

ABSTRACT

Nurul Fadhillah, Registration Number: 8106111025. *The Effect of Reading Strategies and Student's Cognitive Style on Students' Achievement in Reading Comprehension*. A Thesis. English Applied Linguistics Study Program, State University of Medan. 2013.

The objectives of this study are to find out if: (1) students' achievement in reading comprehension that taught by using ASK to THINK-TEL WHY strategy is higher than those that taught by using Guided Reciprocal Peer Questioning strategy, (2) students' achievement in reading comprehension with field independent style is higher than those with field dependent style, (3) there is interaction of reading strategies and students' cognitive style in reading comprehension.

An experimental research with factorial designed 2x2 was used in this study. There were 69 students from fifth semester of English department, Islamic State University (STAIN) of Malikussaleh Lhokseumawe in the 2012/2013 academic year as sample of this study. The students were from two classes that was assigned, and the classes randomly defined; one class used as experiment class that taught by using ASK to THINK TEL-WHY strategy and another class used as control class that taught by using guided reciprocal peer questioning strategy. Students' cognitive style was measured by Embedded Figure Test to classify the students with field independent style and with field dependent style. Students' achievement in reading comprehension was measured by given multiple choice test of reading text that covers the requirements of reading comprehension meaning.

The data were analyzed by applying Two-Way ANOVA, comparing $F_{observed}$ and F_{table} at the level of significance $\alpha = 0.05$, the result reveals that (1) students achievement in reading comprehension that taught by using ASK to THINK TEL-WHY strategy ($\bar{x} = 66.59$) is higher than those that taught by using guided reciprocal peer questioning strategy ($\bar{x} = 59.4$) with $F_{observed} = 11.56 > F_{table} = 3.99$, it means ASK to THINK TEL-WHY strategy affects reading comprehension better than guided reciprocal peer questioning strategy (2) students' achievement in reading comprehension with field independent style ($\bar{x} = 63.97$) is higher than those with field dependent style ($\bar{x} = 61.75$) with $F_{observed} = 51.66 > F_{table} = 3.99$, it means field independent style affects reading comprehension better than field dependent style (3) there is no interaction of reading strategies and students' cognitive style, based on $F_{observed} = 0.52 < F_{table} = 3.99$, it can be concluded that both of strategies are equally well to be applied to the students field independent style; field independent style affects better in reading comprehension no matter what strategy is used. Nevertheless, ASK to THINK TEL-WHY strategy is superior, which is suitable to be taught to any cognitive style of students.

ABSTRAK

Nurul Fadhillah, Nomor Induk Mahasiswa: 8106111025. *Pengaruh Strategi Reading dan Gaya Kognitif Siswa pada Prestasi Siswa dalam Reading Comprehension*. Tesis untuk penyelesaian Gelar Magister pada Program Studi Linguistik Terapan Bahasa Inggris, Pascasarjana Universitas Negeri Medan. 2013.

Tujuan dari penelitian ini adalah untuk mengetahui apakah: (1) prestasi siswa dalam reading comprehension yang diajarkan dengan menggunakan strategi ASK to THINK TEL-WHY lebih tinggi daripada yang diajarkan dengan menggunakan strategi Guided Reciprocal Peer Questioning, (2) prestasi siswa dalam reading comprehension dengan gaya kognitif independen lebih baik daripada siswa dengan gaya kognitif dependen, (3) terdapat interaksi strategi membaca dan gaya kognitif siswa dalam Reading Comprehension.

Ini adalah sebuah penelitian eksperimental dengan desain factorial 2x2. Sampelnya adalah mahasiswa semester lima jurusan Bahasa Inggris, Sekolah Tinggi Islam Negeri (STAIN) Malikussaleh Lhokseumawe 2012/2013, sebanyak 69 orang. Para siswa merupakan siswa dari dua kelas yang telah ditentukan secara acak; satu kelas digunakan sebagai kelas eksperimen yang diajarkan dengan menggunakan strategi ASK to THINK TEL-WHY dan kelas lainnya digunakan sebagai kelas kontrol yang diajarkan dengan menggunakan strategi Guided Reciprocal Peer Questioning. Untuk menentukan gaya kognitif siswa independen dan dependen, digunakan Embedded Figure Test. Prestasi siswa dalam reading comprehension diukur dengan tes pilihan ganda berdasarkan teks bacaan yang memenuhi persyaratan reading comprehension.

Hasil dari penelitian ini, didapat dengan menggunakan analisis Two-Way ANOVA, perbandingan F_{hitung} dan F_{tabel} pada taraf signifikansi $\alpha = 0.05$, yaitu: (1) prestasi siswa dalam reading comprehension yang diajarkan dengan menggunakan strategi ASK to THINK TEL-WHY ($\bar{x} = 66.59$) lebih tinggi daripada yang diajarkan dengan menggunakan strategi Guided Reciprocal Peer Questioning ($\bar{x} = 59.4$) dengan $F_{hitung} = 11.56 > F_{tabel} = 3.99$, ini berarti strategi ASK to THINK TEL-WHY mempengaruhi reading comprehension lebih baik dibanding dengan strategi Guided Reciprocal Peer Questioning (2) prestasi siswa dalam reading comprehension dengan gaya kognitif independen ($\bar{x} = 63.97$) lebih tinggi dibandingkan dengan gaya kognitif dependen ($\bar{x} = 61.75$) dengan $F_{hitung} = 51.6 > F_{tabel} = 3.99$, ini berarti gaya kognitif independen mempengaruhi reading comprehension lebih baik dibanding dengan gaya kognitif dependen (3) tidak ada interaksi terhadap reading strategi dan gaya kognitif siswa, berdasarkan hasil analisis yang didapat $F_{hitung} = 0.52 < F_{tabel} = 3.99$, dengan demikian maka dapat disimpulkan bahwa kedua strategi sama baiknya untuk diaplikasikan terhadap siswa dengan gaya kognitif independent; gaya kognitif independen mempengaruhi reading comprehension lebih baik, apapun strategi yang digunakan. Namun demikian, strategi ASK to THINK TEL-WHY tetap lebih unggul dan cocok untuk diajarkan kepada setiap siswa, apapun gaya kognitifnya.