

TABLE OF CONTENT

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
CURRICULUM VITAE	v
DEDICATION	vi
MOTTO	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi
LIST OF TABLES	xiii
LIST OF DIAGRAM	xiv
LIST OF APPENDICES	xv
I. INTRODUCTION	
1.1 Background of the Problem	1
1.2 Formulation of the Problem	5
1.3 Objective	5
1.4 Uses	5
1.5 Scope of the Research	5
1.6 Definition of Terms	6
II. FRAME OF THEORY	
2.1 Psychological Characteristics Contribute to Successful Second Language Acquisition	8
2.2 Concept of Cognitive Style in EFL	9
2.3 Characteristics of Field Independent Students	11
2.4 Concept of Speaking in EFL	13
2.5 Concept of Speaking Ability in EFL	14
2.6 Relation between Field Independent and Speaking Ability	15
2.7 Learner Strategies in Speaking	17
2.8 Rubin's Learning Strategies in English Speaking	20
III. RESEARCH METHOD	
3.1 Research Design	35

3.2 Source of Data	37
3.4 Validity of Data	38
3.5 Reliability of Data	40
3.6 Normality of Student's Speaking Score	40
3.7 Research Procedure	41
3.8 Data Analysis	43
IV. RESULT AND DISCUSSIONS	
4.1 Result of the Research.....	44
4.1.1 Result of the Cognitive Style Test	45
4.1.2 Result of Learning Strategies Test	49
4.1.3 Result of Speaking Achievement Test	54
4.1.4 Hypothesis Testing	57
4.2 Discussions	61
4.2.1 Questionnaire	61
4.2.1.1 Cognitive Style Questionnaire	61
4.2.1.1 Learning Strategies Questionnaire	63
4.2.2 Compensatory Strategy and the Student's Speaking Achievement.....	66
V. CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions	72
5.2 Suggestions	73
REFERENCES	75
APPENDICES	78