

ABSTRACT

A COMPARATIVE STUDY OF READING COMPREHENSION ACHIEVEMENT BETWEEN FIELD-INDEPENDENT AND FIELD- DEPENDENT PARTICIPANTS AT SMP NEGERI 16 BANDAR LAMPUNG

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Based on the writer observation, reading comprehension in the school was very weak. Many students felt bored when they read some long passages. Based on the previous research, it was caused by many aspects such as learning strategy, the teachers' ability to teach and personality of the students. Among those was one of the most integrated factors, personality of the students had a big deal in the different of students' reading achievement. The research focused on field-independent and field-dependent personality toward reading comprehension achievement. Many teachers did not pay attention to personality aspect.

The writer tried to investigate this field. In fact, some students had difficulties in reading comprehension, especially in identifying the main ideas, specific information and inference of the text. Sometimes reading was boring for some students, because they did not have willingness in reading long passages. Therefore, English teachers should analyze the students' characteristics in learning. By knowing students' personality the teacher can be easily in presenting the materials of reading comprehension to the students.

Related to the statements above, the objective of the research was to find out whether there was a significant difference of students' reading comprehension between field-independent and field-dependent and was field-independent more successful than field-

dependent in reading comprehension achievement. This research used ex post facto design. The population of this research was the eighth grade students of SMP Negeri 16 Bandar Lampung. The sample of this research was VIII G and was selected by using random sampling technique through lottery. In collecting the data the writer administered the try out test and final test. The data was analyzed by using independent group t-test. In which the significance was determined by $p < 0.05$ while the significant two tailed of the reading score was 0.000, it means that $0.000 < 0.05$. Therefore, it can be concluded that there was significance different of students' reading comprehension achievement between field-independent and field-dependent. In other word, the positive hypothesis was accepted and null hypothesis was rejected.