THE COMPARISON BETWEEN FIELD-DEPENDENT AND FIELD-INDEPENDENT STUDENTS IN READING COMPREHENSION ACHIEVEMENT AT THE FIRST GRADE OF SMAN 3 KOTABUMI

(A Script)

By:
Aisyah Wahyuningtyas

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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ABSTRACT

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This research was intended to compare the reading comprehension achievement between field-dependent and field-independent students. The objective of this research was to find out the difference between field-dependent and field-independent students in reading comprehension achievement at SMAN 3 Kotabumi in 2020/2021 academic year.

In order to achieve the research objective, 33 samples of first grade students were chosen. This research applied quantitative method for data collection and analysis. Questionnaire was used to categorize the students into field-dependent and field-independent group. Further, reading comprehension test was conducted for testing the students' reading comprehension achievement.

The result of this research showed that there was difference between field-dependent and field-independent students. It was confirmed by the difference of reading comprehension test mean score between two groups. The researcher found that the mean score of field-dependent students was 45.67, while the mean score of field-independent students was 82.85. Since the gap of mean score of reading comprehension test was quite a lot, it can be indicated that field-independent students was better than field-dependent students in reading comprehension achievement.

Keywords: *Field-dependent, field-independent, reading comprehension*

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A Script

Submitted in a Partial Fulfillment
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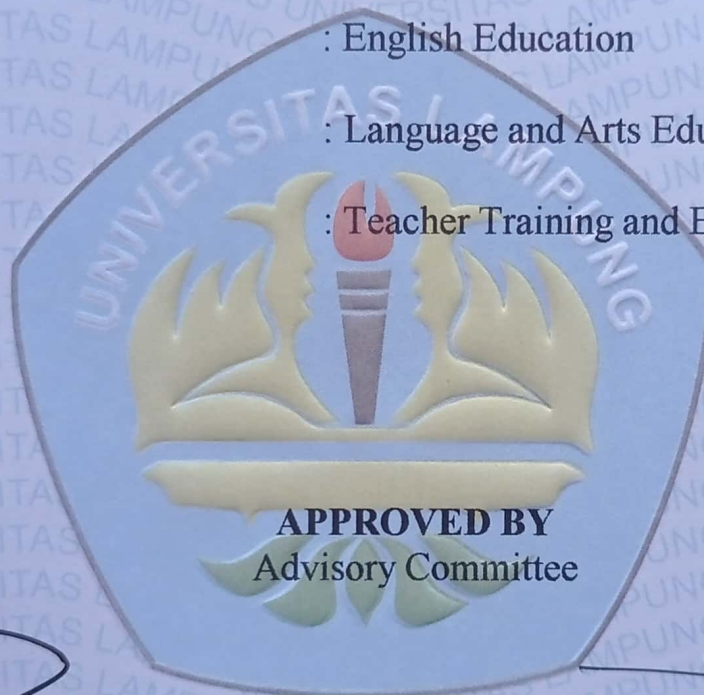
Student's Name : Aisyah Wahyuningtyas

Student's Number : 1513042080

Study Program : English Education

Department : Language and Arts Education

Faculty : Teacher Training and Education

APPROVED BY
Advisory Committee

Advisor   Co-Advisor

Dr. Ujang Suparman, MA., Ph.D.   **Dr. Tuntun Sinaga, M.Hum.**
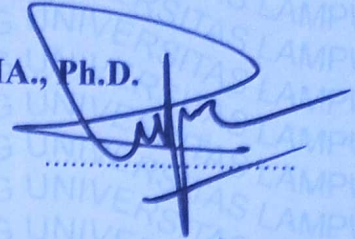NIP 19570608 198603 1 001   NIP 19600622 198603 1 001

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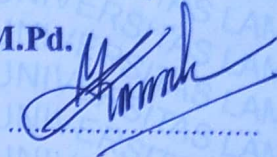**Dr. Nurlaksana Eko Rusminto, M.Pd.**
NIP 19640106 198803 1 001
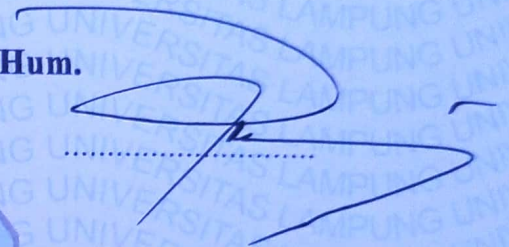
ADMITTED BY

1. Examination Committee

   Chairperson   :   **Dr. Ujang Suparman, MA., Ph.D.**

   Examiner   :   **Dra. Endang Komariah, M.Pd.**

   Secretary   :   **Dr. Tuntun Sinaga, M.Hum.**

2. The Dean of Teacher Training and Education Faculty

   Prof. Dr. Patuan Raja, M.Pd.
   NIP 19620804 198905 1 001

Graduated on : June 14th, 2022

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Nama   : Aisyah Wahyuningtyas
NPM   : 1513042080
Judul skripsi   : The Comprison between Field-Dependent and Field-Independent
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                  Grade of SMAN 3 Kotabumi
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Yang membuat peryataan,

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CURRICULUM VITAE

Aisyah Wahyuningtyas was born in Gedong Tataan, on March 2nd 1998. She is the first child of Agus Suprapto, S.K.M., M.K.M. and Nurhayati, S.K.M. The oldest sister of two siblings, they are Anya Gusti Azka and Asti Athaya Ramadhinta.

She began her study at the age of five at Kindergarten of Aisyiyah Bustanul Athfal Ogan Lima in 2003 and graduated in 2004. After graduating, she continued her study to SDN 01 Ogan Lima and graduated in 2010. Then, she went to SMPN 1 Abung Barat North Lampung and graduated in 2013. Thereafter, she continued her study to SMAN 1 Gadingrejo and graduated in 2015.

She was registered as a student of English Education Study Program at University of Lampung in 2015. She became part of Asian Games 2018 at Palembang, South Sumatera as a venue management volunteer.

DEDICATION

This script is fully dedicated to:

Aisyah Wahyuningtyas and her ego

My late mother, Nurhayati

My father, Agus Suprapto, S.K.M., M.K.M

and

My sisters, Anya Gusti Azka and Asti Athaya Ramadhinta

MOTTO

"Whatever you are, be a good one"

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

fa inna ma'al-'usri yusrā

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan"

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

inna ma'al-'usri yusrā

"Sesungguhnya sesudah kesulitan itu ada kemudahan."

(QS. Al-Insyirah: 5-6)

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14. Anyone who has contributed on the process of finishing this script.

Finally, the writer believes that the writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, June 2022
The Writer

Aisyah Wahyuningtyas

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I. INTRODUCTION

This chapter covers with several points, such as background of the problem, identification of the problem, limitation of the problem, research question, objective of the research, uses of the research, scope and definition of terms. All those points are presented as below.

1.1 Background of the Problem

There are four language skills in English, they are: listening, speaking, reading and writing. As one of language skills, reading becomes an important skill which must be learned by the students in order to succeed in learning English. By reading, the students can access a lot of information and learn many things about language. According to Harmer (2007: 99), reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. It means that the students' success of the study depends on their ability to read. If their reading skill is poor they are likely to fail in their study. On the other hand, if they have a good reading ability they have a better progress on their study.

The students can access much knowledge about English that they get through reading texts. To gather the information of the text, it is important for the students to have a good reading comprehension. It can be said that without reading the information of the text will be meaningless. The purpose of reading can not be separated from comprehension. Comprehending a text is important because it is a process by which a person derives meaning from print. Comprehension is determined not only to know what the letters stand for but also to fully understand the whole text.

The students should understand the aspects of reading to comprehend a text well. Suparman (2012) says that there are some aspects of reading, they are determining

main idea, finding specific information, reference, inference, and vocabulary. Reading a text has no benefit if the reader does not comprehend what is being read. In the other words, the students should master the five aspects of reading in order to understand the whole text. The students' reading comprehension achievement does not depend only on mastering the aspects of reading. Although the teaching material, the media, and the teacher are same, but the result of their reading comprehension achievement is not always the same because they have different difficulties. It can be affected by some factors. The internal factors that influence the students' reading comprehension achievement are the difference of students' cognitive styles. Cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information (Suparman, 2010:103). While the external factor is the teachers' role in the class.

The researcher had interviewed some first grade students of SMAN 3 Kotabumi and got some problems that the students faced in learning English. Firstly, the students had difficulty in identifying the aspects of reading, such as determining main idea, specific information, inference, reference, and vocabulary. The students did not know that the aspects of reading is important to comprehend the text well. Secondly, the different characteristics of the students might affect the students' achievement in learning English. Furthermore, the teacher does not pay attention to the students' styles in learning English. Then, the teacher always teach grammar analysis. It is confirmed by the textbook used by the teacher is about analyzing grammar. The teacher gives some sentences to the students then they translate it into some forms of tenses. It can be said that the teaching technique in the class is monotonous. There is not any variation of teaching technique. The students can not develop their achievement in reading comprehension because the teacher does not teach the students with various teaching technique.

The purpose of teaching English in the curriculum 2013 of senior high school is in line with the teacher perception of the importance of English. The teacher has to advance the awareness of the importance of English as a foreign language. It can be developed as a tool of learning. Based on the curriculum 2013, the competences

of English that should be mastered by the first grade students are understanding various meanings in a variety of written texts especially in the forms of announcement, descriptive, recount, narrative, and explanation. In accordance with the syllabus of curriculum 2013 for the first grade students, the researcher limited the type of recount text in reading comprehension test. It is because the type of the text has been studied by the students. Besides, the students are familiar with simple past tense as the grammar structure of recount text.

The students' language achievement might be affected by different characteristics of each individual. It can be said that there are many characteristics of the students which are different from one to another. The characteristics contribute to the students' success in second language learning. The students have their own style that influence their ability to solve the problem. According to the previous study done by Benham and Fathi (2009), individuals with different cognitive style may approach a problem in different ways. It shows the result of language test is indicated by the different style of participants in solving the problems.

There are some styles of the students when they learn second language. Such as, some students tend to be individual when they want to read a passage; some students like to have a discussion with friends when they have to read a text; some students have quick response to the teaching process while others do not; some students are slow in understanding teaching materials; some students are interested in general things when they read while others are interested in specific things. It can be summarized that how the students learn something in general or specific way and how they create the solution for solving the problems, it relates to the link between their personality and cognition. The link is called cognitive style.

Cognitive style is defined nowadays as one's preferred way to think, perceive and recall, in short, to recognize. It reveals itself, for instance, in problem solving (Soto-Andrade, 2007: 3). Moreover, Suparman (2010: 103) states that cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information. The individual's preferred and habitual modes of the students will be needed to solve the problems. Both of individual's preferred and habitual modes have important

role in students' response especially in teaching learning process. The students have some ways to response in teaching learning process. It can be said that there are two types of student. First, students who like to socialize with their environments and some others who do not. In addition, within the cognitive style, there are students who prefer to work in group, namely field-dependent and the other tend to work individually, namely field-independent.

It is important for the teacher to know the cognitive style of the students, especially field-dependent and field-independent. It can help the teacher easily in finding the appropriate teaching materials, teaching technique and teaching method for the students. When the teacher know the characteristics of the students, the teacher will find the suitable approach to teach the students and the teaching learning process will be more effective. By knowing the characteristic of field-dependent and field-independent, the teachers are expected that they can help the students to improve their reading comprehension achievement.

Previous research conducted by Maghsudi (2007) indicated that there was a significant difference between dependent and independent students in their English achievement score. Independent score is higher than dependent ones in English achievement test. Additionally, the previous research done by Benham and Fathi (2009) showed that Field-Independence oriented participants had an advantage over Field-Dependence oriented ones. In short, the participants with Field-Independence cognitive style performed better in the test of reading comprehension than the participants with Field-Dependence cognitive style. The result of this study is obtained from the correlation of Field-Dependence and Field-Independence with the reading performance of the participants. It means that it influences the participants in reading comprehension test.

It is also supported by the study done by Naraghipour and Baghestani (2018: 74) attempted to find the significant difference between field-dependent and field-

independent learners in terms of learning strategies use. The result of the study showed that field-independent learners were significantly better at using learning strategies collectively than field-dependent learners. The field-dependent and field-independent students use learning strategies in order to help them to solve the problems in learning process. For that reason, the findings of the research indicate that the differences of cognitive style may affect the students performance in language.

In addition, the previous research done by Sabet (2013) showed that field-independent students might have better comprehension achievement because of their higher cognitive skill in areas such as organization of knowledge recall, use of context cues, use of imagery, and active hypotheses-test behaviors. It shows that cognitive style influence how the students learn second language especially reading comprehension achievement. The teachers are expected to help the students in improving their reading comprehension achievement by knowing the cognitive style and the characteristics of the students. The teacher may find the appropriate teaching material and teaching technique in order to increase the students' reading comprehension achievement.

Based on the explanations above, the researcher determine to compare the reading comprehension achievement of field-dependent and field-independent students. The researcher conducted a research with the title "The Comparison Between Field-Dependent and Field-Independent Students in Reading Comprehension Achievement at the First Grade of SMAN 3 Kotabumi."

1.2   Identification of the Problem

The researcher had interviewed some first grade students and she found out that there are some problems in learning English at SMAN 3 Kotabumi:

1. The students have difficulty in identifying the aspects of reading, such as main idea, specific information, inference, reference, and vocabulary.
2. The teacher does not pay attention to the different characteristics of the students. It may affect the students' achievement in learning English
3. The teacher always teach grammar analysis.
4. The teaching technique is monotonous. There are not any variation of teaching technique in the class. It causes the students can not develop their reading comprehension achievement because the teacher does not teach the students with various teaching technique.

1.3   Limitation of the Problem

Based on the identification of the problem above, the researcher focused on the cognitive style of the students and students' reading comprehension achievement. Moreover, the researcher is interested to find out which one is better between field-dependent and field-independent students in reading comprehension achievement.

1.4   Research Question

Related to the background of the problem stated before, the researcher formulated the research question as follow:

Is there any difference between field-dependent and field-independent students in reading comprehension achievement at SMAN 3 Kotabumi?

1.5   Objective of the Research

In accordance with the research question, the objective of the research is:

To find out whether there is difference between field-dependent and field-independent students in reading comprehension achievement at SMAN 3 Kotabumi.

1.6   Uses of the Research

The result of this research is expected to be beneficial theoretically and practically.

1. Theoretically

    The result of this research can be used to support or dis-support the theories about the difference between field-dependent and field-independent students in reading comprehension achievement.

2. Practically

    The result of this research can be used by the English teacher as reference to improve the students reading comprehension achievement through the appropriate teaching technique with regard to cognitive style, field-dependent and field-independent theories.

1.7   Scope

This research focused on the students' reading comprehension achievement through comparing the students' cognitive styles. The cognitive styles were field-dependent and field-independent. The variety of the text that used in reading comprehension test is recount text. The reading comprehension test consist of five aspects of reading, they are determining main idea, finding specific information, reference, inference and vocabulary.

1.8   Definition of Terms

Here are some definition of terms in order to guide the reader in understanding the research:

1. Cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information (Suparman, 2010: 103).

2. Field-dependent style is the tendency to be "dependent" on the total field (Suparman, 2010: 56).

3. Field-independent style is ability to perceive a particular relevant item or factor in a "field" of distracting items (Suparman, 2010: 56).

4. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND Reading Study Group, 2002: 11).

Those are the introduction of the research. Several points have been discussed in this chapter, such as background, identification of the problem, limitation of the problem, research question, objectives of the research, uses of the research, and definition of terms. Then the next chapter will discuss the theoretical background of this research.

II. LITERATURE REVIEW

This chapter discusses several points, such as concept of cognitive style, concept of field-dependent, concept of field-independent, concept of reading comprehension, theoretical assumption, and hypothesis.

2.1 Concept of Cognitive Style

Cognitive style is important because it is related to the individuals behaviour when they are solving the problem. In teaching learning process, cognitive style is important because it describes how the individual acquires knowledge and process it. Cognitive styles are defined in different ways by some experts. Suparman (2010: 103) states cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information. The term of cognitive style is used in cognitive psychology to describe the way individual thinks, perceives and remembers information or their preferred approach to using such information to solve problems.

Brown (2000) states "The way we learn things in general, and the way we attack a problem seem to hinge on a rather amorphous link between personality and cognition; this link referred to as cognitive style." Moreover, he defines cognitive style as those stable and as a term that refers to consistent and rather permanent tendencies or preferences in an individual. He distinguishes between styles and strategies: Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

Cognitive style is defined nowadays as one's preferred way to think, perceive and recall, in short, to recognize. It reveals itself, for instance, in problem solving (Soto-Andrade, 2007: 3).

Based on the definition of cognitive style above, it is clear for us that everyone has his or her own way of remembering, perceiving, thinking, and solving the problems. We know that cognitive style is one of factor of human psychology. It means that every human in this world has his or her own cognitive style. Thus cognitive style can be called as an universal unique. Cognitive style is important in teaching learning process because it describes how the individual acquires knowledge and process the information.

This research focuses on two cognitive style, they are field-dependent and field-independent. Field-dependent style is the tendency to be "dependent" on the total field (Suparman, 2010: 56). Differently, field-independent style is the ability to perceive a particular, relevant item or factor in a "field" of distracting items (Suparman, 2010: 56). In psychological terms, the "field" may comprise different things. It may be perceptual; it may be more abstracts which may refer to a set of thoughts, ideas, or feelings.

Relation to this research, the psychology of the students can affect the learning process. The differences cognitive styles among the students caused the differences of students' reading comprehension achievement because they have differences in perceiving, remembering, thinking, and solving the problem.

2.1.1 Concept of Field-Dependent

Related to the research variable, it is important to review the concept of Field-dependent. Field-dependent is one of the types of cognitive style. Field-dependent is described as a style which is influenced by the environment or situation. Field-dependence style is the tendency to be "dependent" on the total field (Suparman, 2010: 56). Field-dependent is defined as inability to distinguish detail from other information around it. It can be said that field-dependent students can understand the whole text without understanding every single word. Field-dependent students often work well in groups. According to Barnhart (2008: 174), dependent itself is relying on another for support or help. In the other words, field dependent students tend to be affected by the environment.

Karacam and Baran (2015) made the list of characteristics of field-dependent students as follows:

1. Field-dependent students have strong tendency toward communicating with people and they are inclined to the physical and psychological intimacy.
2. Field-dependent students may recognize only explicit clues in learning or problem solving environment.
3. Field-dependent students are inclined to be affected by the people arround and prefer to get the feedback.
4. Field-dependent students prefer to work in group and follow an emotional and critical approach in their social communication.
5. Field-dependent students rely on appearance of the individuals in their social interaction.

According to Suparman (2010: 56), field-dependence style has advantages, those are: you can perceive the whole picture, the larger view, the general configuration of a problem, or idea, or event. Field-dependent people tend to be more socialized, tend to derive their self-identity from people around them, and are usually more emphatic and perceptive of the others' feelings and thoughts.

Saracho (2003) states that field-dependent persons have difficulty in separating the incoming information from its contextual background and field-dependent person like to be influenced by the external cues and like to be non-selective in their information uptake. Field-dependent subjects are strongly interested in people and get closer to the person with whom they are interacting.

In addition, field-dependent learners have been referred to be a group-oriented, global sensitive to social interactions and criticism, extrinsically motivated, externally referential, not visually perceptive, non-verbal, and the passive learners who prefer external information structures (Hall, 2000: 6). Moreover, field-dependent individuals are less able to view things separate from the overall

environment. They tend to be affected by the prevailing field or context (Zhang, 2004).

Regarding to the explanation before, it can be concluded that field-dependent students are more responsive and having the greater attentiveness to the environment as how they interact with their surroundings. By giving the appropriate approach for field-dependent students, they can get better reading comprehension achievement.

2.1.2   Concept of Field-Independent

Related to the research variable, it is important to review the concept of Field-independent. According to Suparman (2010: 56), 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. Besides that, according to Barnhart (2008: 323) independent itself is needing, wishing, or getting no help from others. In another word, field-independent students are not influenced or controlled by their surroundings.

Field-Independent learners have been referred to be "analytical, competitive, individualistic, task oriented, internally referent, intrinsically motivated, hypothesis testing, self-structuring, linear, detail oriented and visually perceptive (Hall, 2000: 5). Furthermore, Zhang (2004) maintains that field-independent individuals are good at identifying the objects or details that have surroundings that might obscure their view. They tend to see objects or details as discrete from the backgrounds. In addition, Saracho (2003) states that field-independent individuals appear to be cold and detached, so, they are socially isolated but have good analytic skills.

Karacam and Baran (2015) made the list of characteristics of field-independent students as follow:

1. Field-independent students may recognize implicit clues as well.

2. Field-independent students are not inclined to communicate with people and do physical or psychological intimacy with them.

3. Field-independent students are less affected by the people around and do not prefer to get the feedback.

4. Field-independent students are competitive and prefer to study individually.

5. Field-independent students rely on emotions and thoughts of the individuals in their social interaction.

Hall (2000: 72) pointed out that the differences between Field-Independent and Field Dependent learners are the result of varying information processing skills such as selective attention, short-term memory encoding, and long-term recall at which field-independent individuals are more accurate and efficient.

Additionally, field-independent style has advantages and disadvantages. Advantages of field-independence style among others are: it enables you (a) to differentiate the parts from a whole; (b) to concentrate on something (like reading a book in noisy bus station); and (c) to analyze separate variables without the contamination of neighboring variables. On the other hand, the disadvantages of a field-independence style among others are: *too much* field-independence can cause cognitive "tunnel vision" which makes you see only the parts and fail to see their relationship to a whole ─ "you can not see the forest for the trees" (Suparman, 2010: 56).

It can be said that there is an advantage for the students who have field-independent style in teaching and learning process. Students who have field-independent style are able to concentrate on something without being influenced by the environment and situation. Affectively, students who have field-independent style tend to be more independent, competitive and self-confident (Suparman, 2010: 57).

Based on the theories of field-dependent and field-independent stated before, the researcher makes out the simple list of the difference between field-dependent and field-independent characteristic. The list will help the researcher categorize field-dependent and field-independent students easier. The list will be illustrated below.

Table 1. The list of the differences between field-dependent and field-independent characteristics

NO	Field-Dependent Characteristics	Field-Independent Characteristics
1	Dependent (Barnhart, 2008)	Independent (Barnhart, 2008)
2	Influenced by the environment or situation (Suparman, 2010)	Less affected by the people around (Suparman, 2010)
3	Understand the whole text without understanding every single word (Suparman, 2010)	Anable to differentiate parts from a whole (Suparman, 2010)
4	Inclined to communicate with people and have a physical and psychological intimacy with them (Karacam & Baran, 2015)	Not inclined to communicate with people and have a physical or psychological intimacy with them (Karacam & Baran, 2015)
5	Recognize only explicit clues in learning or problem solving (Karacam & Baran, 2015)	Recognize implicit clues as well (Karacam & Baran, 2015)
6	Prefer to get the feedback (Karacam & Baran, 2015)	Do not prefer to get the feedback (Karacam & Baran, 2015)
7	Prefer to work in group (Karacam & Baran, 2015)	Competitive and prefer to study individualy (Karacam & Baran, 2015)
8	Tend to be more socialized (Suparman, 2010)	Socially isolated (Saracho, 2003)
9	More emphatic to the others' feeling and thoughts (Suparman, 2010)	Appear to be cold and detached (Saracho, 2003)
10	Non-selective in the information uptake (Saracho, 2003)	Have good analytic skills (Saracho, 2003)
11	Extrinsically motivated (Hall, 2000)	Intrinsically motivated (Hall, 2000)

12	Less able to view things separate from the overall (Zhang, 2004)	Tend to see objects or detail as discrete from the background (Zhang, 2004)

2.2 Concept of Reading Comprehension

The purpose of reading is comprehension. It can be said that reading without comprehension does not have main goal because comprehension is an important process in reading.

Comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND Reading Study Group, 2002: 11). In reading, basically there is a process of interaction between the author with his language media and the reader with his language knowledge and knowledge of the world (Sutarsyah, 2013: 10). Eventually, in comprehending a text, the reader concentrates the new information from the text to the information that he already known.

Suparman (2012) says that there are several aspects of reading; determining main idea, finding specific information, reference, inference, and vocabulary. Those aspects of reading will be explained as follows:

1. Determining main idea

   The main idea tells the content of the paragraph. In another word, the main idea is the important ideas that are developed by the writer throughout paragraph and sometimes are available in the keywords and explicit or implicit message. The example of determining main idea can be illustrated into a question:

   Text 1

   Announcement

   We have recently changed the name of our business from Anugraha Textile Company to Samudra Textile Company. The management is still the same and the correspondence address is not change. We will continue to provide

the same products with guaranteed quality. We ensure that we will not only give the best service, but even improve on it.

Thank you for being our loyal customers. We really appreciate your cooperation.

<div align="right">
<u>Dodik Prasetya</u>
Manager
</div>

Question : "*according to the text, we can conclude that the main topic of the text is ...."*

2. Finding specific information

Specific information or supporting details develops the topic sentence by giving definition, examples, facts, and incident, comparison, analogy, cause and effect statistics and quotation. The example of finding specific information can be illustrated into a question:

"*who is Dodik Prasetya on the announcement above (text 1)?"*

3. Reference

Reference is words or phrase used either before or after the reference in the reading material. When such words are used, they are signals to the readers to find the meaning elsewhere in the text. The example of reference can be illustrated into a question:

<u>We</u> will continue providing the same products ... (Text 1, line 3)

Question: "*the word 'We' in the text refers to ..."*

4. Inference

The reader will be able to find the inference by understanding the use of the context in which the word occurred in order to give an idea of the meaning. The example of inference can be illustrated into a question:

"*what is the purpose of the announcement text above?"*

5. Vocabulary

Vocabulary is stock of words used by person, class of people and profession (Barnhart, 2008: 697). The example of vocabulary can be illustrated into a question:

"We have <u>recently</u> changed the name of our business..."

Question: "*the underlined word has similar meaning with .."*

Schumm (2006: 223) states that comprehension process involves an understanding of words and how these words are used to create the 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. These elements will be explained as follows:

1. The reader who is doing the comprehension

    To comprehend, the 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 being comprehended

    The features of the text have a large effect in comprehension. The comprehension does not occur by simply extracting meaning from the text. The text can be difficult or easy, depends on the inherent factors of the text. If the text has many of the factors that are not matched to the readers' knowledge and experience, the text may be difficult for the optimal comprehension to occur.

3. The activity in which the comprehension is part

    A reading activity involves one or more purposes, some are the operations of processing the text and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to increase the knowledge that a reader has. Another consequence of reading activities is finding out how to do something.

There is no benefit of reading if the reader does not comprehend what is being read. If the readers can read the words but they do not understand what they read, they are not completely reading. Thus, the comprehension is substantially associating the new knowledge or information to the knowledge that already known.

2.3   Theoretical Assumption

Based on the review of theories and the explanations above, the researcher assumes that the students of field-dependent and field-independent may have a difference in

reading comprehension achievement. It is because the psychological factor ─ cognitive style. The researcher assumes that the differences of cognitive style may affect the students performance in language. Since there are many types of cognitive style, in this research, the researcher focuses on two types of cognitive style ─ field-dependent and field-independent. The cognitive style of individual may affect the variation of reading comprehension achievement of the students.

2.4   Hypothesis

Considering the theoretical assumption above, the researcher decides the hypothesis as below:

"There is difference between field-dependent and field-independent students in reading comprehension achievement."

Those are the literature review of this research. This chapter have been discussed several points, such as concept of cognitive style, concept of field dependent, concept of field independent, concept of reading, concept of reading comprehension, evaluation of reading comprehension, theoretical assumption, and hypothesis.

III. METHODS

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

3.1   Setting of the Research

This research was quantitative research. It focused on cognitive styles in second language learning. The cognitive style was divided into two types, they were field-dependent and field-independent. Reading test will be used in this research as the instrument. The researcher gained the data of students' cognitive style from a questionnaire and students' reading comprehension achievement from a reading comprehension test. The research was conducted in SMAN 3 Kotabumi. The participants of the research were the first grade students of SMAN 3 Kotabumi in academic year of 2020/2021.

3.2   Research Design

In this research, the researcher proposed to find the difference between field-dependent and field-independent students in reading comprehension. To find the answer of the research, the researcher implemented quantitative study. The design concern in finding the direct relationship between two variables—field-dependent and field-independent as independent variable and reading comprehension achievement as dependent variable. The design examines how independent variable, affect dependent variable.

The design is formulated as below:

$$\begin{array}{ll} \text{Group 1} & \text{T} \\ \text{Group 2} & \text{T} \end{array}$$

Group1   : Field-dependent group as independent variable

Group2   : Field-independent group as independent variable

T   : Reading comprehension test as dependent variable

That was the design used by the researcher in order to find out the difference between field dependent and field independent students in reading comprehension achievement.

3.3 Population and Sample

The population of this research was all the first grade students at SMAN 3 Kotabumi in the academic year of 2020/2021. There were ten classes and the researcher took one class as the sample of try out class and one class as the sample of experimental class. The try out class was X MIA 1, consist of 38 students with 10 males and 28 females. The experimental class was X MIA 3, consist of 33 students with 7 males and 26 females. The sample of the research is randomly determined by the teacher. The sample class will be classified into two groups, they are field-dependent group and field-independent group by using a questionnaire.

3.4 Research Instruments

The researcher used questionnaire and reading comprehension test as research instrument of this research

3.4.1 Questionnaire

Questionnaire is a set of statements to be answered by the students in order to divide them into two groups, field-dependent and field-independent. The researcher adapted the questionnaire from field independent/dependent checklist by Wiss (2002). The questionnaire consisted of 16 close-ended items. The category of questionnaire will be illustrated as below:

Table 2. Category of questionnaire

Types of learning style	Items	Number of items
Field-dependent	8 items	1, 2, 3, 5, 6, 7, 8, 11
Field-independent	8 items	4, 9, 10, 12, 13, 14, 15, 16
Total	16 items	

3.4.2 Reading Comprehension Test

The researcher gave reading comprehension test to the students to find out the difference between field-dependent and field-independent students in reading comprehension achievement. The tests consisted of 40 questions. The researcher used multiple choice to assess the students' reading comprehension achievement. There were five aspects in the reading comprehension test, such as determining main idea, finding specific information, reference, inference, and vocabulary. The specification of reading comprehension test will be illustrated as follows:

Table 3. Specification of reading comprehension test

No	Reading aspects	Items number	Percentage
1	Determining main idea	1, 4, 10, 12, 18, 25, 28, 34	20%
2	Specific information	6, 7, 13, 17, 22, 26, 30, 33	20%
3	Inference	2, 8, 15, 20, 21, 27, 32, 35	20%
4	Reference	5, 9, 14, 19, 24, 29, 36, 40	20%
5	Vocabulary	3, 11, 16, 23, 31, 37, 38, 39	20%
	Total	40 items	100%

3.5 Try Out of the Research Instrument

The researcher gave the try out test to the students to verify the quality of the instrument; the instruments are questionnaire and reading comprehension test. Try out test consisted of questionnaire and reading comprehension test. Try out test was administered on May 4th 2021 in class X MIA 1. The try out class consisted of 38 students.

3.5.1 Validity of Questionnaire

Validity refers to how accurately a method measures what it is intended to measure. There were four types of validity as below:

1. Content validity assesses whether a test is representative of all aspects of the construct.

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

3. Criterion-related validity evaluates how well a test can predict a concrete outcome.

4. Face validity considers how suitable the content of a test seems to be on the surface.

Based on the types of validity above, the researcher used content and construct validity to measure whether the questionnaire have good validity. Content validity can be done by comparing the content of instrument─questionnaire, and the theory of field dependent and independent. Whereas to measure construct, validity can be use judgement by experts. In this research, first, the instrument constructs with the indicators based on the theory that will be measured. Then consult the instrument to the expert.

The questionnaire consisted of some categories of field-dependent and field-independent based on the experts. There are seven categories of field-dependent, they are personal orientation, extrinsically motivated, communicative, dependent, socially sensitive, group-oriented, and prefer getting feedback. Field-independent also classify in seven categories, such as individual study, independent, task-oriented, less affected by others, intrinsically motivated, detail, and competitive. The specification of questionnaire will be illustrated as follow.

Table 4. Specification of questionnaire

No	Categories	Indicators	Number of Statements	Total Number
1	Field-Dependent	Personal orientation	1	1
2		Extrinsically motivated	2	1
3		Communicative	5	1
4		Dependent	11	1
5		Group-oriented	3, 6	2
6		Prefer getting feedback	7, 8	2

7	Field-	Individual study	12	1
8	Independent	Independent	4, 15	2
9		Task-oriented	13	1
10		Less affected by others	16	1
11		Intrinsically motivated	10	1
12		Detail	9, 14	2
			Total items	16

3.5.2 Reliability of Questionnaire

The questionnaire based on Likert scale. The score ranges from 1 to 4. The reliability of the questionnaire based on the results of questionnaire computed with SPSS 16. To measure the consistency of times of the questionnaire, the researcher uses Cronbach Alpha Coefficient. The Alpha range is 0 to 1, the higher the alpha shows the more reliable the questionnaire is.

3.5.2.1 Categorizing the Sample of Questionnaire

The questionnaire is used to divide the students into two groups, field-dependent and field-independent. The researcher used Likert scale to rate the items of questionnaire. The answer of each item of questionnaire has gradation from very positive to very negative. There are strongly agree, agree, disagree, strongly disagree. The scores of categorizing the answer of questionnaire are follows:

Strongly agree   : 4

Agree   : 3

Disagree   : 2

Strongly disagree   : 1

The questionnaire consisted of 16 items which 8 items designed as field-dependent group, while the rest items designed as field-independent group. The maximum score of questionnaire is 64 and the minimum score is 16.

3.5.3 Validity of Reading Comprehension Test

The researcher used content and construct validity to measure whether the reading comprehension test has good validity. Validity of the reading comprehension test was important because the test items must represent the material has been taught. Content validity is related to all items contained in a measuring instrument

(Setiyadi, 2013: 22). To find out the content validity of the test, the researcher adopted the Curriculum 2013. The test contains of basic competences for the first grade students of senior high school and the researcher implemented the form of recount text.

Construct validity is needed for measuring the instruments that have several indicators to measure an aspect or construct (Setiyadi, 2013: 25). To find the construct validity, the researcher formulated the items of the test based on the five aspects of reading by Suparman (2012). The five aspects of reading are determining main idea, finding specific information, references, inference and vocabulary

3.5.4   Reliability of Reading Comprehension Test

According to Setiyadi (2013: 18), reliability is the consistency of a measuring an instrument, the extent to which the measuring instrument can measure the same subject at different time but shows relatively the same results. The reliability of the test will be analyzed by using Iteman software. According to Suparman (2019: 75), item analysis (*Iteman*) software, called Micro Computer Adaptive Test (MicroCat) version 3.50A, interpreted using standard criteria of assessment. *Iteman* itself can be defined as one of "the analysis programs that comprise assessment system of test items and test analysis package," (Assessment Systems Corporation (ASC) (1989-2006). The result of the reliability is compared with the standard criteria in table 5.

Table 5. Criteria for determining reliability

Alpha (test item reliability) → Decision	
0.000 ─ 0.400	Low/not sufficient
0.401 ─ 0.700	Average/sufficient
0.701 ─ 1.000	High/Good

The test is reliable if the test has the alpha index > 0.7. This indicates that the level of reliability of reading comprehension test belongs to high (Suparman, 2011).

3.5.5 Discriminating Power

The discriminating power of each of the test items will be analyzed by using the Iteman software version 3.50A. Then the result of the statistical calculation were consulted with the following standard criteria by Suparman (2019).

Table 6. Criteria for determining discriminating power

Point Biserial (Discriminating Power ─ D) → Decision	
Parameter of D	→ Decision
0.000 ─ 0.199	Very low/needs dropping or total revising
0.200 ─ 0.299	Low/needs revising
0.300 ─ 0.399	Quite average/without revision
0.400	High/very good

3.5.6 Level of Difficulty

Like analyzing the discriminating power, to analyze the level of difficulty, the Iteman software version 3.50A will be used and then to determine the decision, the result of the statistical computation are consulted with the standard criteria by Suparman (2019).

Table 7. Criteria for determining level of difficulty

Prop Correct (Level of Difficulty ─ p)	
Parameter of p	→ Decision
0.000 ─ 0.099	Very difficult/needs total revising
0.100 ─ 0.299	Difficult/needs revising
0.300 ─ 0.700	Average/good
0.701 ─ 0.900	Easy/needs revising
0.901 ─ 1.000	Very easy/needs dropping or total revising

3.5.7 Scoring System of Reading Comprehension Test

The researcher will use multiple choices to get the objectivity of the result of reading comprehension test. The possible highest score is 100. The score of the test will be calculated by using the following formula:

$$S = \frac{R}{T} \times 100$$

S= The score of the test

R= Number of the right answer

T= Total number of the items of the test

3.6   Research Procedures

The researcher illustrates the following research procedures in order to collect the data.

1. Determining the research problem

    Determining the research problem is the first step to do the research. The researcher determined what kind of problems appear in class after doing the interview to some students of first grade at SMAN 3 Kotabumi.

2. Determining the population and sample

    The population of this research is all the first grade students at SMAN 3 Kotabumi. There are ten classes and the researcher take one class as the sample of try out and one class as the sample of experiment. The sample class is randomly determined, as the result X MIA 1 as the sample of try out class and X MIA 3 as the sample of experiment class.

3. Administering the try out of instrument

    In order to find out the quality of the instrument, the researcher administers the try out of the instrument to the sample class of try out—X MIA 1. The try out is administered on May 4th 2021. The class consisted of 38 students. The total items of the reading test try out are 50 items and the time allocation is 90 minutes. The total items of questionnaire try out are 16 items and the time allocation is 15 minutes.

4. Administering the reading comprehension test

    The researcher administers the reading comprehension test in order to gain the data of students' reading comprehension achievement. The reading comprehension test is administered to X MIA 3 students on May 10th 2021. The reading comprehension test consists of 40 questions and the time allocation is 70 minutes.

5. Administering the questionnaire

    Questionnaire is used to categorize the students into two groups, they are field-dependent group and field-independent group. The questionnaire is administered to the experiment class on May 10th 2021. The questionnaire consists of 16 items and the time allocation is 15 minutes.

6. Analyzing the data of the instruments

   The result of students' reading comprehension test is used to compare between field dependent and field independent students, which one is better in reading comprehension achievement. It is used to find whether there is a difference between field-dependent and field-independent students in reading comprehension achievement. The researcher uses Iteman software version 3.50A in order to analyze the data of reading comprehension test. Furthermore, the researcher uses SPSS16 in analyzing the data of questionnaire.

7. Drawing the finding, conclusion and suggestion of the research.

   After analyzing the data of the instruments, the researcher draws the finding, conclusion and suggestion of the research.

3.7   Data Analysis

After collecting the data, it was continued by analyzing the data through the steps below:

1. Scoring the reading comprehension test using Iteman software version 3.50A.
2. Scoring the questionnaire.
3. Collecting and tabulating the results of the questionnaire and reading comprehension test.
4. Examining the data use SPSS 16 with T-Test method.

3.8   Hypothesis Testing

The hypothesis of this research is follow:

There is difference between field-dependent and field-independent students in reading comprehension achievement.

The criteria that determine the hypothesis is accepted or rejected are as below:

1. If T-table is lower than T-ratio, the hypothesis is accepted
   It means that there is a difference between field dependent and field independent students in reading comprehension.
2. If T-table is higher than T-ratio, the hypothesis is rejected
   It means that there is no difference between field dependent and field independent students in reading comprehension.

Those are the methods that is used in this research. This chapter have been discussed about research design, population and sample, research instrument, data collecting technique, try out of research instrument, procedure of research, data analysis and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter provides the conclusion based on the finding and discussion of the previous chapter. This also demonstrate suggestions for English teacher and for other researches.

5.1 Conclusion

According to the findings and data analysis, the research question of this research was solved that there was difference between field-dependent and field-independent students in reading comprehension achievement. It was confirmed by the difference in the mean score of field-dependent and field-independent students.

It is worth to point out that the research question is solved. Nevertheless, the result of the questionnaire showed that the number of students of each field was not equal. Field-dependent consist of 26 students while field-independent consist of 7 students. The data is not balance because the difference of the number of each group is quite a lot. The researcher assumed that the limited number of research sample might affect the inequality of the data. So therefore, it can be anticipated by increasing the amount of sample of the research.

5.2 Suggestions

In accordance to the conclusion above, the researcher presents some suggestions as follow:

5.2.1 Suggestions for English Teacher

Since this research concludes that there is difference between field-dependent and field-independent in reading comprehension achievement, these are several approaches that can be used by the teacher:

1) The teacher may put the attention to the students need in the process of teaching learning.

2) The teacher may provide different way in order to approach the students' problem in reading comprehension achievement.

3) The teacher must be able to adapt with the difference of students' characteristics.

4) The teacher may present some learning activities related to the theories of cognitive style, field-dependent, and field-independent.

5.2.2 Suggestions for Further Researchers

Considering that this research was focused on reading comprehension achievement, the researcher suggests to the other researchers to explore the language skills. The other researchers may do research on listening, speaking or writing achievement.

This research was normally distributed but the data was not equal. The data is not balance because the difference of number of each group is quite a lot. The researcher suggests to the further researcher who will conduct the same topic to this research to increase the number of the sample.

This research may have a weakness. The researcher took a long time in collecting the data and drawing the conclusion so that the result of this research may not be relevant anymore to present condition. However, the researcher hopes this research may help the English teacher and future researches expand their reference.

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