A THESIS

ANALYSIS OF DIFFERENT STUDENTS' THINKING STYLES TOWARD READING COMPREHENSION AT THIRD SEMESTER OF ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE

By

INDIRWAN PRIYATNO N
Reg Num: 18.1300.114

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Skripsi

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English Education Program

Submitted by

INDIRWAN PRIYATNO N
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To

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The name of Allah, The Beneficent and The Merciful

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Finally, writers admit that their research is far from perfect. Therefore, expect suggestions and criticism from readers for this paper. Nevertheless, writers hope that this research paper can benefit everyone and contribute to the world of education.

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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Indirwan Priyatno N, *Analysis of Different Students' Thinking Styles Toward Reading Comprehension at Third Semester of English Education Program at IAIN Parepare* (Supervisor by Hj Nurhamdah and Kalsum)

Students reading comprehension showed low ability which students' did not understand well about reading context they read, it could be representative of general comprehending, many students asked to read than asnwer some question referred to the text. The objectives of this research were to: (1) know the students' thinking style at third semester of English Education at IAIN Parepare. (2) find out the dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare**.** This research has significant to teacher, students and next researcher.

This research applied a descriptive quantitative. Sample of research were 20 students from Third Semester of English Education Program at IAIN Parepare, Instrument used questioner and analysis by quantitative analysis.

The results data showed that the students' thinking style at third semester of English Education at IAIN Parepare referred to the indicator showed that global style chosen by 28,74% with focus on the general reading text. Local style by 29,45% with pay close attention to details and specific information on reading text, External style by 19,52% with collaborate with others in answering the reading test. Internal style by 22,29% with prefer to rely on their personal activates on reading. Dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare referred to the indicator showed that Local style become the dominant thinking style with pay attention of details, solves problems by following specific rules, prefer working on reading projects and implement own ideas. It proved from the dominant score with 29,45%.

Keywords: *Students' Thinking Styles, Reading Comprehension, Third Semester*

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CHAPTER I
INTRODUCTION

A. Background

Reading is a procces of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary. Nowadays, having a good mastering in reading comprehension play a pivotal rule in achieving english. Because by mastering reading comprehension people especially the students can be more confidence when students read any text in their life activities and become good rater for their classmates. Among other skills, it is fundamental language skill.

Some of the general troubel in comprehending reading context is about the students habit in thinking materials, the students' did not really comprehend about the reading context. They do not get any habit in thinking by specificly, thinking proccessed plays an important role in doing reading activities. At certain points in learning proccess, students sometimes have to make decision on certain problem to which we are required to apply their reading perform. Their decision have different strategies or ways in doing certain tasks due to different ways of thinking when they do the reading.

This research concept also supported by the Stenberg defined thinking style is the path that an individual prefers on processing the information and dealing with given task is a fundamental and deciding working area. Style is an individual-difference factor that has received particular attention.[1]

[1]Sternberg, Zhang (eds.), *Perspective on thinking, learning, and Cognitive Styles* (PP.vii-xi) Mahwah, NJ: Erlbaum. 2013)

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Based on the pre observing did by the researcher that, mostly students did not understand well about every reading context they read, it could be representative of general comprehending, many students asked to read than asnwer some question referred to the text. General issue for this research is about diffrent perception of students in doing reading activities, some of the students' have diffrent perception when they reading. Another problem also showed that students can not undertsand the text in correct meaning. They cant expressed the meaning of the text they read before. It assumed that, they fail to think about the reading cintext. By that troubel, the researcher is going to identifying the stydent thinking style toward reading comprehension at class.

It also supported that thinking style and such other individual-difference factor as self-concept also have influence on students' achievement. Another problem sometimes from learning style and selfconcept, but if general thinking style is main individual-difference factor that has drawn by Many theories of thinking style have been postulated.

The correlation between students' learning styles and reading comprehension is about how the way students' think about the text they read, in many cases, students' just read the text without any specific term of thinking style, the students just read the text without any processed of thinking. By identifying the students thinking style it also may help the teacher to identifying the students thinking model. How the students think and what kind of the materials and media may support the students' style in learning.

Based on the explanatiion above, the researcher will identify the students thinking style by doing descriptive quantitaive research at third semester of

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English Education at IAIN Parepare by conducted research tittle of "Analysis of Different Students' Thinking Styles Toward Reading Comprehension at Third Semester of English Education Program at IAIN Parepare"

B. Research Questions

Based on the background above, the following research questions formulate below:

1. How is the students' thinking style at third semester of English Education at IAIN Parepare?
2. What dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare?

C. Objectives of the Research

Based on the question above the researcher formulates the objective of the research:

1. To know the students' thinking style at third semester of English Education at IAIN Parepare.
2. To find out the dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare.

D. Significances of the Research

This result of research is expected to provide useful contribution for teacher, students and further research, it can be explained below:

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1. Teachers

   This research hopes give beneficent for the teacher because it can give information about the students thinking style at third semester of English Education at IAIN Parepare.

2. Students

   This research may give significant for the students, this research analysis design may give another result findings which students in learning reading materials and also this research can give more information about the students thinking style

3. Further Researchers

   Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new refrences in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This previous research explained which related to inductive approach and what they found is shown in the following:

1. First study is from Mahmood, Hashemnezhad and Javidi (2018) with the tittle "*Relationship between language learning strategies employed by Senior High School (EFL) students and their thinking styles*". This research is to find out positive relationship between language learning strategies employed by Senior High School (EFL) students and their thinking styles, to find out positive relationship between language learning strategies employed by Senior High School (EFL) students and their gender and to find out a positive relationship between thinking styles employed by Senior High School(EFL) students and their gender. And in this research was to know what was the relationship between language learning strategies and students thinking styles, to know the effect of learning strategy towards students thinking styles and the significant correlation between language learning strategy and students thinking styles ".[2]
2. Second research is from Ahmadi (2017) with tittle of "*Relationship between thinking styles and use of language learning strategies*". In his research he focused on the extent of their association with reading comprehension among Senior High School students. The aim of his research was to find out the significance relationship between thinking styles and use of language learning

[2]Mahmood, "Relationship between language learning strategies employed by Senior High School (EFL) students and their thinking style*" (*Journal of Interdisciplinary Studies Vol 4 No.1, MCSER Publishing)

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strategies. That means students‟ thinking styles maypredict their preference of language learning strategies. There was also a positive and meaningful correlation between legislative and judicial thinking styles and the total scres of language learning strategies and reading comprehension perfomance[3]

3. Third research is from Sumiati with her research "*The correlation between language learning strategies (LIS) and students thinking styles at twelve grade of SMA Negeri 5 Selayar"*. Based on the results of data processing and analysis, the researchers concluded that there is a significance (variable X) is declared good with an average value of 63.4% and (variable Y) is declared to be stopped with an average value of 90.84% while the results of the product moment correlation analysis are rcount = 14.3 while rtable = 0.413. So HA is accepted and HO is rejected from the learning outcomes of class XII students of SMA Negeri 5 Selayar. So there is a positive and there is a significant relationship between language learning and students' thinking styles[4]

Based on the previous research, those three research comparing to this research which have similarity from the focused research in thingking style, but this research has newest issue for the analysis in diffrentiate students thingking style, by identifying students diffrentiate may help students and teacher in developing design material at class. Another novelty also comes from the theory used which identifying deeply of the students thingking style.

[3] Ahmadi, "*Relationship between thinking styles and use of language learning strategies*" (Journal of Studies in Education. Vol. 2, No. 4 hal. 153-173)

[4] Sumiati, "*The correlation between language learning strategies (LIS) and students thinking styles at twelve grade of SMA Negeri 5 Selayar (*Journal Vol. 18 Nos. 1/2 hal 109-123)

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B. Some Pertinent Ideas

1. Concept of Reading Comprehention

a. Definition of Reading

Reading is used to refer to the task of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building vocabulary, improving working memory capacity, and extending the number and availability of retrieval structures, as well as encouraging the reader to put all these to good use. Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. to read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.[5]

Reading is interacting with language that has been coded into print. Reading is an active and on going process that is affected directly by an individual's interaction with his environment.[6] Reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interpreting between the perception of graphic symbol that represents language and the reader's language skill and knowledge of the world.[7] Reading is like detective work. You must be able to distinguish facts from opinions and

[5] Deborah Daiek, *Critical Reading for College and Beyond*, (New York: McGraw Hill,004),p.5

[6] Arthur W. Heilman, Timothy R. Blair, William H Rupley, *Principle And Practice Of Teaching Reading Fifth Edition* (Ohio; Charles E. Merril Publishing Co, 2011) p.4

[7] Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability,Terj. Cetakan 4* (New York: Longman Inc, 2015), p.8

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specific from generalizations.[8]

Based on the explanation above, reading is not an easy activity, reading must always be a meaning getting process and connect what the information words have the author written, reading is also influenced by the interaction of an individual with their environment. The teacher can quite students in reading and get the main idea in their environment. The teacher can quite the students reading and get the main idea in the passage they are reading.

b. Reading Comprehension

Understanding comprehension processes are crucial to study of reading. Any definition of comprehension should really be related to a consideration of the purpose set fir reader, or by the reader, for reading. According to Grabe and Stolle, Reading comprehension is an ability to understand or to gain information from a text.[9]

Goodman states reading comprehension is as an interaction between thought and language.[10] It means that an interaction in reading, it can produce a thought and then we are thinking, and we have a question for ask someone, that called is language. Reading comprehension is a complex intellectual process involving anumber of ability.[11]

Based on the explanation above, reading comprehension is a complex

[8] Three Watson, *Reading Comprehension Skills and Strategies Level 7*, (United States of America: Saddleback Education Publishing 2012), P.70

[9] Grabe William, *Teaching and Researching Reading,* (New York: Longman, 2012) p.7

[10] Otto, Wayne, *How to Teach Reading,* (Philippines: Addison-Wesley Publishing Company, Inc, 2016), p.70

[11] Dorothy Rubin, *Diagnosis and correction Reading Instruction*, (Simultaneously in Canada, 2010), p.207

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skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader make sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows, from the statement, it is clearly understood that the comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes are crucial to study of reading.

c. The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text. has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process.[12]

Those processes occur during reading activity. The process of reading comprehension based on the order how the readers decode the language

[12] Grabe, *Teaching and Researching Reading*. (New York: Pearson Education Limited, 2011)

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can be divided into three categories; bottom-up, top-down and interactive reading. In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text.[13]

Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.[14]

d. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language. The stages of teaching reading according to Brown can be summarized as follows:

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The

[13] Klingner, Janette K., *Sharon Vaughn and Jeanne Shay Schumm*. "Collaborative Strategic Reading During Social Studies in Heterogeneous Fourth-Grade Classroom". The Elementary School Journal University of Chicago)

[14] Lems, Kristin, *Teaching Reading to English Language Learners*. (New York: Guilford Press, 2010)

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teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating scemata, and the other strategies that can heko students comprehend the text. The use of prompts such as visuals, realia, photos,etc is recommended.

2) Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

e. Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According, the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom.

1) Identifying the purpose in reading
2) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)
3) Using efficient silent reading techniques for relatively rapid comprehension(for intermediate to advanced levels)
4) Skimming the text for the main ideas
5) Scanning the text for specific information
6) Using semantic mapping or clustering

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7) Guessing when you are not certain

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriates for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

f. Principle in Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson proposes eight principles of teaching reading as follows.

1) Exploit the readers' background knowledge

As it has been stated that background knowledge helps students ro comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc.

2) Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

3) Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading comprehension.

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4) Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of dictionary because they look for every wordin a text so it will take a long time to read.

g. Teach Reading strategies

Strategic reading is "not only knowing what strategy to use, but also how to use and integrate a range of strategies.

1) Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading skills are "strategies that has become automatic". The teacher should make the strategies automatic to be employed by students with a lot of practices.

2) Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students' reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

3) Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Anderson argue that the good teachers needto understand the nature of reading process.

h. The indicator of reading Comprehension

1) Identifying main idea

The main idea is a statement that tells the autor's point about the

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topic. Findings main idea is a key to understand the paragraph or short selection. [15]The main idea is used to located in a sentence and it usually put in the first senteces but it can be in the middle or in the last sentence. Therefore, this option can make the main idea more difficult to find. The students will get confused to find what the main idea of a paraghraph and where the main idea position is located.

2) Vocabulary

The student expand their knowledge when she/he is reading a text. Such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context help the student making a general prediction about the meaning.[16] It means that, having prediction from the context will help the student understand the meaning of a paraghraph without stopping looks up every new word in a dictionary. In fact one of the problem that readers have difficulties in understanding paraghraph is that they have lack of vocabularies.

3) Detail information

The last type of question that is usually found in reading test is detail question or information. This questions usully checks student ability to understand material that is directly written in the text. Some example of detail question fall in the following patterent:

"According to the passage, who were fighting for the conversation in the forest? " ,

[15] Longan, J, *Reading and Study Skill: Seventh Edition*, (Atlanta capeCommunity College: Published by McGraw-Hill Companies. New York, 2012)

[16] Sharpe, J. P, *How to Prepare the TOEFL Test I9* (11th Edition: Ohio,2015)

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"All of the following are the true expect..",

"A person,date, or place is,,,".

In understanding and answering detail question, the student can use scanning strategy. In addition, to find out the answer of detail question, The readers can note or underline a key word in the question, and then scan the passage for that words synonym.

2. Concept of Thinking Styles

a. Theory of Thinking Styles

According to Sternberg stated that thinking styles refer to how people think. It proposed a theory of thinking styles that term as the theory of mental self.[17] The basic idea of this theory is that people have to organize or govern themselves in everyday activities as society needs to govern itself. Using the word "government" metaphorically, contended that just as there are many ways or governing or managing our activities.[18]

These different ways can be constructed as our thinking styles. The theory of mental self-government describes thinking styles that fall along five dimensions. They are: (1) function; (2) form; (3) level; (4) scopes; and (5) leaning.[19]

[17]Sternberg, Zhang (eds.), *Perspective on thinking, learning, and Cognitive Styles* (PP.vii-xi) Mahwah, NJ: Erlbaum. 2013)

[18] Wijaya, Beni. *The Correlation among Multiple Intellegence, writing and academic Achivement of Undergraduate EFL students of Siwijaya University*.(Unpublished thesis. Graduate School, Sriwijaya University, 2015)

[19] Zhang, L., F. *Do thinking styles contribute to academic achievement beyond self-rated abilities?*. (Journal of Psychology: Interdisciplinary And Applied, 135(6) 621-637.

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b. Type of Thinking Style

In analogy to governments, people carry out legislative, executive, and judicial functions:

1) Global Style

The global level is concerned with a preference for problem at relatively high level of abstraction. In analogy, individual with a global thinking style prefer general, abstract reasoning, pondering in the world of ideas. They prefer to deal with broad , abstract and relatively large and. high-level concepts. They prefer change and innovation, and vague positions. They often ignore the details.[20] Sharma, and Nettu, argued that global thinkers (or "strategic thinkers") are more comfortable with new information if they can adapt it into context, they also tend to be impatient with linear subjects and linear-oriented instruction because they prefer access to all the information (early on) so they can relate overall goals.

The theory of mental self-government holds that styles of thinking can be understood in terms of constructs from our notions of government. On this view, the kinds of governments we have in the world are not merely coincidental, but rather are external reflections or mirrors of ways in which we can organize or govern ourselves. According to this theory, people can be understood in terms of the functions, forms, levels, scope, and leanings of government. People do not exhibit just one style or another, but they do have preferences across various kinds of tasks and situations.

[20] Budijanto, R., R."Thinking styles, teamwork quality and performance (Doctorals' dissertation). university of Canberra, Australia" (2013) p. 77

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The global individual has a predilection for tasks, projects, and situations that require engagement with large, global, abstract ideas. This individual likes to deal with big ideas, but sometimes can lose touch with the details—the individual may see the forest but lose track of the trees. People employing this style enjoy tasks that encourage them to think about major ideas and not have to worry about details.

2) Local Style

The local level is concerned with preference for problems that demand attention to details. describe individuals with a local thinking style are more down to earth and oriented towards the pragmatics of the situation. The persons of this method characterized by being attracted by the practical situations.[21] Fouladi add that the local style as the realistic ability to Tend to be involved with details and objective and specific examples. It can be conclude this style can be claim as realistic person that stand on the fact.

The local individual has a predilection for tasks, projects, and situations that require engagement with specific, concrete details. This individual likes to work with the nitty-gritty, but may lose the forest for the trees. Individuals displaying this style tend to enjoy tasks that require them to keep track of details and focus on concrete specifics of a situation.

This individual, like the hierarchically oriented one, likes to do multiple things within a given time frame, but has trouble setting priorities for which to get done when. The oligarchically oriented individual thus

[21] Ahmadi, S., Gorjian, B., & Pazhakh, A., R, "The effect of thinking styles on EFL learners' language learning strategies in reading comprehension. International Journal of Language Learning and Applied Linguistics World (IJLLALW), 6(4)p, 74-88.

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adapts well if the competing demands are of roughly equal priority, but has more trouble if the things are of different priorities. [22]

3) External Style

The external scope of self-government refers to a preference for doing tasks that allow social interaction and collaboration. External persons seek to work collaboratively it followers of this method tend to work, interact and collaborate with others within the team, and they have a sense of social contact with others comfortably and easily.[23] Also, Fouladi and argue the external style person Work with others, rely on outside world and are dependent on others. It can be implied that external thinker is social able person in working and making interaction with others.

External thingking is think out loud. They love brainstorming sessions because they get to work through their ideas with other people, and will often talk themselves through tasks. Without an understanding of the importance of this activity to an External Processor, others can find them too chatty or think they are flighty as every thought gets put into words and they seem unable to settle on one and move forward. Too often this leads to people jumping in and offering fixes or solutions before the External Processor has even organized their thoughts. Or if they are a leader, their

[22] Alwasilah, A.C. "Developing theories of teaching academic Indonesian to non-language majors: Ways of collecting and analyzing data."

[23] Zhang, L., F. "Thinking styles: university students' preferred teaching styles and their conceptions of effective teachers" (Journal of Psychology: Interdisciplinary And Applied, 138(3), p. 252. (2014)

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team may believe that every comment is a directive and spend a lot of time accomplishing ideas and tasks that were not fully baked. [24]

4) Internal Style

The internal scope of self-government refers to a preference for doing task independently. Internal thinker perform different activities independently. It is supported by Fouladi argue this style Tend to work alone, rely on their own world. The followers of this style prefer to work individually; they are introvert and tend to be lonely. They are directed toward work or task, and they are characterized by internal focus, and they prefer the analytical and creative problems. All in all, thus thinkers are individualism and enjoy in the lonely situation.[25]

Internal thingking have likely been called quiet throughout their whole life. They prefer meetings to have a clear agenda offered in advance so they can get their thoughts together, and need time to be alone with their ideas so they can understand them. Unless other people understand what is happening, Internal Processors can discover that others take their silence as personal, or that others do not see them as a team player because they don't jump into the fray with their ideas. Often, Internal Processors are the team members that attend the next meeting wanting to talk about everything discussed at the last meeting –and others feel that the team can never move forward because every meeting is a regurgitation of the prior session.

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[24] Sternberg, *Perspective on thinking, learning, and Cognitive Styles (PP.vii-xi)* (Mahwah, NJ: Erlbaum)

[25] Zhang, L., F. "Thinking styles: university students' preferred teaching styles and their conceptions of effective teachers" (Journal of Psychology: Interdisciplinary And Applied, 138(3), p. 243 (2014)

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c. Implication of Thinking Style

Categories and dimensions of Thinking Styles in the mental which refers to the theory [26]

Table 2.`1 Thinking Styles

No.	Thinking Style	Characteristic	Implication to Reading
1	Global Style	Students' like to get the meaning of the text based on general things.	Reading from the general fact to the specific and easy to understand text of general theme.
2	Local Style	Students' like to get the meaning of the text based on specific things, like number, name and place.	Reading from the specific text, the students' is easy to answered clearly information in the text.
3	External Style	Students like to read a text for many times with other people and understand the text by discussion	Students prefer to read by discussion with other and get the meaning after reading many times.
4	Internal Style	Students' love to read silent and alone during understand well the meaning of the text.	Prefers to do reading by individually for understanding the text.[27]

C. Conceptual Framework

The researcher design the conceptual framework of this research by showing the diagram below:

[26] Sternberg, R. J., & Wagner, R. K, *Thinking Styles Inventory*. (Unpublished test, Yale University, 2017)

[27] Sternberg, R. J. *Thinking styles.* (NY: Cambridge University Press, 2014).

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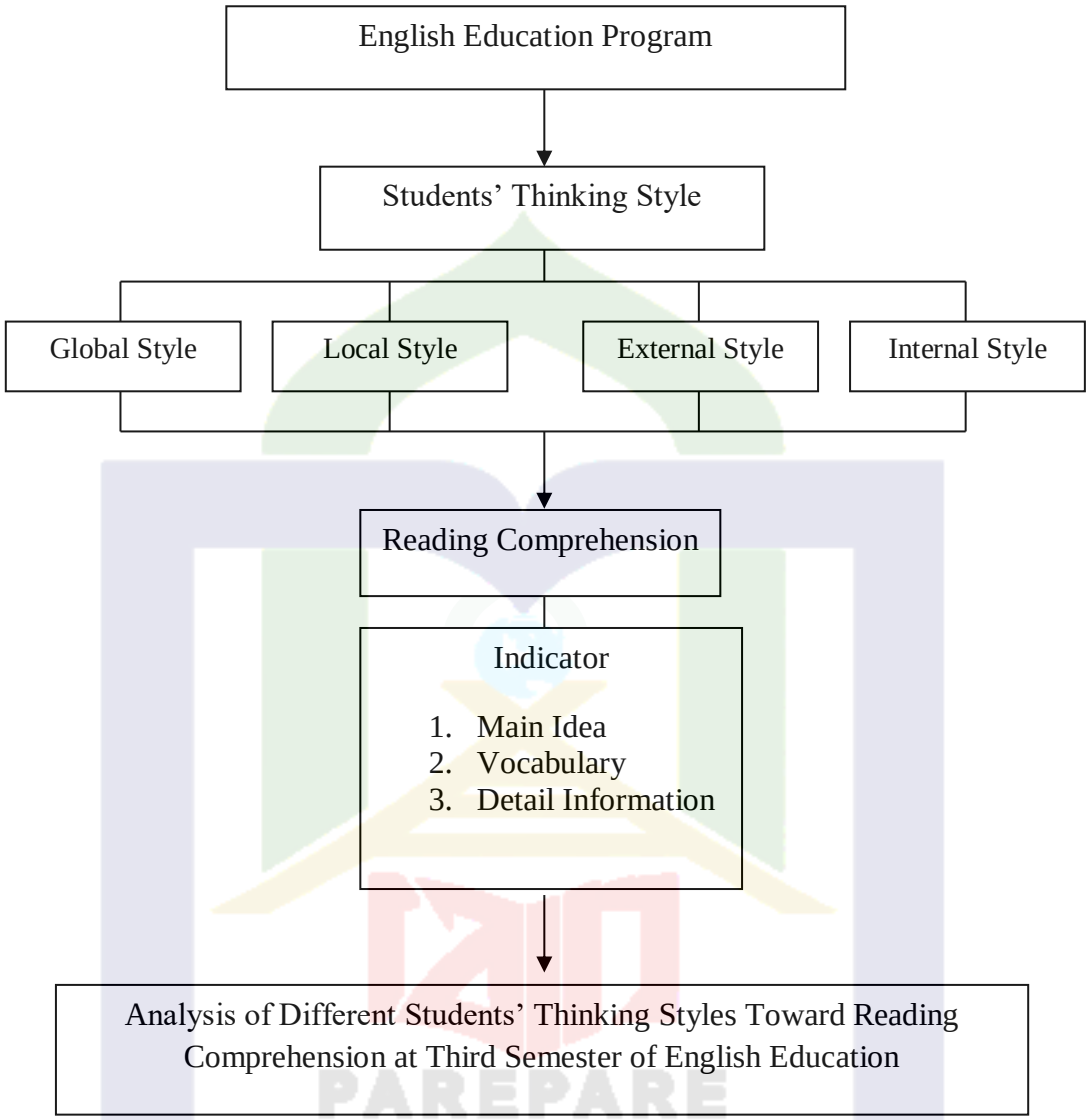

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D. Definition of Operational Variabel

The researcher explains about the operational variabel:

1. The first variable refers to the students' thinking. Students' thingking style is about how people think. The proposed of thinking styles for the students in their learning activities. Thinking style refers to the way of students' think about things and text in purposed of Reading.
2. The second variable is reading comprehention that is procces of understanding a text of sentence and phrase which are related in some meaningful way. Improving reading comprehension is difficult it involves building reading activities which refers to identifying main idea, vocabulary and detail information.

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CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive quantitative method. This method help the researcher to have deep information to have the answer of the research question. This method used to analyze the phenomenon by identifying number, graphic in research data. Based on the description above, This design chosen for answering the research question about the different of students' thinking styles toward Reading Comprehension at Third Semester of English Education Program at IAIN Parepare.

B. Location and Time

The researcher conducted this research in Tarbiyah Faculty which located in Jl.Amal Bakti No.08 Kota Parepare, South Sulawesi, in this research, the researcher will spread questioner to the respondent and it took for 45 days including of the analyzing data.

C. Subject of Research

Research subject is the entire research target.[28] In this research the subject would the entire of students third semester of English Program Education of IAIN Parepare, the number of subject were 74 students.

Table 3.1 Subject Research

No	Semester	Sample		Total
		Male	Female	
1	Third Semester	16	58	74

[28]Arikunto,S, *Prosedur Penelitian,* (Jakarta: Rineka Cipta, 2012), p. 198

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According to the data above, the subject of research were 20 students from Third Semester.

D. Research Instrument

This research used questionnaire as a instrument. The questionnaire is a list of questions provided to others who the respond (respondent) as requested by the researcher.[20] This questioner was chosen from Stenberg instrument refers to the thinking style. This questioner modified by the researcher to focus on reading comprehension by the students.

Table 3.2 Indicator Questioner

No.	Variable	Indikator	Item Number
1	Thingking Style	Global Style	1,2,3,4,5
		Local Style	6,7,8,9,10
		External Style	11,12,13,14,15
		Internal Style	16.17.18.19.20

E. The Procedure of Collecting Data

The process of collecting data, the researcher distributed the questionnaire to the students at the third semester of English education used google form to find out the different of students' thinking styles toward Reading Comprehension at Third Semester of English Education Program at IAIN Parepare.

F. Procedure of Data Analysis

Questionnaire is one of supporting techniques that researcher used to identify students' perspective, responses, opinion, and problem. In this test, the

[20] Riduwan, *Skala Pengukuran Variable Penelitian* (Bandung: Alfabeta,2009), p.25

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form of questionnaire closes with the alternative answer that has been chosen by the students. Students only chose the best answers which are suitable to themselves. In analyzing the students' response, the writer used the following formula.

$$P \quad \frac{F}{N} X\ 100\%$$

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

Questionnaire of this research used likert scale with four options namely always, sometimes, often and never. The content of the questionnaire consisted of positive statement as seen in the following table:

Table 3.3 Questioner Option

No.	POSITIVE STATEMENT	
	Category	**Score**
1	Always	4
2	Sometimes	3
3	Often	2
4	Never	1[29]

[29] Creswell, John W, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches.* (Los Angeles : SAGE Publications, 2014)

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research held in English Education at IAIN Parepare, it located at IAIN Parepare is an Islamic State Institute for Islamic Studies located in Parepare, a city in South Sulawesi, Indonesia. While the focus of IAIN Parepare is primarily on Islamic studies and Islamic education, it also offers programs in other fields, including English Education.

This research conducted by followed some step which refrerred to the process of collecting data, the researcher distribute the questionnaire to the students at the third semester of English education face to faced to find out the different of students' thinking styles toward Reading Comprehension at Third Semester of English Education Program at IAIN Parepare. The total respondents were 20 students' which conducted in April 2023.

This research purpose to know the students' thinking style and to find out the dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare. According to the data, this result explained below:

1. The students' thinking style at third semester of English Education at IAIN Parepare.

   First research question answered by quesioner which filled by the respondent, this quesioner consited by 20 item which devided into four indicator namely global style, local style, external style, internal style. These term focused on students' thinking style, Students' thinking styles in reading

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refer to the cognitive processes and strategies they employ when engaging with text, comprehending information, and making meaning from what they read. Here the answered of students' thinking style at third semester of English Education at IAIN Parepare:

Table 4.1 Students' Thinking Style Global Style

No	Statement	Options (F)				Total
		A	S	O	N	
1	I tend to pay less attention to details when reading.	12	0	8	0	20 Students
2	I care more about the overall effects of reading rather than the specific tasks I need to accomplish.	8	8	4	0	20 Students
3	I tend to emphasize the general aspects of reading a problem or the overall effects of a project.	9	6	4	1	20 Students
4	I enjoy working on reading projects that relate to general issues rather than the intricacies of details.	14	1	5	0	20 Students
5	I pay more attention to the parts of reading tasks rather than the overall effects or significance.	7	7	6	0	20 Students

Sources : Primer Data 2023

The table aboe presents data on the responses of 20 students to various statements related to Students' Thinking Style Global Style. The statement of

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"I tend to pay less attention to details when reading.".There are 12 students responded with "Always," 0 students responded with "Sometimes," 8 students responded with "Often," and 0 students responded with "Never".

Statement 2: "I care more about the overall effects of reading rather than the specific tasks I need to accomplish.". There are 8 students responded with "Always," 8 students responded with "Sometimes," 4 students responded with "Often," and 0 students responded with "Never."

Statement 3: *"I tend to emphasize the general aspects of reading a problem or the overall effects of a project."*. There are 9 students responded with "Always," 6 students responded with "Sometimes," 4 students responded with "Often," and 1 student responded with "Never."

Statement 4: *"I enjoy working on reading projects that relate to general issues rather than the intricacies of details."*. There are 4 students responded with "Always," 1 student responded with "Sometimes," 5 students responded with "Often," and 0 students responded with "Never."

Statement 5: *"I pay more attention to the parts of reading tasks rather than the overall effects or significance."*. There are 7 students responded with "Always," 7 students responded with "Sometimes," 6 students responded with "Often," and 0 students responded with "Never."

Table 4.2 Students' Thinking Style Local Style

No	Statement	Options (F)				Total
		A	S	O	N	
6	I prefer reading and handling problems that require me to pay	11	3	6	0	20 Students

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	attention to a lot of details.					
7	I enjoy figuring out how reading solves problems by following specific rules.	15	1	4	0	20 Students
8	I prefer working on reading projects that allow me to incorporate a lot of detailed facts.	14	0	6	0	20 Students
9	I like problems where I have to pay attention to details when I read.	12	1	5	2	20 Students
10	I prefer situations where I can implement my own ideas without relying on others when I read	10	3	6	1	20 Students

Sources : Primer Data 2023

The table presents data on the responses of 20 students to several statements related to Students' Thinking Style Local Style: Statement: *"I prefer reading and handling problems that require me to pay attention to a lot of details."* There are 1 students responded with "Always," 3 students responded with "Sometimes," 6 students responded with "Often," and 0 students responded with "Never."

Statement: *"I enjoy figuring out how reading solves problems by following specific rules."*. There are 15 students responded with "Always," 1 student responded with "Sometimes," 4 students responded with "Often," and 0 students responded with "Never."

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Statement: *"I prefer working on reading projects that allow me to incorporate a lot of detailed facts."*There are 14 students responded with "Always," 0 students responded with "Sometimes," 6 students responded with "Often," and 0 students responded with "Never."

Statement: *"I like problems where I have to pay attention to details when I read."*_12 students responded with "Always," 1 student responded with "Sometimes," 5 students responded with "Often," and 2 students responded with "Never."

Statement: *"I prefer situations where I can implement my own ideas without relying on others when I read."*. There are 0 students responded with "Always," 3 students responded with "Sometimes," 6 students responded with "Often," and 1 student responded with "Never."

Table 4.3 Students' Thinking Style External Style

No	Statement	Options (F)				Total
		A	S	O	N	
11	I enjoy having control over all phases of a reading project without having to consult with others.	6	1	2	11	20 Students
12	When trying to make decisions, I rely on my own judgment of the situation when I read.	1	0	6	13	20 Students
13	I like working on reading tasks and/or solving problems on my own.	9	0	4	7	20 Students

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14	I enjoy reading projects that I can complete independently.	9	0	3	8	20 Students
15	I like taking old problems and finding new methods to solve them when I read.	7	1	3	9	20 Students

Sources : Primer Data 2023

The table provides data on the responses of 20 students regarding to Students' Thinking Style External Style. Statement: *"I enjoy having control over all phases of a reading project without having to consult with others."*. There are 6 students responded with "Always," 1 student responded with "Sometimes," there are 2 students responded with "Often," and 11 students responded with "Never."

Statement: *"When trying to make decisions, I rely on my own judgment of the situation when I read."*. There are 1 student responded with "Always," 0 students responded with "Sometimes," 6 students responded with "Often," and 13 students responded with "Never."

Statement: *"I like working on reading tasks and/or solving problems on my own."*. there are 9 students responded with "Always," 0 students responded with "Sometimes," 4 students responded with "Often," and 7 students responded with "Never."

Statement: "I enjoy reading projects that I can complete independently." There are 9 students responded with "Always," 0 students responded with "Sometimes," 3 students responded with "Often," and 8 students responded with "Never."

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Statement: "I like taking old problems and finding new methods to solve them when I read." There are 7 students responded with "Always," 1 student responded with "Sometimes," 3 students responded with "Often," and 9 students responded with "Never."

Table 4.4 Students' Thinking Style Internal Style

No	Statement	Options (F)				Total
		A	S	O	N	
16	I adhere to standard rules or ways of doing things when I read.	5	0	5	10	20 Students
17	In a discussion or reading report, I like to combine my own ideas with the ideas of others.	4	0	7	9	20 Students
18	I enjoy participating in reading activities where I can interact with others as part of a team.	10	1	4	5	20 Students
19	When working on a reading project, I like to share ideas and receive input from others.	7	5	0	8	20 Students
20	I appreciate situations where I interact with others and everyone collaborates when reading.	13	0	4	3	20 Students

Sources : Primer Data 2023

The table provides data on the responses of 20 students regarding to Students' Thinking Style Internal Style, Statement: "I adhere to standard rules

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or ways of doing things when I read."there are 5 students responded with "Always," 0 students responded with "Sometimes," 5 students responded with "Often," and 10 students responded with "Never."

Statement: "In a discussion or reading report, I like to combine my own ideas with the ideas of others." There are 4 students responded with "Always," 0 students responded with "Sometimes," 7 students responded with "Often," and 9 students responded with "Never."

Statement: "I enjoy participating in reading activities where I can interact with others as part of a team". There are 10 students responded with "Always," 1 student responded with "Sometimes," 4 students responded with "Often," and 5 students responded with "Never."

Statement: "When working on a reading project, I like to share ideas and receive input from others." There are 7 students responded with "Always," 5 students responded with "Sometimes," 0 students responded with "Often," and 8 students responded with "Never."

Statement: "I appreciate situations where I interact with others and everyone collaborates when reading.". There are 13 students responded with "Always," 0 students responded with "Sometimes," 4 students responded with "Often," and 3 students responded with "Never."

Table 4.5 Result of Students' Thinking Style

No	Options	Indicators (F)			
		GS	LS	ES	IS
1	Always	50	62	32	39
2	Sometimes	22	8	2	6

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3	Often	27	27	18	20
4	Never	1	3	48	35

Sources : Primer Data 2023

Cet :

GS = Global Style

LS = Local Style

ES = External Style

IS = Internal Style

Based on the table above, This indicates that 50 respondents always prefer a Global Style, 62 respondents always prefer a Local Style, 32 respondents always prefer an External Style, and 39 respondents always prefer an Internal Style.

This shows that 22 respondents sometimes prefer a Global Style, 8 respondents sometimes prefer a Local Style, 2 respondents sometimes prefer an External Style, and 6 respondents sometimes prefer an Internal Style.

This indicates that 27 respondents often prefer a Global Style, 27 respondents often prefer a Local Style, 18 respondents often prefer an External Style, and 20 respondents often prefer an Internal Style.

This shows that 1 respondent never prefers a Global Style, 3 respondents never prefer a Local Style, 48 respondents never prefer an External Style, and 35 respondents never prefer an Internal Style.

The table provides insights into the respondents' frequency of style preferences, such as their inclination towards using a particular style (Global, Local, External, or Internal) in their thingking style or decision-making

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processes. The frequency of preferences varies among respondents, and the table highlights these variations for each style option.

The respondents in the study exhibited varying preferences for different styles. Some respondents consistently preferred a specific style (Global, Local, External, or Internal), while others indicated a preference for a particular style only sometimes or often. There were also respondents who never expressed a preference for certain styles. The Local Style appeared to be the most preferred style among the respondents, as indicated by the highest number of respondents who always preferred this style. This suggests that a significant number of individuals in the study tend to focus on specific details when making decisions or working on tasks. The Internal Style also garnered a notable number of respondents who always or often preferred this style.

Comparison to the Local and Internal Styles, the Global and External Styles received relatively lower preferences from the respondents. This suggests that fewer individuals in the study consistently or frequently prioritize broader perspectives, external influences, or standardized approaches in their work or decision-making processes.

2. The Dominant type of thingking style at the third semester of English Study Program IAIN Parepare.

Second result data will be explained about the dominant type of thinking style at the third semester of the English Study Program in IAIN Parepare. It is a specific study conducted on the thinking styles of students in the English Study Program at IAIN Parepare, it necessary to refer to that study for an accurate understanding of the dominant thinking style. Otherwise, this

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result would be speculative to make any claims about the dominant thinking style at the third semester of the English Study Program in IAIN Parepare.

The result can be explained from the table below:

Table 4.6 Dominant type of thingking style

No	Indicator	Result	
		Total / Pecentation (%)	**Dominant**
1	Global Style	321 (28,74%)	-
2	Local Style	329 (29,45%)	√
3	External Style	218 (19,52%)	-
4	Internal Style	249 (22,29%)	-

Sources : Primer Data 2023

The table above provides information on the distribution of thinking styles among the participants based on four categories: Global Style, Local Style, External Style, and Internal Style. Here is an explanation of the table:

1. Global Style: This category represents participants who prefer a global thinking style. The table indicates that out of the total participants, 321 individuals or 28.74% have a preference for this thinking style. However, there is no dominant result indicated for this style.
2. Local Style: This category represents participants who prefer a local thinking style. According to the table, 329 individuals or 29.45% of the total participants have a preference for this style. The presence of a

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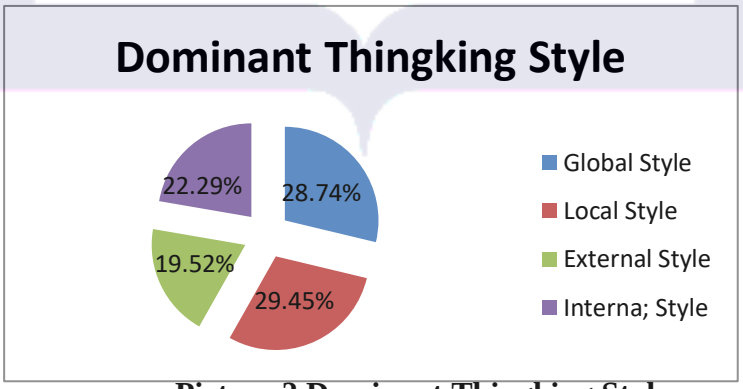
checkmark (√) in the "Dominant" column suggests that the local thinking style is the dominant preference among the participants.

3. External Style: This category represents participants who prefer an external thinking style. The table shows that 218 individuals or 19.52% of the total participants have a preference for this style. However, there is no dominant result indicated for this style.
4. Internal Style: This category represents participants who prefer an internal thinking style. The table indicates that 249 individuals or 22.29% of the total participants have a preference for this style. However, there is no dominant result indicated for this style.

Based on the information provided above, it can be concluded that among the participants in the study, the local thinking style is the dominant preference. The global thinking style had a significant number of participants, but no dominant result was indicated. The external and internal thinking styles also had a considerable number of participants, but no dominant result was indicated for either style. Overall, the local thinking style stands out as the preferred thinking style among the participants in the third semester of the English Study Program at IAIN Parepare.



Picture 2 Dominant Thingking Style

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The picture represents the dominant thinking styles among a group of individuals. It provides the percentages of participants who prefer each thinking style.

B. Discussion

Based on the explanation above, the researcher is going to discussed about the result data. The discussion can be explained below:

1. The students' thinking style at third semester of English Education at IAIN Parepare.

   The first discussion explained about students' thinking style at third semester of English Education at IAIN Parepare, The materials of the thinking style of Global Style for reading activities refer to the characteristics and preferences of individuals who exhibit this style of thinking specifically in the context of reading. Global Thinkers tend to employ skimming and scanning techniques when reading. students quickly skim through the text to get an overview of the content, focusing on headings, subheadings, and keywords. This helps students grasp the main ideas and structure of the material before delving into the details.

   Based on the result data which answered by questioner that Global Thinkers excel at summarizing and synthesizing information from students reading materials. Students at third semester of English Education at IAIN Parepare can extract the main points and key ideas from a text and synthesize them into a cohesive summary. This allows them to understand the overall message and connect different pieces of information. Individuals with a Global Style of thinking for reading activities emphasize understanding the

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context of the reading material. Students at third semester of English Education at IAIN Parepare consider the broader context, such as the purpose, audience, and cultural background, to gain a deeper comprehension of the text and its implications.

Global style approach reading activities with a focus on long-term learning. They seek to integrate the knowledge gained from their reading into their existing knowledge framework. Students actively seek out opportunities to apply what they have learned and make connections to future reading materials. Overall, the Global Style for reading activities emphasizes skimming and scanning, summarizing and synthesizing, contextual understanding, making connections, critical thinking, reflective thinking, and a long-term learning approach. It enables individuals to gain a comprehensive understanding of the material, make connections across texts, and apply their knowledge effectively.

The thinking style of Local Style for reading activities refers to the characteristics and preferences of individuals who exhibit this style of thinking specifically in the context of reading comprehention. Basci thing for this thingking style were attention to detail Individuals with a Local Style of thinking for reading activities tend to pay close attention to details. Students focus on the specific information presented in the text, including facts, figures, and specific examples. Students also strive to understand the nuances and intricacies of the content.

Local Thinkers excel at analyzing and evaluating the content they read. Students critically examine the information, assessing its credibility,

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validity, and logical coherence and also may question the author's arguments, evaluate evidence, and identify potential biases or limitations. Local Thinkers often take extensive notes and make annotations while reading. Students down key details, write down their thoughts and insights, and underline or highlight important sections. These notes serve as a reference for later review and help in organizing their understanding of the material.

The Local Style for reading activities emphasizes attention to detail, thorough reading, analysis and evaluation, note-taking and annotations, precision and accuracy, deep comprehension, detail-oriented tasks, and sequential thinking. It enables individuals to gain a comprehensive understanding of the material by focusing on specific details, analyzing information critically, and organizing their understanding.

The thinking style of External Style for reading activities refers to the characteristics and preferences of individuals who exhibit this style of thinking specifically in the context of reading, Individuals with an External Style of thinking for reading activities tend to rely on external resources to enhance understanding. It also seek additional information, such as reference books, online articles, or expert opinions, to supplement their reading materials and gain a broader perspective.

External Thinkers often enjoy engaging in collaborative learning activities when reading. Students prefer discussions, study groups, or online forums where students can interact with others and exchange ideas, insights, and different interpretations of the text. Students value diverse perspectives

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and the opportunity to learn from others. External Thinkers like to apply the concepts they encounter in their reading to real-life situations or practical scenarios. Students seek opportunities to connect the knowledge gained from the text to practical examples, case studies, or hands-on experiences. Students' enjoy exploring how the information can be applied in different contexts.

The External Style for reading activities emphasizes seeking external resources, collaborative learning, application of concepts, research-oriented approach, networking and sharing, critical evaluation of sources, multidisciplinary connections, and application of different perspectives. It enables individuals to broaden their understanding by actively engaging with external resources, diverse perspectives, and practical applications of the knowledge gained from their reading materials

2. The Dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare.

Second discussion explained about the dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare, this research discussed about The dominant thinking style referred to as Local Style may be considered better than other styles such as Global Style, External Style, and Internal Style in the context of reading comprehension for several reasons.

The Local Style emphasizes paying close attention to details. When it comes to reading comprehension, this can be beneficial as it allows individuals to focus on specific words, phrases, and sentences within a text. By closely analyzing the details, readers can better understand the nuances,

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context, and subtle meanings embedded in the text. Another explanation also stated that Local Thinkers excel at analyzing and interpreting textual information. They have a natural inclination to break down a text into smaller components and examine them closely. This approach helps them identify key ideas, themes, and supporting evidence within the text, leading to a deeper comprehension of the material.

Contextual Understanding which showed by Local Thinkers are skilled at understanding the specific context in which a text is presented. Students'consider the author's intent, the purpose of the text, and the cultural or historical background that may influence the content. This contextual understanding enhances students ability to interpret and comprehend the text accurately.

Local Thinkers are adept at making inferences and drawing conclusions based on the information provided in the text. By paying attention to details, students can connect different pieces of information, identify patterns, and make logical deductions. This level of analysis contributes to a deeper understanding of the text and its underlying messages. Local Style encourages readers to engage in close reading, which involves examining the text closely and critically. This approach allows readers to scrutinize the author's language choices, rhetorical devices, and literary techniques. Close reading enables readers to uncover multiple layers of meaning, enhance their comprehension, and develop a more nuanced interpretation of the text.

Reading comprehension often involves tackling complex and challenging texts. The Local Thinkers' focus on details and their ability to

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analyze texts in-depth equip them with the skills needed to navigate and comprehend complex materials effectively. Students' are more likely to grasp intricate concepts, follow complex arguments, and make connections within the text. The Local Style promotes thorough understanding and retention of information. By paying attention to details, readers are more likely to remember key facts, ideas, and supporting evidence from the text. This enhanced retention aids in recalling information during discussions, exams, or when applying knowledge in practical situations.

According to the previous research findings related to this research that conducted from Javidi (2018) with the tittle "*Relationship between language learning strategies employed by Senior High School (EFL) students and their thinking styles*". This research is to find out positive relationship between language learning strategies employed by Senior High School (EFL) students and their thinking styles, to find out positive relationship between language learning strategies employed by Senior High School (EFL) students and their gender and to find out a positive relationship between thinking styles employed by Senior High School(EFL) students and their gender. And in this research was to know what was the relationship between language learning strategies and students thinking styles, to know the effect of learning strategy towards students thinking styles and the significant correlation between language learning strategy and students thinking styles*"*. [30] The findings showed on the javidi research related to this research which by identify the

[30]Mahmood, "Relationship between language learning strategies employed by Senior High School (EFL) students and their thinking style*" (*Journal of Interdisciplinary Studies Vol 4 No.1, MCSER Publishing)

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students thinking style it may impact to their learning strategies. Students who understand their thinking style may easy to identifying their learning strategies.

According to all explanation above, important to note that while the Local Style may be advantageous in reading comprehension, different thinking styles have their own strengths and benefits. Depending on the nature of the text, the purpose of reading, or individual preferences, other thinking styles such as Global, External, or Internal Styles may also play a valuable role in certain contexts or specific types of reading activities.

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CHAPTER V

CLOSING

A. Conclusion

According to findings and discussion, the researcher conclude the research by following explanation below:

1. The students' thinking style at third semester of English Education at IAIN Parepare referred to the indicator showed that global style choosen by 28,74% with focus on the general reading text. Local style by 29,45% with pay close attention to details and specific information on reading text, External style by 19,52% with collaborate with others in answering the reading test. Internal style by 22,29% with prefer to rely on their personal activites on reading.
2. Dominant type of thingking style does students' have at the third semester of English Study Program IAIN Parepare referred to the indicator showed that Local style become the dominant thingking style with pay attention of details, solves problems by following specific rules, prefer working on reading projects and implement own ideas. It proved from the dominent score with 29,45%.

B. Suggestion

According to conclusion, some suggestion offer to:

1. English Lecture

   It suggested that Incorporate both global and local perspectives in teaching materials to engage students with different thinking styles, create a balance between activities that focus on the big picture and those that emphasize

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attention to detail. This will allow students to develop a well-rounded approach to reading and comprehension.

2. Students of English Study Program IAIN Parepare

   It suggested that Embrace your thinking style which recognize and appreciate your own thinking style, whether it is global, local, internal, or external. Understand that each thinking style has its strengths and weaknesses, and use this self-awareness to advantage when approaching reading activities.

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APPENDICES

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Name of The Student : Indirwan Priyatno N

The Title of Skripsi : Analysis of Different Students' Thinking Styles Toward Reading Comprehension at Third Semester of English Education Program at IAIN Parepare

Student Reg. Number : 18.1300.114

Faculty : Tarbiyah

Study Program : English Education Program

Instrument : Questioner

1. Questioner

Thinking Styles II (TSI-R2)
Sternberg, R. J., Wagner, R. K., & Zhang, L. F., 2017

No	Statements	Option			
		Always	Sometimes	Often	Never
1	I tend to pay less attention to details when reading.				
2	I care more about the overall effects of				

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	reading rather than the specific tasks I need to accomplish.				
3	I tend to emphasize the general aspects of reading a problem or the overall effects of a project.				
4	I enjoy working on reading projects that relate to general issues rather than the intricacies of details.				
5	I pay more attention to the parts of reading tasks rather than the overall effects or significance.				
6	I prefer reading and handling problems that require me to pay attention to a lot of details.				
7	I enjoy figuring out how reading solves problems by following specific rules.				
8	I prefer working on reading projects that allow me to incorporate a lot of detailed facts.				
9	I like problems where I have to pay attention to details when I read.				
10	I prefer situations where I can implement my own ideas without relying on others when I read				
11	I enjoy having control over all phases of a reading project without having to consult with others.				
12	When trying to make decisions, I rely on my own judgment of the situation				

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	when I read.				
13	I like working on reading tasks and/or solving problems on my own.				
14	I enjoy reading projects that I can complete independently.				
15	I like taking old problems and finding new methods to solve them when I read.				
16	I adhere to standard rules or ways of doing things when I read.				
17	In a discussion or reading report, I like to combine my own ideas with the ideas of others.				
18	I enjoy participating in reading activities where I can interact with others as part of a team.				
19	When working on a reading project, I like to share ideas and receive input from others.				
20	I appreciate situations where I interact with others and everyone collaborates when reading.				

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After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

Parepare, October 2022

Mengetahui,

Pembimbing Utama	Pembimbing Pendamping
Hj. Nurhamdah, S.Ag., M.Pd	Kalsum, M.Pd
NIP. 19731116 1998032007	NIP. 2026098601

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Appendix 2: Result Master Tabel

No	INFORMAN	MASTER TABEL																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Informan 1	4	3	4	2	4	4	4	4	4	1	4	4	2	4	2	4	2	4	4	4	28
2	Informan 2	4	4	4	4	2	2	4	2	1	3	3	1	1	1	1	1	2	3	4	4	31
3	Informan 3	4	4	3	2	3	4	2	4	2	4	1	2	1	4	4	4	4	4	4	1	33
4	Informan 4	2	3	4	2	4	4	4	2	4	4	4	1	4	4	4	1	1	4	1	4	34
5	Informan 5	4	3	3	4	3	4	4	4	4	4	4	2	4	2	4	2	2	2	3	2	31
6	Informan 6	2	3	2	4	3	3	2	4	4	2	2	2	4	2	4	4	4	4	3	4	27
7	Informan 7	4	4	4	4	3	4	4	4	3	3	1	1	1	4	1	1	1	4	1	4	36
8	Informan 8	2	3	1	4	4	2	4	4	4	4	4	1	4	4	3	1	2	4	3	4	37
9	Informan 9	4	3	4	4	2	4	4	4	1	3	1	1	4	4	4	4	1	4	3	4	36
10	Informan 10	2	4	2	4	3	3	4	4	4	4	1	2	4	1	1	1	1	2	4	2	34
11	Informan 11	4	3	3	4	3	4	4	4	4	4	1	1	1	2	2	2	1	1	4	4	28
12	Informan12	2	4	4	2	4	3	3	2	4	4	1	2	4	1	1	2	2	4	3	4	29
13	Informan 13	4	2	3	4	2	2	4	4	2	4	1	1	4	4	1	1	2	1	4	2	32
14	Informan 14	4	3	4	4	2	4	4	4	2	4	1	1	1	1	1	1	1	1	4	4	31
15	Informan 15	2	2	4	4	2	2	4	4	2	4	4	1	4	4	4	4	4	4	1	1	32
16	Informan 16	4	4	2	4	4	4	2	2	4	2	1	1	2	1	2	1	1	1	1	4	32
17	Informan 17	2	2	3	3	4	4	4	4	4	2	2	2	2	1	1	2	2	2	1	2	26
18	Informan 18	4	4	4	4	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	32
19	Informan 19	4	2	2	4	4	4	4	4	4	2	1	1	2	1	1	1	1	2	1	4	25
20	Informan 20	2	4	3	2	3	2	4	2	4	2	4	1	1	4	4	2	4	4	1	4	31
TOTAL		64	64	63	69	61	65	71	68	63	62	42	29	51	50	46	40	39	56	51	63	1117
DOMINANT		321					329					218					249					
RESULT DOMINANT		28.74					29.45					19.52					22.29					

DATA / INDIKATOR		50	22	27	1		62	8	27	3		32	2	18	48		39	6	20	35		
NO	OPSI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
1	STRONGLY AGREE	12	8	9	14	7	11	15	14	12	10	6	1	9	9	7	5	4	10	7	13	183
2	AGREE	0	8	6	1	7	3	1	0	1	3	1	0	0	0	1	0	0	1	5	0	38
3	DISAGREE	8	4	4	5	6	6	4	6	5	6	2	6	4	3	3	5	7	4	0	4	92
4	STRONGLY DISAGREE	0	0	1	0	0	0	0	0	2	1	11	13	7	8	9	10	9	5	8	3	87
TOTAL		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	400

NO	OPSI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	STRONGLY AGREE	60	40	45	70	35	55	75	70	60	50	30	5	45	45	35	25	20	50	35	65	915
2	AGREE	0	40	30	5	35	15	5	0	5	15	5	0	0	0	5	0	0	5	25	0	190
3	DISAGREE	40	20	20	25	30	30	20	30	25	30	10	30	20	15	15	25	35	20	0	20	460
4	STRONGLY DISAGREE	0	0	5	0	0	0	0	0	10	5	55	65	35	40	45	50	45	25	40	15	435
TOTAL		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	2000

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Appendix 3: Documentation

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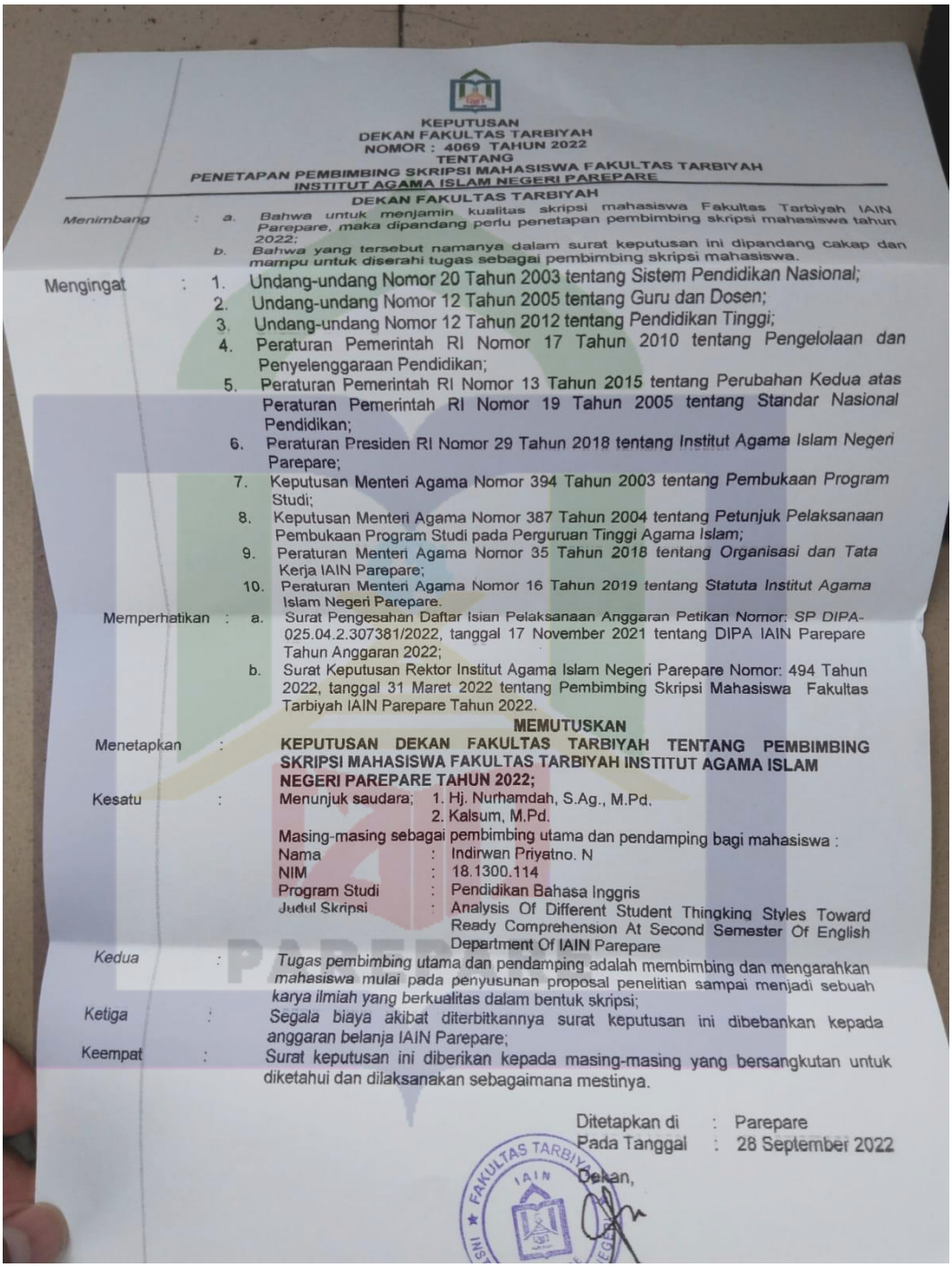
Appendix 4: Administration Letter



KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4069 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;

Kesatu : Menunjuk saudara: 1. Hj. Nurhamdah, S.Ag., M.Pd.
2. Kalsum, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Indirwan Priyatno. N
NIM : 18.1300.114
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis Of Different Student Thingking Styles Toward Ready Comprehension At Second Semester Of English Department Of IAIN Parepare

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 28 September 2022
Dekan,

Picture 4.1 SK Pembimbing

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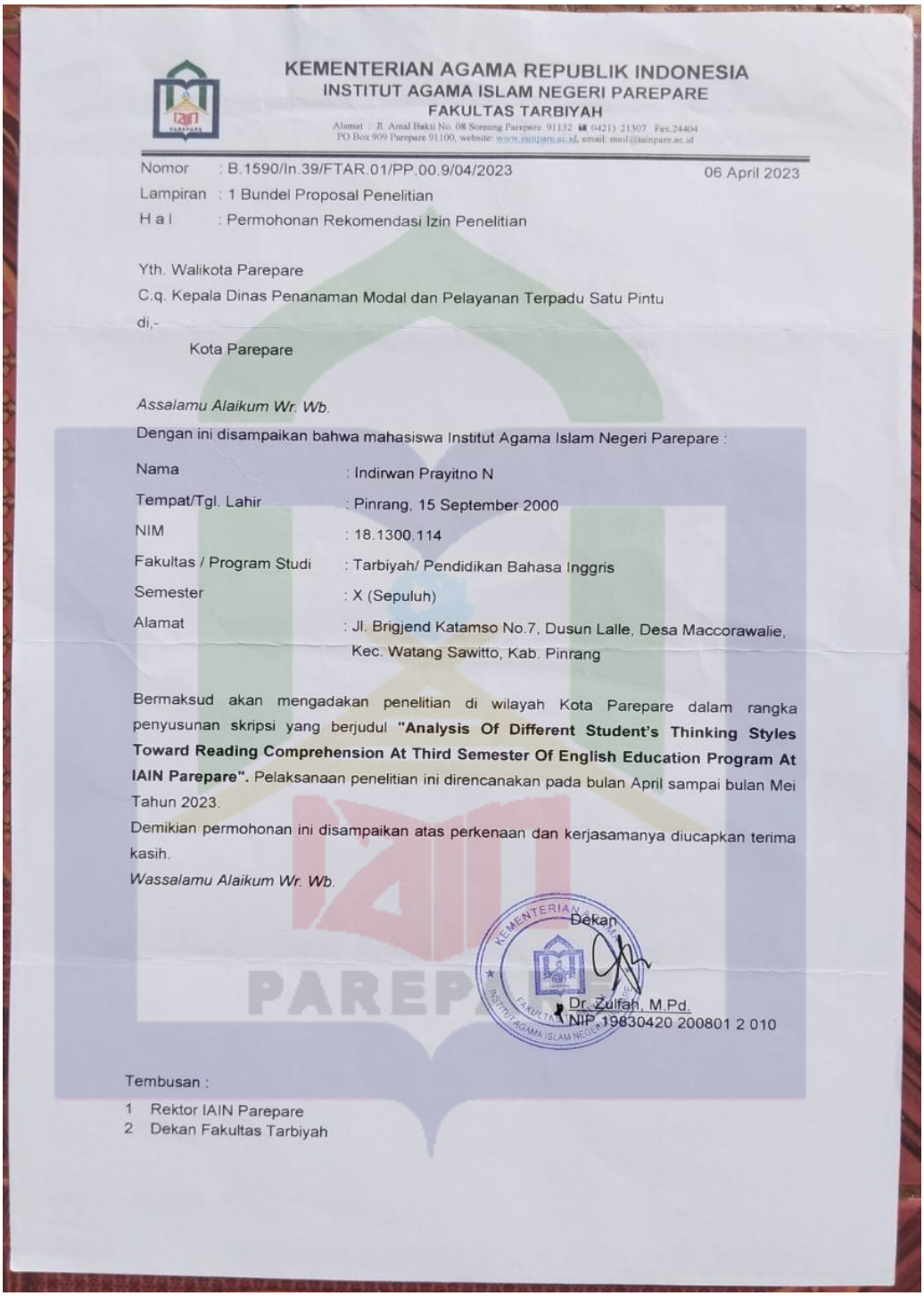

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1590/In.39/FTAR.01/PP.00.9/04/2023 06 April 2023
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Indirwan Prayitno N
Tempat/Tgl. Lahir	: Pinrang, 15 September 2000
NIM	: 18.1300.114
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Jl. Brigjend Katamso No.7, Dusun Lalle, Desa Maccorawalie, Kec. Watang Sawitto, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Analysis Of Different Student's Thinking Styles Toward Reading Comprehension At Third Semester Of English Education Program At IAIN Parepare".** Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

Picture 4.2 Permohonan Izin Penelitian

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SRN IP0000302

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 302/IP/DPM-PTSP/4/2023

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA
M E N G I Z I N K A N

NAMA : **INDIRWAN PRIYATNO N**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREAPRE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **JL. H. GASSING, KEC. PANGKAJENE, KAB. PANGKEP**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **ANALYSIS OF DIFFERENT STUDENT`S THINKING STYLES TOWARD READING COMPREHENSION AT THIRD SEMESTER OF ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **WAKIL DEKAN FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **18 April 2023 s.d 18 Mei 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **26 April 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina Tk. 1 (IV/b)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

Picture 4.3 Izin Penelitian DPMPTSP

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.2054/In.39/FTAR.01/PP.00.9/05/2023

Yang bertanda tangan di bawah ini,

Nama	: Dr. Zulfah, M.Pd.
NIP	: 19830420 200801 2 010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Dekan Fakultas Tarbiyah
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Indirwan Prayitno N
NIM	: 18.1300.114
Fakultas/Prodi	: Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	: Jl. H. Gassing, Kec. Pangkajene, Kab. Pangkep

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan April 2023 sampai dengan bulan Mei 2023, dengan judul penelitian **"Analysis Of Different Student's Thinking Styles Toward Reading Comprehension At Third Semester Of English Education Program At IAIN Parepare".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 23 Mei 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Picture 4.4 Surat Keterangan Telah Meneliti

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Appendix 5: Curriculum Vitae

Indirwan Priyatno. N, the researcher is son of the best couple, Nurdin S.pd dan Hj. Hamsinar Yahya S.pd, M.pd. He was born on September 15th, 2000 in Pinrang, Brigjend Katamso street number 7, Pinrang Regency, south Sulawesi, Indonesia. He has two sister. He is the third of three in his family. He registered at SDN 16 Pinrang and graduate in 2012. After graduating from Elementary School, He continued his study at SMP 1 Pinrang, then graduated in 2015. After graduating from Junior High School, He continued his Study at SMA 1 Pinrang and graduated in 2018. In 2018, He accepted in English major at Tarbiyah Faculty of IAIN Parepare.

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