II. LITERATURE REVIEW

This chapter discusses about field dependent, field independent, concept of reading, concept of reading comprehension, aspects of reading, theoretical assumption, and hypothesis.

2.1. Field Dependent

Field dependent is one of the types of cognitive styles. Field dependent is defined as a style in which one is affected by the surrounding. According to Suparman (2010: 56), field dependence 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.

Field dependent individuals engage a global organization of the surrounding field, and perceive part of the field as fluent. Field dependent learners depend on the cues and structure from their environment and then make the learning process contingent on their experience in that environment. Field dependent learners tend to have short attention spans, are easily distracted, and prefer casual learning environment. In addition, field dependent learners choose instructional situations that elicit their feeling and experiences (Wooldridge, 1995).
Field dependent person is holistic, uncertain and dependent on others. Field
dependent individuals were viewed as more outgoing and more “emphatic and
perceptive of the feeling and thoughts of others” (Brown, 1994). According to
Hawkey (1982) in Ellis (1995: 115), there are four principal characteristics of
field dependence cognitive style as follows.

1. Personal orientation
   i.e. reliance on external frame of reference in processing information.

2. Holistic
   i.e. perceives a field as a whole; parts are fused with background.

3. Dependent
   i.e. the self-view is derived from others.

4. Socially sensitive
   i.e. greater skill in interpersonal/social relationships.

The characteristics of field dependent (FD) and field independent (FI) also exist in
Wyss’s article (2002). In the article, Wyss quotes the characteristics and creates
the Field Dependent/Independent Checklist (see Appendix 2) to measure the
learners’ tendencies towards FD/FI. Although the kind of assessment is not
comprehensive, it does indicate students’ preferred general learning styles. Based
on the Field Dependent/Independent Checklist by Wyss (2002), the student
whose responses tend toward the right-hand side of the list, indicate a preference
for FD, conversely, those who check more on the left show a preference for FI.
Based on the explanation above, it can be inferred that field dependent is important for 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 strong 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.

2.2. Field Independent

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 your task is to perceive specific relevant sub items (Suparman, 2010: 56).

According to Wooldridge (1995), field independent individuals are more analytical and independent than field dependent learners. In addition, these learners are characterized by their analytical approach and abilities to problem solving. These analytical learners tend to be more independent, more intrinsically motivated, and task-oriented in their learning processes than field dependent individuals. Field independent learners are more focused and dciiplined learners, and they are charactherized by a longer attention span and a greater contemplative disposition than field dependent learners. Thus, field independent individuals depend more on internal than external cues, and prefer formal learning
environments conducive to their competitive and achievement-oriented learning style.

Field independent person is analytical, confident, and self-reliant. According to Hawkey (1982) in Ellis (1995: 115), there are four principal characteristics of field independence cognitive style as follows.

1. Impersonal orientation
   i.e. reliance on internal frame of reference in processing information.

2. Analytic
   i.e. perceives a field in terms of its component parts; parts are distinguished from background.

3. Independent
   i.e. sense of separate identity.

4. Not so socially aware
   i.e. less skilled in interpersonal/social relationships.

Field independent has advantages for the students in teaching and learning process. Students who have field independent style are able to concentrate on something without being 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 will be better, especially in reading comprehension.
2.3. Concept of Reading

Reading is one of the important skills that are needed by the students from elementary school up to the university. By reading, the students are able to get a lot of information based on what they are required in reading. Clark (1993) defines that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Afflerbach (2007) states that reading is a dynamic and complex process that involves skill, strategies and prior knowledge. Moreover, Smith (1983) defines reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text. It means that the reader will understand the text by making some questions dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

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.

According to Milan (1998) there are some essential skills in reading, that are:

1. Comprehension and Retention

The readers should be able to comprehend the text and memorize what they have read. The ways that can be used by the readers to build comprehension and retention are by determining the main idea of paragraphs and their purpose of reading, comprehending main idea and distinguishing between main ideas and supporting details.

2. Inferences and Conclusion

In relation to make inferences, McWhorter (1989: 254) defines that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that you draw between what you observe and what you do not know. In making inferences the readers are required to “read between the lines” to make deductions based on the information given. It means that the reader need to know the meaning of a word by considering its context. The readers will be able to do this by making use of the context in which the word occurred, in other to give a rough idea of its meaning. In reading activities the readers should make inferences from what they are reading and also make conclusion toward the text had been read.
3. Critical Thinking and Analysis

In this term, the readers should distinguish the text they are reading, whether it is the text of fact or opinion. Text of fact is a reading text which is written based on real occurrence or based on something happened. While a text of opinion is a reading text which is written based on someone’s point of view. So in reading, the readers should analyze whether the text they are reading is a text of fact or opinion, then they also should think critically whether the information or message in that reading text is important for them or not.

Based on the statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text to get the message and information from what they have read.

2.4. Concept of Reading Comprehension

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1988). Therefore, in comprehending a text, the reader relates new information from the text to his previous knowledge that he has stored in his mind. Reading comprehension is a complex intellectual process involving a number of abilities. Two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading (Brown, 1994).
Then, reading with comprehension will recognize and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988: 6), understanding a text is an interactive process between the readers’ background knowledge and the text. Therefore, Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process that requires active engagement with the text and a conscious afford on the part of the reader to gain meaning from what is read.

Caldwell (2008: 4) states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the crucial link to effective reading—a strong factor in our education and professional lives. Furthermore, Kamil et al. (2011) state that in reading comprehension, 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.

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, there are: (1) the reader who is doing the comprehending; (2) the text that is to be comprehended; and (3) the activity in which comprehension is a part.
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 the 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 the factors inherent in the text. When many of these factors are not matched to a readers’ 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.

Reading comprehension is important because it is a matter of identifying letters in order to recognize words to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers’ own background knowledge about the text they read will have difficulties in comprehending the text (Smith, 1983). Reading the words of a composition is one thing, but comprehension is the vital point for the reader. Reading the words has no benefit if the reader does not comprehend what is being read. If the reader can
read the words but they do not understand what they read, they are not really reading. Thus, comprehension is fundamentally relating the new to the already known. Reading involves more than recognition, which is without comprehension, no reading take place. Readers use a variety of reading strategies to assist with decoding to translate symbol into sounds or visual representations of speech and comprehension. Readers integrate the words they have read into they exist framework of knowledge or schema on their brain.

2.5. Aspects of Reading

According to Nuttall (1982) there are five aspects of reading, which the students should understand to comprehend a text well. They are determining main idea, finding specific information, reference, inference, and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

1. Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. The example of finding main idea can be illustrated into a question as follows:

*What words state the main idea of the text?*
2. **Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation. The question of finding supporting detail is as follows: *Who is the character of the text?*

3. **Reference**

References are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. The following question is the example: “*... He is the best badminton player in our family*” (last line). *The bold word refers to...*

4. **Inference**

An inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurred in order to give him an idea of the meaning. The question containing inference meaning can be: *What is the purpose of this text?*

5. **Vocabulary**

Vocabulary is stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. The question consisting vocabulary aspect can be drawn as follows: “*Peter is interested in sports very much.*” *The bold word is the synonym of ...*
According to five aspects of reading comprehension by Nuttall (1982) above, that are determining main idea, finding specific information, reference, inference, and vocabulary. This research will use these aspects to measure the students’ comprehension an English text.

2.6. Theoretical Assumption

Based on the literature review above, the researcher assumed that the students of field dependent and field independent could have significant differences of their reading comprehension achievement. The differences were influenced by human cognitive style. There were many types of cognitive style and the researcher focuses on field dependent and field independent. A field dependent person was holistic, uncertain and dependent. Meanwhile, a field independent person was analytical, confident, and self-reliant. The personality of individual people could make the people different when they were answer the reading comprehension questions.

2.7. Hypototesis

Based on the theoretical assumption above the researcher made hypothesis as follows:

H$_0$ : There is no significant difference between field dependent students and field independent students in reading comprehension achievement.

H$_1$ : There is significant difference between field dependent students and field independent students in reading comprehension achievement.