

## I. INTRODUCTION

This research was intended to analyze whether there was the dominant learning strategy used by field independent student in speaking English and to see whether there were correlations between learning strategies of field independent student with their speaking score. This chapter includes the background of the problem, the formulation of problem, the objectives, the uses of the research, the scope of the research and the definition of terms.

### 1.1 Background of the Problem

Generally, there are not two students had same ability in achieving the required goal although they receive same treatment from the lecturer. There are different ability among the students.

In the real life, the researcher found there were the level of speaking ability among the students. It could happen caused by there are many factors which influence the result of students' mark. This statement is supported by the psychologist expert Brown (1980) who said that student succes in second language learning could not be separated from individual psychological factors.

He stated that psychological factors could influence the student's ability in teaching learning process.

Each student had a different cognitive style which could be one of aspect that influence the students' speaking ability. The researcher assumed that there must be a different speaking's ability between both cognitive style. The factor which made researcher sure toward its influence with the different speaking ability is

the significant contrastive characteristic between both such cognitive styles, mainly about those way of thinking of processing the information.

Those factors could affect on how fast students were able to learn speaking English. These cognitive characteristics are *field dependent and field independent*. Brown (2000)

defined field independence as the ability to perceive a particular relevant item in a field of distracting items. He defined field dependent as

“the tendency to be dependent” on the total field so that the parts embedded within the field were not easily perceived.

The oral skill could be problematic for foreign language learners. One of the potential sources of these problems in speaking test ability referred to differences in cognitive characteristics of the test takers. One of these cognitive characteristics was *field independent*. It was considered as one of the source of problem in speaking ability, it needed to be examined carefully in order to find some remedies, both preventing test bias that would lessen the validity of speaking test as a measurement of second language proficiency and also helping learners improve their speaking achievement in the target language.

Field independent and field dependent dealt with the amount of psychological differentiation experienced. Differentiated cognitive styles were more complexly organized. The relationships between cognitive style and the environment were more elaborate. Witkin and Goodenough (1981) described the differentiation process as one of the creation of inner boundaries between the inner core of the self and the environment. Psychological activities also had boundaries and are separated from each other and the environment. Field independent requires a restructuring of

the perceptual or psychological field and it is a more differentiated process. According to Witkin and Goodenough (1981) field dependent learners are more socially oriented than field independent learners.

They pay more attention to social clues, they like to be with others and they seek learning and vocational experiences that put them in contact with people. Brodzinsky (1985) stated that field dependent children perform less well on formal operations tasks than field independent children do. Other researchers support this, for example: children, according to Witkin and Goodenough (1981), are more field dependent than are adults. There was a general movement toward field independent across development, but there were also great individual differences. Those who develop more rapidly toward field independent also develop speaking competence in cognitive restructuring. Interestingly evidence is presented which indicated that there is genetic selection of field independent subjects in primitive settings and that more are field dependent as the culture grows and becomes more modern.

Brown (1980) observed a conflicting hypothesis could be advanced with reference to L2 learning on the bases on this finding. First, it could be hypothesized that the field independent person is the better L2 learner as he would be better able to focus on the relevance valuable in language lesson or conversation than a field dependent person.

This hypothesis is supported by Hansen and Stanfield (1981). They correlated scores on field independent test with scores on linguistic, integrative, and communication measurement. All the correlation were positive and significant for field independent. Brown (1977) stated that the second hypothesis was found differently from the first one that is when the research comes to untutored Foreign Language Acquisition. Field dependent may be more beneficial

because successful FLA would be determined by how well the learner could communicate with speaker on the target language.

Brown indicated that field independent correlated quite highly with result of language test.

From those theoretical assumption, the researcher assumed that

the student were belong to field independent student had a good quality in their speaking ability. This assumption was developed into another prediction about what the learning strategies which dominantly were used by the field independent students in achieving better speaking ability. Learning strategies were assumed being related to the student's speaking ability. Specifically, it needed to analyze about speaking ability which are mastered by field independent students. Learning strategies referred to the behaviour the students used in learning language. Wenden (1987 : 6) has stated that learner strategies actually engaged into learn and regulate the learning of second language. It means that field independent student can be having a good strategies in learning speaking ability. It must be considered that good learner is strongly potential in achieving better speaking achievement.

The background had explained that it was important to know the learning strategies used by the students from field independent group.

## **1.2 Formulation of the Problem**

Based on the background, the researcher formulated the problem as follows :

- a. What most learning strategies were used by Field Independent students in speaking ability?
- b. Was there any significant correlation between Field Independent student's speaking ability and their learning strategies?

## **1.3 Objectives**

The objectives of this research were to analyze there are the dominant learning strategies used by Field Independent student in speaking English and to see there were correlation between learning strategies of Field Independent student with their speaking score.

#### **1.4 Uses of the Research**

The uses of this research were to :

- a. Suggest that there are significant learning strategies which support Field Independent student in learning English speaking ability better.
- b. See the correlation between Field Independent's speaking ability and their learning strategies.

#### **1.5 Scope of the Research**

This research focused on field independent as one of cognitive styles in language learning.

This research was conducted at SMP N 2 Bandar Lampung

while the subject of the research are samples of student taken from each class of Grade 8.2

and 8.3. All of them had been grouped in two group. The group were named field

independent and field dependent students. Field independent group was analyzed according

to their result of speaking score. This research focused on

the mostly learning strategy which was used by field independent students who were good in

speaking score. The researcher classified the learning strategies based on some categories of

Rubin's theory. Learning Strategies consist of memory, cognitive, compensation,

metacognitive, affective, and social strategy. Having finished classifying student language

learning strategies, the researcher analyzed

the mostly strategy that used by a field independent student in speaking.

## 1.6 Definition of Term

There are some terms used in this research which need to be defined clearly, so there was a similar scope of thinking or perception toward some certain terms of this topic of research.

Some of those terms are below :

1. **Field independent** is a particular cognitive style which characterize as focusing spotlight on data, distinguishing and focusing deeply on some specific aspect of the material being learned.
2. **Field dependent** is the tendency to be "dependent" on the total field so that the parts embedded within the field are not easily perceived, though that total field is perceived most clearly as a unified whole .
3. **Speaking ability** is certain ability of learning English Skill orally. This ability cover some aspect such as its grammar, pronunciation, logical thinking, fluency in saying English words or English sentence.
4. **Learning strategies** are operations used by the learner to aid the acquisition, storage or retrieval of information, according to one familiar definition. It means that that learning strategies are behaviours or language actions which learners use to make language learning more succesful and enjoyable
5. **Cognitive style** is attitudes, choices 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 have their own way in constructing the things which are seen, remembered, and thought by him/her.
6. **Learning style** is an important factor in several areas including students' academic achievement, how students learn and teachers teach, and student-teacher interaction.
7. **Foreign language acquisition** the processes by which people learn a [foreign language](#).