

I. INTRODUCTION

1.1. Background of the Problems

Since the function and role of English spread out more and more, it becomes important to be learned. It, then, becomes a compulsory subject for most students in order to be able to involve in communication internationally. There are four English skills (listening, reading, speaking, and writing). For the Senior High students who learn English as a foreign language, reading skill has been considered as one of important skills they should acquire in learning English. It is written in the syllabus of KTSP of Senior High School (2006) at the second grade, states that curriculum of education hopes the students are able to understand reading texts. It affirms that one of the basic competences that should be mastered by the students is reading comprehension. It proves that reading comprehension is very important in learning English. The teachers have a role as facilitators for the students to achieve the goal of reading comprehension. The main goal is to help the students develop the knowledge, skills, and experiences to be competence and enthusiastic in reading.

Reading is considered as an active process in which the reader constructs meaning from a text. Because readers bring differing experiences and knowledge to a reading experience, each reader will construct a different interpretation of a text. They

have to read, think, and do the instructions. And this situation consequently will influence the learners' achievement if they have their own preferences and techniques when they are learning. But, it is found the fact that many Senior High School students in Bandar Lampung do not have reading habit. This situation makes the reading comprehension ability of the students in every level of the school is low because most students feel bored when the teacher teaches them the reading skill. On the other hand, students should receive all of the materials and knowledge which is given to them without consider some factors from the students' side.

There are many factors that determine the students' achievement in reading comprehension. One of them is psychological factors which may influence the students' achievement in teaching-learning process of reading. The students grow in heterogeneous environment and it can influence the students' way of thinking, attitude, and also students' personality. However, this factor is not realized and gets less attention from the teachers, so the students at school cannot optimize their ability in reading. The students cannot identify their characteristics, which one they have strong ability in reading and which one is not. There are several characteristics of the students when they learn at school. There are some students who like to discuss with friends when they have read something, but some students prefer to read alone. There are students who read something in order, but some students prefer to read in random.

Among the factors which have a big influence in second language learning is affective and cognitive factors. Both factors cannot be separated because they both

influence each other. The link between affective and cognitive factors is referred as cognitive style. Cognitive style is a person's typical ways of information processing habits representing the learner's typical mode of perceiving, thinking, problem solving, and remembering (Brown, 1980:188). In this research, the researcher will focus on left and right brain dominance of the students as one of cognitive style in style of learning.

There are many studies about cognitive style in the field of brain hemisphere from several researchers overseas, however, only few observers that are conducted in Indonesia. Therefore, the researcher intends to do the research about the brain hemisphere dominance of the students to their reading comprehension. This research is very important for the teachers to know the cognitive style especially left and right brain dominance of their students so they can easily find the approaches that are suitable for the students. The idea of this cognitive style is a somewhat unfounded deduction of the observation that most people favor particular types of interactions when it comes to learning. Once the students have unlocked their cognitive style and discovered the best methods for helping them to learn reading through that style, they will discover a good way for their reading comprehension achievement.

1.2. Identification of the Problems

Based on the previous studies that had been studied by the researcher, there were many problems in reading comprehension that happened at school generally. The researcher identified some of the problems:

1. Students' motivation is low in learning English especially learning about reading. Students are not motivated when they learn English because they only think that English is subject for final examination.
2. Teachers' motivation is low in teaching English especially teaching about reading. They often only give exercise of reading comprehension for the students without explaining the material related to the exercise.
3. The material of reading comprehension given for the students make them feel bored because it is not interesting. The teachers often use text book as guidance for the students and ask them to do the exercises in every page of the book. It does not make the learning process enjoyable and interesting.
4. The curriculum in reading ability is not appropriate for the students' reading comprehension. In teaching reading especially kind of text, the teachers often focus on generic structure and communicative purpose of the text, instead of the goal for reading comprehension in the text.
5. English teachers use kind of punishments for the students so that some of them are afraid of their English teachers and it is hard for them to understand the material because of the 'thick block' built between the teachers and the students.
6. The differences of learning styles and strategies of students in learning reading skill. Many teachers give the same treatment for students without concerning about their styles and strategies in learning. It makes the students difficult to response the lesson.
7. The differences of student's cognitive style, for example their brain hemisphere of left-brain and right-brain dominance. The teachers often give the

same treatment for one another. They do not have much attention in students' style of thinking.

1.3. Limitation of the Problems

In line with the identification of the problems above, the researcher limited the study on the following problem:

“The difference of students' reading comprehension achievement between left-brain dominated and right-brain dominated students at the second year of SMAN 2 Bandar Lampung.”

1.4. Formulation of the Problem

The formulation of the problem in this research was:

Is there any significant difference of reading comprehension achievement between left-brain dominated and right-brained dominated students at the second year of SMAN 2 Bandar Lampung?

1.5. Objective of the Research

Based on the research problem, the objective of this research was:

To determine whether there is a significant difference of students' reading comprehension achievement between left-brain dominated and right-brained dominated students at the second year of SMAN 2 Bandar Lampung.

1.6. Uses of the Research

The findings of the research were expected to be beneficial theoretically and practically.

1. Theoretically

The results of this research were expected to verify the previous theories dealing with reading comprehension achievement between left-brain dominated and right-brained dominated students.

2. Practically

The findings of the research might be useful for English teachers, students, and curriculum developers.

a. The teachers

Through this research, the teachers might be able to know the cognitive styles employed by the students in learning reading and implement it to teach the students' reading comprehension.

b. The students

The implementation of cognitive styles in reading comprehension might help the students' reading achievement.

c. The curriculum developers

The curriculum developers could make the appropriate curriculum for reading comprehension through cognitive styles.

1.7. Scope of the Research

This research was about a comparative study of students' reading comprehension achievement between students of left-brain dominated and right-brain dominated at second year of SMAN 2 Bandar Lampung. In this research, the researcher focused on reading skill in forms of reading comprehension based on the aspect of vocabulary, reference, and getting main idea of paragraph. The researcher tried to observe further about cognitive styles of the students on left and right brain dominance whether there is a significant difference to their reading comprehension.

The participant of the research was the second year students of SMAN 2 Bandar Lampung.