II. FRAME OF THEORIES

A. Concept of Reading

Reading is a complex cognitive process of decoding symbols for the intension of constructing or deriving meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

There are many definition of reading. Nuttal (1982:42) defines *reading* as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphics symbols that represent language and the reader's language skill and Mackey (1979: 15) suggesting that *reading* is an active process because it involves an interaction between thought and language. In the other words the readers always activate their minds to get meaning and information while interacting with the written text and also background knowledge that related to the topic which the reader read. Besides that, (Grellet, 81: 7) in Suparman 2001 *reading* is "a construct process of guessing". (Goodman, 1976, Smith, 1978) and what one brings to the text is often more important than what one finds in it. It means that the reader should understand the information that they read.

Furthermore, Smith (1982: 166) states that *reading* is a matter of identifying letters in order to recognize words in order 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. It can be said that readers with insufficient background knowledge about the text they read will have difficulties in comprehending the text.

Grabe (1986) also states that *reading* is the ability to recognize vocabulary and syntax automatically. *Reading* is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. In the other words, someone always have purpose when they read something, to get information from the passage, or to find main idea from the passage, and to enhance knowledge of the language being read.

It is commonly acknowledged that reading is an active process, which in the reader should formulate the brain by using his previous knowledge. In order to, understand the text easily. It is supported by Mackay (1989) who say that *reading* is an active process. It means that the readers from a preliminary expectation about the materials and then select the fewest, most productive cues necessary to confirm or reject the expectation.

Moreover, reading is a process of interpreting or understanding the text terms of the question that the reader formulates about the text (Smith: 1983). It means that the reader will understand the text by making some question in his mind dealing

with the context. Consequently, the reading process involves what the reader want to know about the text by consulting questions appear in his head.

From all the assumptions about reading above, it can be understood that reading is a very important skill for students. Actually, reading is an active process. It needs thoughts and the ability in making sense of the text that is being read. Readers' knowledge if linguistic and background knowledge of the world will influence their achievement in reading comprehension.

In addition, *reading* comprehension is an understanding of written text, meaning extracting the required information from it as efficiently as possible (Grellet, 1985). It is line with Smith (1978:166) who conveys that *reading* is a process of understanding the text in terms of question that reader formulates about the text. He also states in reading, the readers should be able to comprehend the text in order to get the message and information about what they have read. Comprehension of any kind depends on knowledge (Smith, 1982: 84).

Dallman (1982: 23) states that the *reading* is more than knowing what each letter of alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension, no reading takes places.

Smith (1981) also states that *reading* is seen as having four distinctive and fundamental characteristics that is purposeful, selective, anticipatory, and based on comprehension. He explain that reading is based on comprehension because

despite an ever-present possibility of ambiguity, the act (if not the content) rarely leaves us confused. Understanding is the basis not the consequences of reading.

Cooper et al. (1988:25) classify that there are four categories of comprehension skills. The elements are as follows: (1) meaning vocabulary, (2) literal comprehension, (3) inference, and (4) critical reading/thinking.

Rubin (1993:195) divides the *reading* comprehension skills into four categories: (1) literal comprehension, (2) interpretation, (3) critical reading/thinking, and (4) creative reading. These comprehension skill categories are cumulative in that one is built on the other. Furthermore, Rubin (1993:196) states that the reading skills that are usually found in interpretation are as follows: (1) determining word meaning from the context, (2) finding main idea, (3) reading between the lines or drawing inferences, (4) drawing conclusion (5) making generalization, (6) recognizing cause and effect reasoning, and (7) recognizing.

Barret (1981) which is improved by Kustaryo (1998: 12), categorizes comprehension into three levels. They are:

After all, it comes to the conclusion that reading comprehension is complex construction process in which is needed reading comprehension ability.

B. The Concept of Cognitive Style

Cognitive refers to a stable and internalized dimension related to the way a person thinks or process information. So cognitive style is a partially biologically determined and pervasive way of responding to information and situations.

Cognitive style is a term used in cognitive psychology to describe the way individuals think, perceive and remember information or their preferred approach to using such information to solve problems. Cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information (Suparman, 2010: 103). Cognitive styles are identified as being in a "conceptual gray area" (Hampson & Colman, 1994, p. x) between personality and intelligence, and are expected to explain variance beyond both of these variables. Some people had a predominantly verbal way of representing information in thought, whereas others were more visual or imaginable.

Cognitive psychologists believe that the stimulus situation does not directly determine human behavior. The way that students think about a teacher, their classroom, and their school influences their learning. According to Gardner 1985, cognitive style works like a computer which carries out tasks that we often regard as "thinking" such as transforming information and storing things in memory, it has become a model of human thinking. In other words, humans, like computers, can be viewed as "symbol manipulation devices" that code external information into internal representations in some way and then produce some output.

Slameto (1991: 162) says that cognitive style is attitude, choice or strategy that firmly determines the typical ways of someone in accepting, remembering, thinking, and problem solving. It is clear for us that every individual in the world has own way in constructing the things which are seen, remembered and thoughts

by him/her. The differences among individuals constantly in constructing and treating the information and experiences are called cognitive style.

According to Ausubel (1968: 170) cognitive style is self-consistent and enduring individual differences in cognitive organization and functioning. The term refers to individual differences in general principle of cognitive organization. It also refers to various self consistent idiosyncratic tendencies which are not reflective of human cognitive functioning in general. It is difficult to argue that cognitive style is strictly cognitive matter. It really mediates between emotion and cognition, for example reflective cognition style invariably grows out of reflective personality or reflective mood. An impulsive cognitive style, on the other hand, usually arises out of on impulsive emotional state. A person's cognitive style is determined by the way he or she internalizes his or her total environment. Since that internalization process is not strictly cognitive, we find that physical, affective, and cognitive domains merge in cognitive style. Considering the statement above, it is obvious those affective and cognitive domains are the factors of cognitive style.

According to Syah (1995) cognitive style is one of human psychological fields that consist of mental behavior which is related to understanding, considering, information sorting, problem solving, and confidence. Based on the definition of cognitive style above, it is clear for us that everyone has own way in his/her cognitive operations. Everyone has his or her own way in remembering, perceiving, thinking, and solving his/her problem. It means that every individual approaches a problem or learns a set of facts or organizes a combination of

feelings from a unique perspective. Based on the statement, we can see that cognitive style is one of factors of human psychology. This fact realizes us that in second language learning, everyone has different cognitive style. It means that every human in the world has cognitive style, even though there is a distinction in each person. Therefore, cognitive style can be called as universal unique.

In relation to second language learning, there are three major cognitive variations, namely, types of learning, strategies of learning, and styles of learning (Brown, 1980). Nasution (1987) describes styles of learning as consistent style done by a student in grasping stimulus or information, remembering, thinking, and problem solving. In styles of learning, there are five cognitive styles that are relevant to second language learning (Brown, 1980). They are cognitive styles which are focused on this research are field independence and field dependence. Field-independent style is the 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 feeling. The psychology sides of the students can affect the learning process. On the other hand, field-dependence style is the tendency to be "dependent" on the total field.

Relation to this research, the differences cognitive style that is field independence and field dependence, cause differences of students' reading achievement. Because they are different in perceiving, remembering, thinking, and problem solving.

C. The Characteristics of Field-Independent

Schumann (1976) says that a field independent-learner is one who perceives a visual field and detects sub patterns within that field. This definition is explained explicitly by Brown (1977) who point out that the field independent person is generally thought to be more analytical, precise, and effectively independent. There are some characteristics of field-independent learners:

1. Field-independent tends to be social detachment.

2. Field-independent tends to be task orientation.

3. Field-independent lack of interest in what was important to most other. Brown (2000) in Suparman called this characteristic a 'cognitive tunnel vision'.

Nasution (1987) made a list of field independent students' characteristics to help us grasp the characteristics of field-independent students. He said that field-independent students are:

a. less influenced by the circumstances and the educational system in the past.

b. educated to be independent and to control his or her action.

c. does not care of the norm of society

d. speaking quickly without considering comprehensive ability of others.

e. less socialized.

f. found primarily in male but can be overlapping

g. faster in choosing his or her major field.

h. able to appreciate humanity and social science even thought there is a tendency to Mathematics and Physics.

i. to differentiate parts from a whole

j. to concentrate on something (like reading a book in noisy bus station)

k. to analyze separate variables without the contamination of neighboring

variables.

It shows that the experts did not separate the definition of field independent learners in affective domain from cognitive domain. Meanwhile, Klausmeier (1985: 136) classify field independence in affective domain and cognitive domain. In addition, he focuses more deeply on the characteristics of field-independent students in accordance to second language learning. He said that in cognitive domain, students from field-independent group have high analytical ability in solving a problem. Analytical ability here means the ability of dividing point of the problem and finding the relationship between the points so that the answer of the problem is found. Because having analytic ability, students in this group tend to solve a problem quickly.

In affective domain, students from field-independent are generally more competitive, self-respect, self-confidence, and prefer self-study to come in a group discussion. Since they have self-respect, it can be said that they will succeed in their study. According to Klausmeier (1985), in learning a language there is metalinguistics awareness concept. The concept means the awareness toward the language learned. This metalinguistics awareness contains oral and written awareness in learning language skills: listening, speaking, reading, and writing. One who has metalinguistics awareness knows how pronounce and write a word, to write structure and to form language properly to be applied in a situation he/she faces. Metalinguistics awareness support students from field independent group in

studying a language especially in analyzing sentences, structure, word, paragraph, or other form.

D. The Characteristics of Field-Dependent

Schummann (1976) defined field dependent learner as one who gets lost in the totality of the visual or auditory stimulus and fails to detect relevance sub patterns and subsystems. This definition is explains explicitly by Brown (1977) who points out that the field dependent person is thought to be more emphatic, open, and effectively, and cognitively perceptive of total pattern.

There are some characteristics of field-dependent:

1. Field-dependent is more responsive as they interact with the people and their environment.

2. Field-dependent tends to have a stronger interpersonal orientation and greater alertness to social cues.

Nasution (1987) made a list of field-dependent students' characteristics. He made it in order for us to understand easier about characteristics of field dependent students. He said that field-dependence students are:

a. much influenced by environment and educational background

b. educated to be concerned to the others

c. concerned with the norms of society

d. speaking slowly in order to be understood by others

e. having wider social relationship

f. found primarily in female

g. much more difficult in choosing his or her major field.

h. less favor in Matematics, prefer humanity and social science.

i. the general configuration of a problem, or idea, or event.

It means that the experts did not separate the definition of field dependent learners in affective domain from cognitive domain. Whereas, Klausmeier (1985: 136) classified field dependent in affective and cognitive domain. In addition, he focuses more on the characteristics of field dependent students in the relation with second language learning. He said that cognitive domain; students from field dependent group have low analytical ability in solving problem. Because of this ability, they need much time to solve a problem. In affective domain, most of the students from field dependent group have no self reflect. They tend to come in a group of discussion than self study.

E. Theoretical Assumption

Reading is a complex cognitive process of decoding symbols for the intension of constructing or deriving meaning. While reading comprehension is an understanding of written text, meaning extracting the required information from it as efficiently as possible (Grellet, 1985). Every people have different way of thinking when they are reading. It was influenced by the human cognitive style namely field-independent and field-dependent. Cognitive style is the way individuals think, perceive and remember information or their preferred approach to using such information to solve the problems. So when someone read they try to activate their brain to think, remember and solve the problem from the passage or text that they had read. There were many types of cognitive style, the writer

focused on field-independent and field-dependent. While field-independent learners were one who perceive a visual field and detect sub-pattern within that field (Schumann, 1977). On the other hand, field-dependent learners as one who get lost in the totality of the visual or auditory stimulus and fails to detect relevance sub pattern and sub system (Schumann, 1977). Field-independent and field-dependent personality was influenced the students' way of thinking, remembering and also problem solving when they read the text. When the students read they must be able to comprehend the specific information, main idea, etc to make sense and get the information from the reading passages. Based on the theory above, the writer assumed that field-independent is more successful in reading comprehension achievement because they tend to individually do their work and also has a high concentration when answer the reading comprehension test.

F. Hypothesis

Based on the theoretical assumption above the writer makes hypothesis as follows:

"There is significant difference reading comprehension achievement between field-independent and field-dependent students at SMP Negeri 16 Bandar Lampung"

"Field-independence is better than field-dependent students of SMP Negeri 16 Bandar Lampung in reading comprehension achievement. "