ABSTRACT

THE COMPARATIVE STUDY BETWEEN REFLECTIVITY AND IMPULSIVITY COGNITIVE STYLE IN USING LEARNING STRATEGY IN READING AND READING COMPREHENSION ON SECOND GRADERS OF MAN 2 BANDAR LAMPUNG

By

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The aims of this study are to find out whether (i) reflective or impulsive students did better reading comprehension and (ii) there is significant difference between impulsive and reflective students in using different learning strategy in reading.

The subjects were 35 students of XI IPA 1 at MAN 2 Bandar Lampung in 2017/2018 academic year. The students were classified into reflectivity/impulsivity by using Matching Familiar Figure Test (MFFT) by Kagan (1966) and there were only 12 reflective students and 10 impulsive students. Then, in order to find students' preferences in learning strategy, Language Learning Strategy Questionnaire by Setiyadi (2011) is used. In seeking for the reliability of reading test, there were two raters to assess students' reading comprehension test used as the instrument. The data was analyzed by using One Way ANOVA in which the mean score of each group was compared. Then, to find the significant difference of each group in using learning strategy, Independent Sample T-Test was used and determined by $\alpha < 0.05$. Hypothesis testing was computed using Statistical Package for Social Science (SPSS).

Based on the calculation of One Way ANOVA descriptions, the result showed that the reflectivestudents' mean score reading comprehension was higher impulsive students $(7.69 > 7.47)$ which means that reflective students did better in reading comprehension than the impulsive ones. The results of the independent sample test indicated that the significant (2-tailed) value was 0.533 $(0.533 > 0.05)$. It showed that the hypothesis was rejected that there is no significant difference between reflective and impulsive students in using different learning. The result shows that reflective students used metacognitive strategy at first, then cognitive style and social strategy. While impulsive students used social strategy first, metacognitive then cognitive strategy.