paragraph, or other form.

2.3 The Characteristics of Field- Dependent

Schumann (1976) defines that field dependent learner as one who gets lost in the totality of the visual or auditory stimulus and fails to detect relevance sub patterns and

subsystems. This definition is explain explicitly by Brown (1977) who points out that the field dependent person is thought to be more emphatic, open, and effectively, and characteristics of field- dependent:

1. Field dependent is more responsive as they interact with the people and their environment.

2. Field dependent tends to have a stronger interpersonal orientation and greater alertness to social cues.

Nasution (1987) makes a list of field dependent students' characteristics. He makes it in order for us to understand easier about characteristics of field dependent students. He says that field dependent students are:

a. Much influenced by environment and educational background.

b. Educated to be concerned to the others.

c. Concerned with the norms of society.

d. Speaking slowly in order to be understood by others.

e. Having wider social relationship.

f. Found primarily in female.

g. Much more difficult in choosing his or her major field.

h. Less favor in Mathematics, prefer humanity and social sciences.

i. The general configuration of a problem, or idea, or event.

It means that the experts do not separate the definition of field dependent learners in affective domain from cognitive domain. Whereas, Klausmeier (1985:136) classifies field dependent in affective and cognitive domain. In addition, he focuses more on the

characteristics of field dependent students in the relation with second language learning. He says that cognitive domain; students from field dependent group have low analytical ability in solving problem. Because of this ability, they need much time to solve problem. In affective domain, most of the students from field dependent group have no self reflect. They tend to come in group to discussion than self study.

2.4 Concept of Reading

Reading is a complex cognitive process of decoding symbols for the intension of constructing or deriving meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. There are many definition of reading.

Nuttal (1982:42) defines that reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphics symbols that represent language and the reader's language skill.

Mackey (1979:15) suggests that reading is an active process because it involves an interaction between thought and language. In the other words, the readers always activate their minds to get meaning and information while interacting with the written text and also background knowledge that related to the topic which the reader read.

Besides that, Grellet (1981:7) points reading is a construct process of guessing. Furthermore, Smith (1983: 216) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the reader's own background knowledge. It can be said that readers with insufficient background knowledge about the text they read will have difficulties in comprehending the text.

Grabe (1986) also states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. In the other words, someone always have purpose when they read something, to get information from passage, or to find main idea from the passage, and to enhance knowledge of the language being read.

It is commonly acknowledged that reading is an active process, which in the reader should formulate the brain by using his previous knowledge. In order to, understand the text easily. It is supported by Mackay (1979) who says that reading is an active process. It means that the readers from a preliminary expectation about the materials and then select the fewest, most productive cues necessary to confirm or reject the expectation.

Moreover, according to Smith (1983) reading is a process of interpreting or understanding the text terms of the question that formulates about the text. It means that the reader will understand the text by making some question in his mind dealing with the context. Consequently, the reading process involves what the reader want to know about the text by consulting question appear in his head.

Based on curriculum KTSP which is used in the school, there are four kind of text that is learnt at eight grade students. They are narrative text, recount text, descriptive text, and procedure text. These kinds of texts include in the reading test. Nuttal (1982, 109) states that there are five short reading aspects that should be mastered by reader to comprehend a text deeply.

1. Determining Main Idea

   Main idea is the most important piece of information the author wants to know about the concept of a paragraph. Determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words.

2. Finding the Specific Information or Part of Text

   It means by looking for the information which relevant to what goal in mind and try to ignore the irrelevant one.

3. Finding Reference

   Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Find-

ing reference means we interpret and determine one linguistic expression to another.

4. Finding Inference

Inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Guessing Meaning of Difficult Word

Guessing meaning of difficult word refers to comprehend what the unfamiliar words mean by seeing its synonym related to the context. Besides that, we can also try to guess the meaning of the difficult word by comprehending one or two previous sentences in the text.

For example, the researcher used a narrative text to know students' comprehension about the text, and after that there would be some questions represent five reading aspects. They are as follow:

A Brave Act

One afternoon, Afgan and his friend were playing in a park near the seaside. Some children were playing not far from them.

Suddenly, Afgan heard a voice shouting, "Help!!! Help!!!" he looked out to the sea. He saw a boy about four years old struggling in the water. Unfortunately, there was no lifeguard around and nobody did anything.

Afgan quickly took off his shirt and threw it to his friend. His friend tried to pull him back, but he shook of her hand. He ran towards the spot where the boy had vanished. He slowly swam towards the boy, put his arm around his neck and dragged him back to the shore. Soon, they were both safe on dry ground.

1. What is the main idea of paragraph 1? (determining main idea)
2. Where were Afgan and his friend playing? (finding specific information)
3. "…they were both safe on dry ground." The underline word refers to… (finding reference)
4. Which statement is NOT TRUE according to the text? (finding inference)
5. The words vanish (sentence no.7) has a close meaning to... (guessing meaning of difficult words)

Considering the theories above, those five reading aspects are important to be used in comprehending a text. Thus, the writer uses all the reading sub skills in case of reading test in this research. Afterward, reading is an active process. It needs thoughts and the ability in making sense of the text that is being read. Students' knowledge of linguistic and background knowledge will influence their achievement in reading comprehension.

2.5 Theoretical Assumption

Cognitive style is the way individuals think, perceive and remember information or their preferred approach to using such information to solve the problems. So when someone reads the text, they are trying to activate their brain to think, remember and solve the problem from the passage or text that they read. There are many types of cognitive style, but the researcher focused on students' field- independent and students' field- dependent.

Field independent and field dependent personality influence the students' way of thinking, remembering and also problem solving when they read the text. When the

students read they are able to comprehend the elements of reading to make sense and get the information from the reading passages.

According to Schumann (1977) that field-independent learners are one who perceive a visual field and detect sub-pattern within that field. On the other hand, field-dependent learners as one who get lost in the totality of the visual or auditory stimulus and fails to detect relevance sub pattern and sub system.

Reading is complex cognitive process of decoding symbols for the intension of constructing or deriving meaning. Grellet (1985) states that, reading comprehension is an understanding of written text, meaning extracting the required information from it as efficient as possible. Every person has different way of thinking when they are reading. It is influence by the human cognitive style namely field-independent and field-dependent.

Based on the theory above, the researcher assumed that field independent was more successful in reading comprehension achievement because students tend to work individually while doing their work and also had a high concentration when answered the reading comprehension test.

2.6 Hypothesis

Based on the theoretical assumption above the researcher made hypothesis as follows: There is a significant effect of students' cognitive style in their reading comprehension at eight grade students of SMPN 21 Bandar Lampung.