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Certify that this thesis is really written by myself and it is really my own product, not take over from other research.

If in the future a proven or provable that this thesis is product of plagiarism, then I am willing to accept a punishment for such acts.

Gresik, 18 Agustus 2014

Best Regard,

Desy Isnaini

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This is to certify that the *Sarjana's* thesis of *Desy Isnaini, The Relationship between Cognitive Style and EFL Learners' Reading Comprehension ability* has been approved by Board of Advisors as the requirement for the degree of *Sarjana* in English Language Education.

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MOTTO AND DEDICATION

MOTTO:

"Do your best, and GOD will take care of the rest"

"Don't afraid to change, you may lose something good, but you may gain something better" (anonymous)

This thesis is dedicated to:

My beloved parents and family

My beloved friends

My advisors

All of lectures of English Language Education Department

All people in my life

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Finally, the writer can finish this thesis and prays, may God repay all of their kindness.

The writer

ABSTRACT

Isnaini, Desy. 2014. *The Correlation between Cognitive Style and EFL Learners' Reading Comprehension*. The Sarjana's Thesis, English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik.

Adivisors: (I) Dr. Khoirul Anwar, M. Pd, (II) Candra Hadi Asmara, M. Pd.

Key words: Cognitive Style, Reading Comprehension.

The purpose of this study is to determine the relationship between cognitive style and EFL learners' reading comprehension ability of the undergraduated students at University of Muhammadiah Gresik. The participants of this study are thirteen students' of English Language Education Department in University of Muhammadiyah Gresik. Group Embedded Figures Test was administered to the participants as the instrument to measure students' cognitive style. TOEFL reading comprehension was used to measure students' reading comprehension ability. Pearson Product Moment was applied in this study to determine the significant relationship between two variables exist in this current study as the variable of cognitive style and reading comprehension calculated in form of ratio data.

The result showed that all of the participants in this study belong to field dependent learners. The score of TOEFL reading test showed that the participants have a low ability in the reading comprehension with the average score 18 of 50. Based on the value of Pearson Product Moment coefficient and the hypothesis testing, it showed that there is not significant moderate positive correlation between cognitive style and EFL learners' reading comprehension ability ($r = 0.456$), ($sig = 0.118$).

It can be concluded that the field dependent leaners have a low ability in the breaking information. They are difficult to solve problem but they have warm personality. Although the finding of this study revealed that there is no significant relationship between cognitive style and reading comprehension, further research is needed to be carried out to investigate more the relationship between cognitive style and reading comprehension ability.

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