A COMPARATIVE STUDY BETWEEN STUDENTS' FIELD DEPENDENT AND FIELD INDEPENDENT IN READING COMPREHENSION AT THE SECOND GRADE OF MAN 1 LAMPUNG TENGAH

(A Script)

By

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ABSTRACT

A COMPARATIVE STUDY BETWEEN STUDENTS' FIELD DEPENDENT AND FIELD INDEPENDENT IN READING COMPREHENSION AT THE SECOND GRADE OF MAN 1 LAMPUNG TENGAH

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Wahyu Ambar Winanti

Reading is one of important skills in learning a language particularly learning a second language or foreign language (English). Students' learning styles can improve their reading comprehension. Different students employ different learning styles that are believed to their reading comprehension.

The research is aimed to find out whether there is a statistically significant difference of students' reading comprehension between field dependent and field independent students. The subjects were the eleventh grade students of MAN 1 Central Lampung in 2015/2016academic year. Ex-post facto design was used in this research. Questionnaires and reading tests were used to collect the data. The data was analyzed by using Independent T-test.

The result showed that there was a statistically significant difference (sig<0.05, 0.00<0.05) between field dependent and field independent students in their reading comprehension. This indicates that the students' learning styles affect their reading comprehension.

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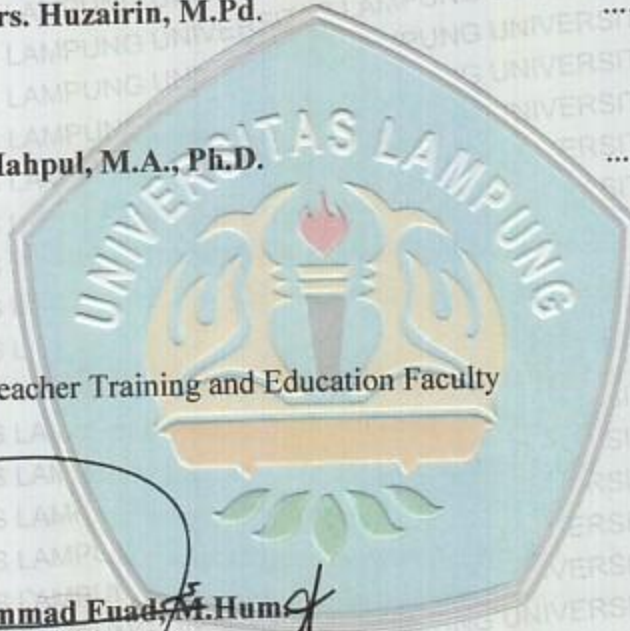NIP 19620203 198811 1 001

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CURRICULUM VITAE

The writer was born in Gunung Kidul, on October 15, 1994. She is the oldest/first child of a blissful couple, Sunarto and Sri Suyatini.

At the age of five, she began her study at TK Aisyah Bustanul Atfal Siyono Tengah in 1999 and graduated in 2001. In the same year, she continued her study to SDN 1 Siyono Kidul until the third grade. In 2003 she moved to East Lampung and continued to SDN 1 Rajabasa East Lampung and graduated in 2006. Then, she went to SMP PGRI 4 Transpram II East Lampung and graduated in 2009. Afterwards, she continued her study in to SMAN 1 Labuhan Ratu East Lampung in 2010 and graduated in 2012.

In 2012, she was registered as one of the students in English Education Study Program at the Faculty of Education and Teacher Training (FKIP) University of Lampung. She conducted her teacher training program (PPL) at SMPN 3 Sindang Pagar, Sumberjaya West Lampung from July to September 2015.

DEDICATION

This undergraduate thesis is fully dedicated to:

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My greatest inspiration, my beloved parents, Mr.Sunarto and Mrs.Sri Suyatini

My beloved young brothers, Wahyu Hendy Sugito and Wahyu Galih Wibowo

My big family, beloved grandfather and grandmother, the late Marta Dirja and Tumini, the late Parjio Tresno Suwito and Subiah Tresno Suwito, uncles & aunties

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And

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Happiness is not on how much money we have, but on how much time we can be thankful of.

The best revenge for the people who have insulted you is your success which you can show to them later.

Stop dreaming and start doing. Be a star on your own world!

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The writer is eager to present her countless gratitude to the people who had supported her throughout her life and especially in finishing this undergraduate thesis. Thus, the writer wants to express her sincere respect and gratitude to:

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I. INTRODUCTION

This chapter is concerned with the background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, and definition of terms.

1.1 Background of the problems

Each individual has unique characteristics which are different from one another. They may be different in the level of problem-solving skills, level of intelligence, or the ability to think. Those inter-personal differences persist in how they prepare and process information and their experiences and that is what cognitive styles refer to. Suparman (2010:63) states that if theories about second language acquisition or teaching methods are designed based on merely cognitive domain consideration, the most fundamental side of human behavior would be omitted. The statements is supported by language experts, Brown (1980) in Rosita (1997:1) and Wengrum (2013:3) who say that success in second language learning cannot be separated from individual psychological factors. They state that the factor also has equal influence as the cognitive factor does toward students' achievement in second language acquisition.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill becomes very important in the education field,

students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because by reading students can be learn grammar, can be learn many things about the language and the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. So, that is why reading is chosen as the skill that will be tested in this research.

Reading dominates the teaching material in almost English textbooks where there are several types of reading text that should be mastered by the students of Senior High School. The materials of second grade students of Senior High School are personal letter, invitation, procedure text, report, analytical exposition text, and biography text. To gather the knowledge from the texts, it is important for the students to have a good reading comprehension and without reading the knowledge would be empty and meaningless. Reading without comprehension does not have specific purpose because comprehension is important in reading process. Comprehension is intended not only to know what the letters stand for, but to fully understand the text. In order to comprehend the text, a reader must actively and intentionally think about and analyze meaning while reading. Students must consider many bits of information while reading to comprehend the text such as genre, text structure, the author's purpose, and familiar and unfamiliar words. Strong comprehension encourages self-directed learning and lifelong reading.

Having observed some students at MAN 1 Lampung Tengah, it was found that students had difficulties in their reading comprehension. Students in class X1 Science 1 which consisted of 33 students had the difficulties in their reading comprehension. The difficulties of the students covered finding main idea, finding supporting details, determining reference, determining inference, and vocabulary. Moreover, the students also had different difficulties. It was because every student had different characteristic and different strategy in learning English. Every student at MAN 1 Lampung Tengah had his/her own technique to comprehend the reading text. It was because he/she had different characteristics. For example some students liked to have a discussion with friends when they were reading passage. Other students tended to be individual when they wanted to read a text. There were students who liked to socialize with their environments and there were some others who did not. They preferred to be alone within their surrounding In addition, within the learning activities, there were students who preferred working on tasks in groups, namely field dependent and the other preferred working individually, namely field independent.

In this research, the researcher focused on field-dependent and field-independent as one of cognitive styles in learning style. This is important for the teachers to know the cognitive style especially field dependent and field independent of their students so they can easily find the suitable approaches for the students. When the teacher knows the characteristics of their students and she/he will make teaching learning process more effective. By knowing the characteristics of field-dependent and field-

independent, it is expected that the teacher can help the students on their reading comprehension achievement. Field dependent students are much influenced by environment and they have wider social relationship. On the other hand, field independent students can concentrate on something without being influenced by the situation. The various score of the students make the researcher curious in what cognitive style they belong to. That is why in this present study the researcher will identify whether their cognitive style contributes greatly toward reading achievement.

The previous research done by Mulyani (2011) showed that field independent students were more successful in reading comprehension achievement than field dependent students. This might be caused by the fact that field independent students were hard workers even if they could not find the answers .They tried to get the answers of the questions. It indicated that the students' achievement in learning language especially English were influenced by cognitive style.

Based on the statement above, the researcher is interested in conducting research with the title "A Comparative Study between Field Dependent Students and Field Independent in Reading Comprehension at The Second Grade of MAN 1 Lampung Tengah."

1.2 Identification of the problems

The researcher had interviewed some students and she found out that there were many problems happening at MAN 1 Lampung Tengah:

1. The teachers are lack of ability to use the media or they do not want to create the interesting media for students that can help to attract their attention so they can enjoy the learning process.

2. Many students have reading habit. It makes the students' reading comprehension ability is low because most of the students feel bored when the teacher teaches them in reading skill.

3. Every student's have their own style in learning. Sometimes the teacher gives the same treatment for all students and it makes the students difficult to response or receives the materials.

1.3 Limitation of the problems

Based on the identification of the problems above, the researcher focus current study on student's personality and student's reading comprehension achievement. Therefore the researcher is very interested in investigating which one is better in reading comprehension achievement between field dependent and field independent.

1.4 The research questions

Related to the limitation of the problems stated before, the researcher tries to formulate the problems as follows:

Is there a significant difference between field dependent and field independent students in reading achievement at the second grade of MAN 1 Lampung Tengah?

1.5 Objective of the research

In accordance with the formulation of the research questions, the objectives of this research as follows:

To find out whether there is a significant difference between field dependent and field independent students in reading achievement at the second grade of MAN 1 Lampung Tengah?

1.6 Uses of the research

It is expected that the finding of the research can be useful both theoretically and practically:

1. Theoretically

   The findings of the research are expected to be beneficial as the information for English teachers that cognitive style is more influential to increase students' achievement in reading comprehension.

2. Practically

The findings of the research are expected to be beneficial for the English teachers in clarifying the theory of cognitive learning style which focuses on field dependent and field independent related to their reading comprehension achievement.

1.7 Definition of terms

Several terms used in this research are defined as follows:

1. Cognitive style is an attitude, choice or strategy that firmly determines the typical ways of someone in accepting, remembering, thinking, and problem solving.

2. Field dependent is a style in which one is affected by the surrounding. Students who are more field dependent tend to be generally more socialize, emphatic and perceptive. Although the total field is perceived more apparently as a unified whole.

3. Field Independent style is ability to perceive a particular relevant item or factor in a "field" of distracting items. Students who are more field independent tend to be generally more independent, competitive and self-confident.

4. Reading is a kind of activity in translating written symbols into corresponding sound. Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

5. Reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language.

That is the introduction of the research. In this chapter, several points have been discussed consisting of the background of the problems, identification of the problems, limitation of the problem, formulation of the research questions, and definition of the terms. Then the next chapter will discuss the theoretical background of this research.

II. LITERATURE REVIEW

This chapter discusses concepts of cognitive style, concept of field-dependent, concept of field-independent, concept of reading, concept of reading comprehension, theoretical assumption, and the hypothesis.

2.1. Concept of Cognitive Style

There are many different definitions of cognitive style. Ellis (1995: 114) says that cognitive styleis a term used to refer to the manner in which people perceive, conceptualize, organize, and recall information. Each person is considered to have a more or less consistent mode of cognitive functioning. Moreover, Goldstein and Blackman define it as a hypothetical construct that has been developed to explain the process of mediation between stimuli and responses. The term cognitive style refers to characteristic ways in which individuals conceptually organize the environment (1978: 4).

Cognitive style are conceived as the self-consistent models of functioning that an individual shows through his perceptual and intellectual activities. Messick (1984) defined cognitive style as consistent individual differences in organazingand processing information and experience. Taken together, a cognitive style refers to

individual differences in the perception of environment stimuli, and the organization and use of information. In this regard, Brown (1994: 104) asserts, "the way we learn things in general, and the particular attacks we make on a problem seems to hinge on a rather amorphous link between personality and cognition; this link referred to as cognitive style."

Cognitive style is frequently included under the umbrella term 'learning style' (Sadler-Smith, 1996), but as a construct it is much more pervasive, stable and deep seated than learning style. Since style does not appear to be related to intelligence, it may be argued that cognitive style differs from cognitive ability (Riding & Pearson, 1994). Both style and ability may affect performance on a given learning task, but style differs from ability in that performance on all types of task will normally improve as ability improves (Hunter & Schmidt, 1989). However, the effect of style on performance will be either positive or negative depending on the nature of the given task, some styles will be better suited to some tasks than others and vice versa. Therefore, style reflects qualitative rather than quantitative differences between individuals in their thinking processes (as cited in Riding & Sadler-Smith, 1997).

Cognitive style is important in teaching learning process because it describes how the individual acquires knowledge (cognition) and process information (conceptualization). Cognitive styles are related to the mental behaviours which individuals apply habitually when they are solving problem. In general, they affect the way in which information is obtained, sorted and utilized. Cognitive style is usually described as a stable and persistent personality dimension which influences

attitude, value and social interactions. It is clear that every individual in the world has awn way in constructing the things which are seen, remembered and thoughts by him/her (Mulyani, 2011: 13).

Cognitive style is an aspect of overall personality and cognitive process. Some postulate that cognitive style is a bridge between cognition/intelligence measures and personality measures (Sternberg &Grigorenko, 1997; Ridding &Sheema, 1991). Cognitive style is unique in its polar nature, having an "either or" measure, where the absence of one characteristic implies the presence of its extreme. This is in apposition to personality measures that are more multifaceted (Ridding &Cheema, 1991).

Cognitive style influences the performance of language learners and can predict their success in the process of language learning. Stansfield and Hansen (1983) claim that some students with a special cognitive style perform consistently better than other students on a particular language test. The possible relation between language learning and cognitive style was suggested first by Brown (1973).

There are five types of cognitive style that are relevant to the second language learning. In this research is focused in field dependence and field independence. Field dependence/independence is a type of cognitive style introduced by Witkin, Raskin, Oltman, and Karp (1971). They defined field dependence/independence as a cognitive style, a bipolar, stable trait affecting how one thinks, feels, and behaves. They also claimed that a "field independent person is analytical, confident, and self-

reliant whereas the dependent person is holistic, uncertain and dependent on others" (as cited in Chapelle& Green, 1992, p. 49).

Blanton (2004) investigated the influence of cognitive style on standardized reading tests. She found that cognitive style had more impact on students' performance on a standardized test of reading comprehension than did ethnicity or gender. Type of the tasks used in the test had a profound effect on the performance of the field-dependent students. She concluded that field-dependent students performed better when the reading tests were multiple-choice un-timed than the other kinds of tests and in fact this type of reading test provided more accurate estimation of their reading comprehension skills and decreased differences in test performance between field-dependent and independent students.

Related to the statement above, the differences cognitive style that is field dependent and field independent which cause differences of students' reading comprehension achievement because they are different of thinking, remembering, problem solving and other factors.

2.2. Concept of Field Dependent

Field dependent is one type of cognitive style. Field dependent is defined as a bipolar personality dimension that assesses and individual's tendency to rely on the visual field or the body itself as a cue for locating the upright. 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).

According to Hawkey (1982) in Ellis (1995: 115), there are four principal characteristics of field dependence cognitive style as follows.

1. Dependent

   The self-view is derived from others.

2. Holistic

   Perceives a field as a whole; parts are fused with background.

3. Personal orientation

   Reliance on external frame of reference in processing information

4. Socially sensitive

   Has greater skill in interpersonal/social relationships.

The characteristics of field dependent (FD) and field independent (FID) 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 toward FD/FID.

Field dependent is important to 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.

2.3. Concept of Field Independent

Field independent style is 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).

Field independent individuals are more analytical and independent that 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 also more focused and discipline, and they are characterized by a longer attention span and a greater contemplative disposition than are 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 (Wooldridge, 1995).

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. Analytic

   Perceives a field in terms of its component parts; parts are distinguished from background.

2. Impersonal orientation

   Reliance on internal frame of reference in processing information.

3. Independent

   Sense of separate identity.

4. Not so socially aware

   Less skilled in interpersonal/social relationship.

Field independent has advantages for the students in teaching and learning process. It is important because it affects the students' reading comprehension achievement. Students who have field independent style are able to concentrate on something without influenced by the surrounding and to analyse 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.

2.4.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. 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.

Afflerbach (2007) stated that reading is a dynamic and complex process that involves skill, strategies and prior knowledge. Moreover, 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.

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.

2.5. 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 one 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 which 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 contructing 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) said 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 too many of these factors are not matched to 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 of

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 compositionis 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 their existing framework of knowledge or schema on their brain.

According to Nuttal (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 be 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, what is what the author wants 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 or specific information develops the topic sentence by giving definition, examples, fact 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. References

   References are word or phrases used either before or after the references 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:…*"They are found on every continent except Antarctica..." (Paragraph 1, line 4) the word "they" refers to...*

4. Inference

   An inference is an educational guess or prediction about something unknown based on available fact 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 product utterances for endingThe question consisting vocabulary aspect can be drawn as follows*: "… that make flight <u>difficult </u>or impossible." (Paragraph 2, line 11) the antonym of the underlined word is… " the underline word is the antonym of…*

According to five aspect of reading comprehension by Nuttal (1982) above, that 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

People have different ways of thinking when they are reading in test. The differences are influenced by human cognitive style. There are many types of cognitive style and the researcher focused on field dependent and field independent. Field dependent person is holistic, uncertain and dependent. Meanwhile, field independent person is analytical, confident, and self-reliant. The personality of each person can make people different when they are answer the reading comprehension test. The students of field dependent and field independent can have significant difference of their reading comprehension achievement.

2.7. Hyphotesis

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.

III.RESEARCH METHODS

This chapter discusses research design, setting of the research, population and sample, Research instruments, data collecting technique, variables, try out of the research, research procedures, data analysis, scoring system and hypothesis testing.

3.1. Research Design

In this research, the researcher intended to find out the significant differences between field Independent students and field dependents in reading comprehension achievement. In addition, to gain the answer to the research question in this research, the researchers carry out quantitative study with *ex post facto* design. It was a design which concerned in finding direct relationship between two variables, that is, field independent and field dependent variables. *Ex post facto* design was used when the researcher did not have control over the selection and manipulation of the independent variables.

The research design of the research was *ex post facto* design which concerned in finding a direct relationship between the field independent and field dependent variables. *Ex post facto design* in this research is called a criterion group design that two groups of students will be compared on one measure.

The design is formulated as follow:

G1   T

G2   T

Where:

G1   : Field independent as an independent variable

G2   : Field dependent as an independent variable

T   : Reading achievement as dependent variable

3.2. Setting of the Research

This quantitative research focused on cognitive styles in language learning. This cognitive learning is divided into two types, they are: field independence and field dependence. The material used for this research was reading test. The data of student cognitive style was gain from questionnaire and the reading comprehension achievement data was gain from reading test.

3.3. Population and Sample

The population of this research was all the second grade students at MAN 1 Lampung Tengah in the academic year of2016/2017 consisting of 33 to 39 students in each class. There are seven classes available at the second grade, and the researcher took one class as the try out class; it is XI IPA 2 and one class as the experimental class; it is XI IPA 1. Both of classes were chosen randomly through lottery drawing. The experimental class was classified into two groups namely, field-independent and field-dependent students.

3.4. Research Instruments

The instruments used in this research were questionnaire and reading comprehension test.

3.4.1. Questionnaire

Questionnaire is a set of statements to be answered by the students to categorize them into two groups, field dependent and field independent. The researcher developed the questionnaire from field independent/dependent checklist (see Appendix 2) by Wyss (2002). Developing of the questionnaire was aimed to adjust with the sample of the research. The questionnaire was used because it consists of the simple and understandable statements, so it could be easily to divide the students into field independent and field dependent. There were 26 items in the questionnaire.

3.4.2. Reading Comprehension Test

Reading comprehension test was given to the students to find out the differences between field dependent and field independent in reading comprehension achievement of the students. This test consisted of 60 questions for 90 minutes in try out test and researcher would take 40 questions for the test. The researcher used multiple choice test items in assessing the students' reading comprehension. The researcher used five aspects of reading comprehension in the test. The five aspects of reading comprehension are main idea, specific information (supporting details), inference, reference, and vocabulary.

3.5. Data Collecting Techniques

In collecting the data, researcher used the following technique:

1. Questionnaire, it is a set of question and statement to be answered by the students to categorize them into two groups that are Field Dependent and Field Independent students. There were 26 items in this questionnaire.

Table 1. Table of specification of questionnaire:

No	Indicator	Statement	Total number
1	Personal orientation (FID)	1,2,7	3
2	Holistic (FD)	3,4,5,6,11	5
3	Dependent (FD)	8,9,10	3
4	Socially sensitive (FD)	12,13	2
5	Impersonal orientation (FD)	14,15,20	3
6	Analytic (FID)	16, 17, 18, 19, 24	5
7	Independent (FID)	21,22,23	3
8	Not so socially aware (FID)	25,26	2
		Total number	26

2. Reading Comprehension Test, this test consisted of 40 items of multiple choices for 60 minutes.

Table 2. Table of specification on Reading test

No	Reading skills	Items number	Percentage
1	Identifying main idea	1, 2, 7, 12, 13, 19, 21, 25, 30, 37	25 %
2	Identifying supporting details	4, 9, 14, 15, 20, 33, 39, 40,	22,5 %
3	Making inference	6,11,18,26,27,31,32,36	20 %
4	Identifying reference	3,8,16,24,29,35	15 %
5.	Understanding vocabulary	5,10,17,23, 24, 28,22,38	20 %
	Total	40 Items	100%

3.6. Variables

In this research, the researcher determined three variables:

a. Field independent as an independent variable

b. Field dependent as an independent variable

c. Reading achievement as dependent variable

3.7. Try Out of the Research Instruments

Try out test was administered on May 7th 2016 in class XI IPA 2. The try out will be given to XI IPA 2 to investigate the quality of the instruments; here the instruments are questionnaire and reading comprehension test. The try out class consist of 20 students. Try out test consist of questionnaire and reading comprehension test.

3.7.1.1 Reading comprehension reading test

Individual assessment task provides limited representation of reading comprehension; however, many reading researcher continue to use only task to measure comprehension. In the research, the researcher use multiple-choice test items in assessing the students' reading comprehension.

3.7.1.2 Validity of Reading Test

To measure whether the test has a good validity, the researcher used content and construct validity. The validity of the test could be seen from the content validity. Validity refers to which an instrument really measures the objective to be measure and suitable with criteria (Hatch and Farhady, 1982: 250). Heaton (1988:159) also

states that validity of the test was the extent to which it measures what it is supposed to measure.

There are four types of validity as follows:

a. Content validity, depends on a careful analysis of the language being state;

b. Construct validity: measures certain specific characteristic in accordance with a theory of language learning.

c. Criterion-related validity, concerns with measuring the success in the future, as in replacement test.

d. Face validity, concern with the layout of the best.

Based on the types of validity above, the researcher use content and construct validity to measure whether the test has a good validity. The validity of the test could be seen from the content validity. The content validity empasized on the equivalent between the materials had been given and the items tested. While construct validity is concerned with whether the test was actually in line with the theory of what it meant to know the language (Shohamy, 1985: 74). Validity of the test was important because the items in the test must represent the material that had been thought.

1. Content Validity

Content validity is the extent to which the test measures a representative sample of the subject matter content (Hatch and Farhady, 1982:251). A good test is the test which is appropriate with the material has been taught and the material had been developed from the education goal. To find out the content validity of the

test, the researcher adopted the syllabus for second grade students of senior high school.

2. Construct Validity

Regarding the construct validity, it measured whether the construction had already referred to the theory, meaning that the test construction had already in line with the objectives of the learning(Hatch and Farhady, 1982:251).

To find the construct validity, According to five aspect of reading comprehension by Nuttal (1982), the theory of reading that determining main idea, finding specific information, references, and vocabulary, were formulated in the test items.

3.7.1.3 Reliability of Reading Test

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the score are (Hatch&Farhady,1982:244). The test will be determined by using person product moment which measures the correlation coefficient of the reliability between odd and even number (reliability of half test). In the following formula:

$$rxy = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y^2)]}}$$

Where:

r_{xy} : the correlation coefficient of reliability between odd and even

N : the number of students who take part in the test

X : the total numbers of odd number items

y   : the total numbers of even number items

 2   : square of x

 2   : square of

         : total score of odd number items

         : total score of even number items

<div align="right">(Hatch and Farhady, 1982:199)</div>

After getting the reliability of half test, the researcher will use Spearman Brown to determine the reliability of the whole tests, as follows:

$$r_k = \frac{2\,rxy}{1+rxy}$$

Where:

r_k : the reliability of the whole tests

rxy   : the reliability of half test

<div align="right">(Hatch and Farhady, 1982:247)</div>

The criteria of reliability are as follows:

0.90- 1.00   : high

0.50- 0.89   : moderate

0.00-0.49   : low

3.7.1.4 Level difficulty

Level of difficulty is calculated by using the following formula:

$$\text{Notes: } \frac{U+L}{N}$$

U   : the number of the students from the upper who answer correctly

L   : the number of the students from the lower who answer correctly

N   : the total of the students in the higher and lower group

(Shohamy, 1985:82)

The criteria of the difficulty level are:

< 0.30   = difficulty

0.30- 0.70   = average

> 0.70   = easy

3.7.1.5 Discrimination power of the Test

Discrimination power refers to "the extent to which the item differences between high

and low level students on the test. Discrimination power is calculated by using the

following formula:

$$D = \frac{U-L}{\frac{1}{2}N}$$

Notes:

D   : discrimination power

U   : the number of students from the upper who answer correctly

L   : the number of students from the lower who answer correctly

N   : the number of the students

(Heaton, 1975:182)

0.00 -0.20   : Poor

0.21- 0.40   : Satisfactory

0.41- 0.70   : Good

0.70- 1.00   : Excellent

- (negative)   : Bad items (should be omitted)

3.7.2 Questionnaires

The researcher makes the questionnaire to classify the students into field independent and field dependent. The questionnaire consists of some aspects. There are four aspects in field independent there are impersonal orientation, analytic, independent, and not so socially aware. In Field dependent also classify in four aspects, there are personal orientation, holistic, dependent, and socially sensitive.

3.7.2.1 Validity of The Questionnaires

Validity means that the instrument can be using to measure what should be measure (Sugiyono, 2012:173). This research will use content and construct validity to measure whether the questionnaire have a good validity. Content validity can be done by comparing the content of instrument and the theory about field independent and field dependent. While to measure construct, validity can be use judgment experts. In this case, after the instrument is constructs with the indicators that will be measure based on the theory, furthermore the instrument is consult with the expert.

Table 3.Validity of questionnaire

Types of Learning Styles	Items	Distribution of Items
Field Dependent	13 items	3,4,5,6,8,9,10,11,12,13,14,15,20
Field Independent	13 items	1,2,7,16,17,18,19,21,22,23,24,25,26
Total	**26 items**	**26 items**

3.7.2.2 Reliability of the questionnaires

Questionnaires are based on Likert scale, the score ranges from1 to 5. To measure the consistency of times of the questionnaires the researcher using Cronbach Alpha Coefficient. The reliability of the questionnaire based on the results of questionnaire was computed with SPSS16. It was in line with the previous research by Wayss (2002) which showed0.94. Cronbach Alpha score. The reliability of the questionnaire was 0.84. It meant that all items were reliable, so the questionnaire could be used to investigate the students learning strategies (See Appendix 5).

The researcher analysed the reliability show that the questionnaire has very high reliability. The questionnaire is considered reliable if it has good level of reliability. A reliable measure is one that provides consistent and stable indication of the characteristic. To measure the reliability of the questionnaire, the researcher use alpha formula after she has found the variance of all items.

3.3.7.3. Categorizing the sample of the questionnaire

The questionnaire was used to categorize the students into two groups that were field dependent and field independent. The researcher use Likert scale to measure the items of questionnaire. In Likert scale, the answers of every item from questionnaire had gradation from very positive until very negative, that was, absolutely agree, agree, disagree, and absolutely disagree. In the quantitative research, the researcher use scores to analyze the answer of the questionnaire.

The scoring of categorizing the answer of the questionnaire was as follow:

Strongly agree   : 4

Agree   : 3

Disagree   : 2

Strongly disagree   : 1

The questionnaire consisted of 26 items where the item numbers 1-13 were indicated for field dependent group and the item number 14-26 were indicated for field independent group. Based on the explanation above, the maximum score of the whole questionnaire was 104 and the minimum score was 26. The maximum score of the questionnaire for field dependent was 52 and the minimum score was 13, and they were also the same for field independent.

3.8   Research procedure

The researcher using the following procedure in order to collect the data:

1. Determining the research problem.

The first step of this research is determining the problem. The writer is determining what kind of problems appear in the classes.

2. Determining the population and selecting the samples

The population of this research will be the second grade students of MAN 1 Lampung Tengah in the academic years 2016/2017 that consist of one class as the sample class, that was class XI IPA 1 and one class as the try out class, that was, XI IPA 2. The sample of this research is one class choosing randomly.

3. Administering the try Out of reading test and questionnaires that is to find out the quality of the test before it is use, whether the items are good or not validity, reliability, level of difficulty and the discrimination power. The researcher will be the first try out the instrument on another class in the same grade before the reading test is administer. The total items of the reading test try out the will be 60 and it will be allocated within 90 minutes. The total items of questionnaire try out will be 26 items.

4. Administering the questionnaires

The content of this questionnaire cover field-dependent and field-independent. There will be 26 items of questionnaires.

5. Administrating the reading test

In this reading test, use to get the data of students' reading comprehension. The test will give to the studentsconsist of 40 items for 60 minutes.

6. Analyzing the data

The result of reading comprehension test will be compare between field dependent and field independent, which groups has a good score from the test. In

order to find out whether there is significant difference in students reading comprehension achievement both of the two groups. The data will be statistically computed through the statistical package for social science (SPSS).

7. Drawing findings and conclusion from the data.

3.9 Data Analysis

According to Hatch and Farhady quoted by Setiyadi (2006), the hypothesis testing has three underlying assumption using T-Test:

1. The data is interval ratio

2. The data has been taken from random sample in population

3. The data has been distributed normally.

1. Normality test

Normality test is used to measure the data was normally distribute or not. The score of the students both of groups, field independent and field dependent, is analyzing to gain the normality test. In this research, H1 is accepted if p> , and the researcher used of significance 0.005.

3.10 Scoring System

The researcher will use multiple choices in order to gain the objectivity of the result. In scoring the students' work, the researcher will use Arikunto's formula (2005:236). The possible highest score is 100. The score of the test is calculated by using the following formula:

$$S = \frac{R}{T} \text{ X } 100$$

Where:

S   =The score of the test

R   = Number of the Right answer

T   = Total number of the items on the test

(Arikunto, 2005:236)

3.11. Hypothesis Testing

H_0 : There is no significant difference of students reading comprehension between field-dependent and field- independent personality.

H_1 : There is significant difference of students reading comprehension between field-dependent and field-independent personality.

(Hatch and Farhady, 1982: 111)

The criteria:

1. If t-table is lower than T-ratio: H_1 is accepted there is significant different of students reading comprehension between field-dependent and field-independent personality.

2. If the t-table is higher than T-ratio: H_1 accept there is no significant different of student reading comprehension between field-dependent and field-independent personality.

V.   CONCLUSION AND SUGGESTION

This chapter deals with the conclusions and suggestions based on the finding and discussion of the data analysis in this research.

5.1. Conclusions

Based on the result of the data analysis, the following conclusions can be drawn as follows:

There is a significant difference of students' reading comprehension achievement between field dependent and field independent at the second grade students of MAN 1 Lampung Tengah. This can be identified from the significant difference of students' achievement in field dependent and field independent group from the significant two tailed of reading test was Sig. (2-tailed) <   ($p < 0.05$). The result of computation showed that the significant. (2-tailed) was 0.000. It meant that students score of field dependent and field independent group was significantly difference since Sig. (2-tailed) <   (0.000 < 0.05). Furthermore, the difference can be seen from the reading comprehension score of the students. The field mean score of independent students, 80.95, was higher than field dependent students,

63.75. It meant that the field independent students' was better than field dependent students in reading comprehension achievement.

In short, cognitive style that focused on field dependent and field independent gives influence to the students' achievement in learning English, especially reading comprehension. There were significant differences between field dependent and field independent students in reading comprehension achievement in this research.

The comparison of mean in the students' reading comprehension test according to their learning styles showed that the students who often used field independent style were better in reading comprehension test than the students who often used field dependent style. In addition, the result revealed that there was a statistically difference in reading comprehension between field dependent and field independent students. This indicates that the students learning style affect their reading comprehension.

5.2.   Suggestions

In line with the conclusions of the research, the researcher proposes some suggestions as follows:

1.   Suggestions to Teachers

The English teachers are recommended that they should pay more attention of students' cognitive styles, that is, field dependent and field independent, in teaching learning process. According to the results of this research, it was found that there was a significant difference between field dependent and field independent students; in this research reading comprehension achievement.

The researcher suggests that the English teachers should pay more attention and should consider to their students in the term of their personality types. English teachers should not underestimate their students' ability because they have different types of personality which make different way on learning and influence their learning achievement in reading comprehension.

The researcher suggest that the English teacher should give more attention to the field dependent students in teaching reading especially in identifying main idea, identifying topic sentence, identifying supporting details, identifying reference & making inference also analysing visual and context clues. The teacher should train them to be more concentration since field independent is greater in number than field dependent, therefore their reading comprehension achievement will be better.

For example, the teacher can use pair work or group discussion technique in teaching and learning process, or may be the teacher give direction first before the students do interaction or the task a practice. It can help the field dependent students in solving problem, because field dependent students have low analytical ability, so they need much time to solve their problem. It is also good for field independent students because it helps them to socialize with the others.

2. Suggestions to Other Researchers

a. In this research, the researcher only focuses on principal characteristics of field dependent and field independent. It is better for the other researchers to investigate the other characteristics/aspects.

b. Other researcher can also try to investigate the differences between field dependent and field independent students in the other skills of learning languages such as listening, speaking, and writing.

c. The researchers are suggested to carry out or replicated this findings; comparative between field dependent and field independent, by giving treatment to the students.

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