

I. INTRODUCTION

A. The Background of the Problem

Almost all people in the world should be able to use English because English is an international language. Thus, Indonesian Department of National Education has declared English as the first foreign language. Based on this statement, certainly both English teachers and students need to improve and master the four important language skills, namely listening, speaking, reading and writing.

Moreover reading is the most important skill of all for the most students of English through the world. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. Many people in Indonesian do not have reading habit. And it also happens to the students in our school. This situation make the reading comprehension ability of the students in every level of the school was low because most of the students feel bored when the teacher teaches them the reading skill. In fact, teacher sometimes has low ability in create the active learning process in the class so they cannot transfer the knowledge well. On the other hand, teachers usually use incorrect method in teaching reading. They do not care whether the students understand or not.

On the other hand, teachers also have function as an educator, as a facilitator and motivator for their students in the class. Many teachers do not do their job professionally because teachers are considered as person that has many knowledge and they must transfer that knowledge to the students. Teachers just do their job as a routine activity and formality.

On the other hand, students should receive all of the materials or knowledge which is given to them without consider some aspects from the students' side. It looks like natural's law in education. That is one of factor that makes students have low achievement. There were many other factors that can make students have low achievement in learning.

One of them is in a class; none of the students had the same achievement in getting the required goal although they receive the same treatment from the teacher. Based on the researcher' experience, she found that in one class there is a difference achievement among the students. Up to now, many teachers do not care or pay attention to their students. Indeed, they do strictness to their students because the students do not understand the lesson. It happened because teachers' passiveness toward their students in the class. The teachers just think after they teach the students their works is finished. In the other words, the teachers did not educate them at school.

The differences can happen because there are many factors that were influence the students. One of them is psychological factors which can influence the students' achievement in teaching-learning process. The students grow in heterogeneous environment and of course it can influence the students' way of thinking, attitude,

and also the students' personality. This situation is not realized and less attention by the teachers, so the students at school cannot optimize their ability in learning. The students cannot identify their characteristics, which one they have strong ability in learning and which one is not.

There were many characteristics of the students when they learn at school. Such as, some students are like to have discussing with the friends when they have read something; some students tend to be individual when they want to read something, have quick response to the teaching learning process, slow in understanding the materials, interested in specific or general things when they are reading or learning.

Among the factors which have a big influence in second language learning were affective and cognitive factors. Both factors cannot be separated because they both influence each other. The link between affective factor and cognitive factor is referred as a cognitive style (Brown, 1980). In this research, the writer will focus her research on field independent-dependent as one of cognitive style in style of learning. This is important for the teachers to know the style especially field independent and dependent of their students so they can easily to find the approaches that suitable for the students. Because of the teacher know the characteristics of their students and it can make teaching learning process more enjoyable.

In reference to the situation described previously, the writer is interested in carrying out a research on the differences in reading comprehension achievement through the students who has field independent and field dependent personality.

Field-independent person are the person who more analytical thought, self respect and also have high self confidence. On the other hand, field-dependent person are the person who are more sociable, communicative and tend to be more depend on the other people.

B. Identification of the Problems

Based on the previous research that had been studied by the researcher, there were many problems that happened at school generally. The writer identified some of the following problems:

1. The differences of learning style of the students. Every student has their own style when they learn but many teachers give the same treatment for all students and it makes the students difficult to response or receives the lesson.
2. Students motivation is low when they are learning especially when they learn about reading. Students are not motivated when they learn English because they just think that English is just a subject for national examination. Besides that students feel bored when they are learning English.
3. The differences of cognitive style (field-independent and field-dependent) between the students which make the students are heterogenic in the class. But in fact, the teachers always give same treatment between one another. Teachers have less attention in the students' way or style and attitude in learning or thinking.
4. The teachers often use incorrect teaching method in teaching the students. Most of the teachers in every school use such inappropriate method they do not care about students' ability in reading, communicating and writing.

5. The teachers have low ability in teaching the students. Many teachers do not teach professionally because of the lack of knowledge or they become a teacher just for getting prestige.
6. The teachers' motivation is low because they are lazy to teach the materials concerning in reading and besides that the facilitation or media are not support their teaching learning process.
7. The teachers choose incorrect materials for the students. Most of the teachers in every school always teach grammar although the materials that they should teach are reading or others but they always begin by grammar first.
8. The teachers cannot use the media optimally because they do not know how to use it. On the other words, the teacher are lack of ability in using 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.

C. Limitation of the Problem

In line with the identification of the problems above, the writer limited her study on the following problems:

“The difference of students' reading comprehension achievement between field-independent and field-dependent at second grade of SMP Negeri 16 Bandar Lampung”.

D. Formulation of the Research Problem

Based on the limitation of problems above, the writer addressed the following research question:

1. Is there any significant difference of students reading comprehension achievement between field independent and field dependent students of SMP Negeri 16 Bandar Lampung?
2. Are field-independent students better than field-dependent student at SMP Negeri 16 Bandar Lampung in reading comprehension achievement?

E. Objectives of the Research

Based on the formulation of the research problem above, the writer objective of the research as follow:

1. To investigate whether there is any significant difference of students reading comprehension achievement between field independent and field dependent students of SMP Negeri 16 Bandar Lampung.
2. To investigate whether field-independent is better than field-dependent on reading comprehension achievement.

F. The Uses

1. Theoretically, the results of this research are expected to confirm and clarify the theory of cognitive learning style which focus on filed-independent and filed-dependent in learning process especially in reading comprehension achievement.
2. Practically, the results of this research can be used as reference and consideration for English teachers concerning with cognitive styles is more influential on increasing students' reading comprehension ability.

G. Scope of the Research

This research focused on cognitive styles in language learning especially in field-independence and field-dependence.

This research had been conducted at SMPN 16 Bandar Lampung while the subject of the research was students of second year of SMP N 16 Bandar Lampung. In that school there were six classes for each grade from A – G. The writer had chosen one class randomly. One class consisted of 38 students. The class had been divided into two groups according to their cognitive style, namely field-independent students and field-dependent students. Then, those two groups had been compared in the result of their reading achievement.