

**Analysis of Differences in
Students' Thinking Styles on
Reading Comprehension of the
Third Semester Students at
IAIN Parepare**

P-ISSN 2721-1096
E-ISSN 2721-1916

Indirwan Priyatno N

State Islamic Institute of Parepare, Indonesia

Kalsum

State Islamic Institute of Parepare, Indonesia

Muhammad Yunus Nurdin

CLC Timora, Malaysia

Jumardin Muchtar

University of Muhammadiyah Buton, Indonesia

Abstract

The aims of this study were to find out the thinking styles of the third semester students of English Education at IAIN Parepare. It is also to know the type of dominant thinking style possessed by the third semester students of the IAIN Parepare English Study Program. This research has significance for teachers, students and future researchers. This study uses a quantitative descriptive. The research sample was 20 Semester III students of the English Education Program at IAIN Parepare. The instruments used were questionnaires and quantitative analysis. The results of the data show that the thinking style of the third semester students of English Education at IAIN Parepare refers to the indicators showing the chosen global style of 28.74% with a focus on general reading texts. Local style is 29.45 % by paying attention to details and specific information on reading texts, external style is 19.52% by collaborating with other people in answering reading tests. Internal style is 22.29 % by preferring to rely on personal activities in reading. The dominant type of thinking style possessed by third semester students of the English Language Study Program IAIN Parepare refers to indicators showing that local style becomes the dominant thinking style by paying attention to details, solving problems by following certain rules, preferring to do reading assignments. projects and implement their own ideas. Evidenced by the dominant score with 29.45 %.

Keywords

Reading Comprehension, Student Thinking Style, Third Semester Students

Corresponding author:

Kalsum, State Islamic Institute of Parepare, South Sulawesi, Indonesia

Email: kalsum@iainpare.ac.id

INTRODUCTION

Reading involves understanding text, sentences and phrases that are meaningful in various ways. To improve reading comprehension which is difficult, it is important to expand vocabulary. Good mastery in reading comprehension is very important in English proficiency. By understanding reading, students will be more confident when reading in everyday life and can give good assessments to classmates (Zhang & Wang, 2017). Language ability is one of the basic skills.

Common difficulties in understanding reading contexts include students' habitual thinking about the material and a lack of understanding of reading contexts. Students are often not trained in critical thinking, even though the thought process is very important in reading. In the learning process, students sometimes have to make decisions about problems that must be applied in their reading. This decision can be made with various strategies or approaches because each student has a different way of thinking when reading (Yang, 2020).

The concept of this research is also supported by Stenberg's style of thinking, which refers to the way a person processes information and completes tasks. Style of thinking is a factor of important individual differences. The results of the initial observations showed that most of the students did not understand the reading context well. This may be the result of general comprehension, where students are often asked to read without being followed by questions related to the text (Langi et al., 2022). This study aims to explore the different perceptions of students in reading, because some students have different perceptions when reading. In addition, students also have difficulty understanding the meaning of the text they read before. They failed to process the reading. In this study, researchers will identify students' thinking styles related to reading comprehension in class.

Research also shows that thinking styles and other individual differences, such as self-concept, influence student achievement. Other factors that may affect reading comprehension are learning style and self-concept (Kristiawan et al., 2022). However, thinking style is generally considered to be a major individual difference factor and has been the focus of various thinking style theories.

The correlation between students' learning styles and reading comprehension lies in the way students think about the texts they read (Sardi et al., 2022). Sometimes, students just read texts without involving deep thought processes. By identifying students' thinking styles, teachers can assist in understanding student thinking patterns. Knowledge of students' ways of thinking and the use of appropriate materials and media can support student learning styles.

Based on the explanation above, researchers will identify students' thinking styles by conducting quantitative descriptive research in the third semester of English Education at IAIN Parepare by conducting research entitled "Analysis of Differences in Student Thinking Styles on Reading Comprehension in the Third Semester of English Language Education Programs at IAIN Parepare"

LITERATURE REVIEW

Reading refers to the task of understanding a text, sentences and related phrases in a meaningful way. To improve difficult reading comprehension, it is important to build vocabulary, increase working memory capacity, and expand the use of meaning-retrieval strategies. Reading is an active process that involves the writer's ability to convey meaning and the reader's ability to create meaning from the text. To read successfully, it is important to continue to relate information that is already known to information contained in the text (Sardi et al., 2017).

Reading involves interacting with language that has been encoded into written form. This is an active process that is influenced by the interaction of individuals with their environment. Reading is the meaningful interpretation of the graphic symbols that represent language, as well as the reader's language skills and knowledge of the world (Humeniuk et al., 2021). Reading can be compared to detective work, where the reader must be able to distinguish between facts and opinions, and between specific information and generalizations.

Comprehension is an important aspect in learning to read. Each definition of understanding must be related to the goals set by the reader in reading. According to Grabe and Stolle, reading comprehension is the ability to understand and obtain information from a text. Goodman describes reading comprehension as an interaction between thought and language, in which this interaction generates thoughts and questions as a result (Gilakjani & Sabouri, 2016).

Reading comprehension is a complex intellectual process that involves a variety of abilities. Thus, reading comprehension involves the active participation of the reader in understanding the relationship between ideas in the text through the interpretation between what is contained in the text and the knowledge possessed by the reader. Comprehension is the most important aspect of reading, because the ultimate goal of reading is understanding the text. Therefore, understanding the comprehension process is very important in learning to read.

Thinking style refers to how people think. This proposes a theory of thinking styles which is termed as the mental self-theory (Stenberg & Zhang, 2013). The basic idea of this theory is that humans must organize or regulate themselves in their daily activities as society needs to regulate itself. Using the word "government" metaphorically, argues that there are many ways or regulates or regulates our activities (Wijaya & Beni, 2015).

These various ways can be built as our thinking style. Mental self-governance theory describes styles of thinking that fall within five dimensions. They are: (1) function; (2) form; (3) level; (4) scope; and (5) lean (Zhang. L. F, 2013). Categories and dimensions of Thinking Style in mental referring to theory (Sternberg, RJ, & Wagner, R. K, 2017)

Table 1. Thinking Style

No.	Thinking Style	Characteristic	Implications for Reading
1	World Style	Students like to get the meaning of the text based on general things.	Reads from general facts to specific, easy-to-understand general theme texts.

2	Local Style	Students like to get the meaning of text based on certain things, such as numbers, names and places.	Reading from a particular text, it is easy for students to answer clearly the information in the text.
3	External Style	Students like to read the text many times with others and understand the text by discussion	Students prefer to read by discussing with others and get the meaning after reading many times.
4	Deep Style	Students like to read silently and alone as long as they understand the meaning of the text well.	Prefer to read individually to understand text (Sternberg, <i>RJ's style of thinking</i> , 2014)

RESEARCH METHOD

This study uses a quantitative descriptive method. This method helps researchers to have in-depth information to get answers to research questions. This method is used to analyze phenomena by identifying numbers, graphics in research data (Arikunto, 2013). Based on the description above, this design was chosen to answer research questions about differences in students' thinking styles towards Reading Comprehension in the Third Semester of English Education Program at IAIN Parepare.

The researcher conducted this research at the Faculty of Tarbiyah which is located at Jl. Amal Bakti No. 08 Kota Parepare, South Sulawesi. In this study, the researcher distributed questionnaires to respondents and took 45 days including analyzing the data. Subjects are all research targets. In this research subject will be the third semester students of the IAIN Parepare English Education Study Program, the total number of courses be 74 students.

Table 2. Research Subjects

No	Semester	Sample		Total
		Man	Woman	
1	Third Semester	16	58	74

This study used a questionnaire as an instrument. The questionnaire is a list of questions given to other people who respond (respondents) according to the request of the researcher. This questioner was chosen from Stenberg's instrument referring to the style of thinking (Arikunto, 2013). This questionnaire was modified by the researcher to focus on students' reading comprehension.

Table 3. Questionnaire Indicators

No	Variable	Indikator	item number
1	Thinking Style	World Style	1,2,3,4,5
		Local Style	6,7,8,9,10
		External Style	11,12,13,14,15
		Deep Style	16.17.18.19.20

In the data collection process, the researcher distributed questionnaires to students in the third semester of English education using a Google form to find out differences in students' thinking styles towards Reading Comprehension in the third semester of English education Program at IAIN Parepare .

Questionnaires are one of the supporting techniques that researchers used to identify students' perspectives, responses, opinions, and problems (Sugiyono, 2012). In this test the questionnaire form is closed with alternative answers that have been chosen by students. Students only choose the best answer according to themselves. In analyzing student responses, the authors use the following formula.

Where,

P = Percentage

F = Frequency

N = Number of Respondents.

$$P = \frac{F}{N} \times 100\%$$

The research questionnaire uses a Likert scale with four choices, namely strongly agree, agree, disagree, and strongly disagree (Creswell, 2014). The contents of the questionnaire consist of positive statements and negative statements as shown in the following table:

Table 4. Questionnaire Options

NO.	POSITIVE STATEMENT	
	Category	Score
1	Always	4
2	Sometimes	3
3	Often	2
4	Never	1

FINDINGS AND DISCUSSION

This research was conducted at English Language Education at IAIN Parepare, IAIN Parepare is a State Islamic Institute located in Parepare, a city in South Sulawesi, Indonesia. While IAIN Parepare's focus is mainly on Islamic studies and Islamic education, IAIN Parepare also offers programs in other fields, including English Language Education.

This research was conducted by following several stages that refer to the data collection process, the researcher distributed questionnaires to face-to-face third semester students of English education to find out differences in students' thinking styles towards Reading Comprehension in Semester III of the English Language Education Program at IAIN Parepare. The total number of respondents was 20 students which was carried out in April 2023.

This study aims to determine the thinking style of students and to determine the type of dominant thinking style possessed by third semester students of the IAIN Parepare English Study Program. According to the data, these results are explained below:

1. Student third semester of English Education at IAIN Parepare

The first research question was answered by a questionnaire filled out by respondents, this questionnaire consists of 20 items which are divided into four indicators, namely global style, local style, external style, internal style. This term focuses on students' thinking styles, Students' thinking styles in reading refer to the cognitive processes and strategies they use when engaging with text, understanding information, and making meaning from what they read. The following are answers to the thinking styles of third semester students of English Education at IAIN Parepare:

Table 5. Student Thinking Style World Style

No	Statement	Option (P)				Total
		A	S	HI	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 reading effect than the specific task I need to complete.	8	8	4	0	20 Students
3	I tend to emphasize the general aspect of reading a problem or the overall effect of a project.	9	6	4	1	20 Students
4	I enjoy doing reading projects that deal with general problems rather than the nitty-gritty details.	14	1	5	0	20 Students
5	I pay more attention to the parts of a reading assignment than to the overall effect or significance.	7	7	6	0	20 Students

Source: Primary Data 2023

The table above presents data on the responses of 20 students to various statements related to Student Thinking Styles Global Style . The statement "I tend to pay less attention to detail when reading." . There were 12 students answered "Always", 0 students answered "Sometimes", 8 students answered "Often", and 0 students answered "Never" .

Statement 2: "I care more about the overall effect of reading than the specific task I need to complete.". There were 8 students answered with "Always", 8 students answered with "Sometimes", 4 students answered with "Often", and 0 students answered with "Never".

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

Statement 4: *"I enjoy doing reading projects that deal with general problems rather than the nitty-gritty details."* There were 4 students answered with "Always", 1 student answered with "Sometimes", 5 students answered with "Often", and 0 students answered with "Never".

Statement 5: *"I pay more attention to parts of a reading assignment than to overall effect or significance."* There were 7 students answered with "Always", 7 students answered with "Sometimes", 6 students answered with "Often", and 0 students answered with "Never".

Table 6. Student Thinking Style Local Style

No	statement	Option (P)				Total
		A	S	HI	N	
6	I prefer to read and work on problems that require attention to a lot of detail.	11	3	6	0	20 Students
7	I enjoy figuring out how reading solves problems by following certain rules.	15	1	4	0	20 Students
8	I prefer doing reading projects that allow me to include lots of detailed facts.	14	0	6	0	20 Students
9	I like problems where I have to pay attention to detail when I'm reading.	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

Source: Primary Data 2023

The table presents data on the responses of 20 students to several statements related to Student Thinking Style Local Style : Statement: *"I prefer to read and work on problems that require attention to a lot of detail."* There was 1 student answered with "Always", 3 students answered with "Sometimes", 6 students answered with "Often", and 0 students answered with "Never".

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

Statement: *"I prefer doing reading projects that allow me to piece together lots of detailed facts."* There were 14 students answered with "Always", 0 students answered with "Sometimes", 6 students answered with "Often", and 0 students answered with "Never".

Statement: *"I like problems where I have to pay attention to detail when I read."* 12 students answered with "Always", 1 student answered with "Sometimes", 5 students answered with "Often", and 2 students answered with "Never".

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

Table 7. Student Thinking Style External Style

No	Statement	Option (P)				Total
		A	S	HI	N	
11	I love having control over all phases of a reading project without having to consult others.	6	1	2	11	20 Students
12	When trying to make a decision, I rely on my own judgment of the situation as I read.	1	0	6	13	20 Students
13	I like doing reading assignments and/or solving problems on my own.	9	0	4	7	20 Students
14	I enjoy reading about projects that I can complete independently.	9	0	3	8	20 Students
15	I like to take old problems and find new methods to solve them when I read.	7	1	3	9	20 Students

Source: Primary Data 2023

The table presents data on the responses of 20 students related to Student Thinking Styles External Style . Statement: *"I like to have control over all phases of a reading project without having to consult others. "* . There were 6 students

answered with "Always", 1 student answered with "Sometimes", there were 2 students answered with "Often", and 11 students answered with "Never".

Statement: "When trying to make a decision, I rely on my own judgment of the situation as I read. ". There was 1 student answered with "Always", 0 students answered with "Sometimes", 6 students answered with "Often", and 13 students answered with "Never".

Statement: "I like doing reading assignments and/or solving problems on my own. ". There is 9 students answered with "Always", 0 students answered with "Sometimes", 4 students answered with "Often", and 7 students answered with "Never".

Statement: "I enjoy reading about projects that I can complete on my own." There were 9 students answered with "Always", 0 students answered with "Sometimes", 3 students answered with "Often", and 8 students answered with "Never".

Statement: "I like to take old problems and find new methods to solve them as I read." There were 7 students answered with "Always", 1 student answered with "Sometimes", 3 students answered with "Often", and 9 students answered with "Never".

Table 8. Student Thinking Style Deep Style

No	Statement	Option (P)				Total
		A	S	HI	N	
16	I adhere to standard rules or ways of doing things when I read.	5	0	5	10	20 Students
17	In discussions or reading reports, I like to mix my own ideas with those 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 value situations where I interact with other people and everyone collaborates while reading.	13	0	4	3	20 Students

Source: Primary Data 2023

The table presents data on the responses of 20 students related to Student Thinking Styles Internal Style Statement: "I follow a standard rule or way of doing things when I read." There were 5 students answered with "Always", 0 students answered with "Sometimes", 5 students answered with "Often", and 10 students answered with "Never."

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

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

Statement: "When working on a reading project, I enjoy sharing ideas and receiving input from others." There were 7 students answered with "Always", 5 students answered with "Sometimes", 0 students answered with "Often", and 8 students answered with "Never".

Statement: "I value situations where I interact with others and everyone collaborates while reading. ". There were 13 students answered with "Always", 0 students answered with "Sometimes", 4 students answered with "Often", and 3 students answered with "Never".

Table 9. Results of Student Thinking Styles

No	Choice	Indicator (F)			
		GS	LS	ICE	IS
1	Always	50	62	32	39
2	Sometimes	22	8	2	6
3	Often	27	27	18	20
4	Never	1	3	48	35

Source: Primary Data 2023

print:

GS = Global Style

LS = Local Style

ES = External Force

IS = Internal Force

Based on the table above shows that 50 respondents always like the Global Style, 62 respondents always like the Local Style, 32 respondents always like the External Style, and 39 respondents always like the Internal Style.

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

This shows that 27 respondents prefer the Global Style, 27 respondents prefer the Local Style, 18 respondents prefer the External Style, and 20 respondents prefer the Internal Style .

This shows that 1 respondent has never liked the Global Style, 3 respondents have never liked the Local Style, 48 respondents have never liked the External Style, and 35 respondents have never liked the Internal Style .

The table provides insight into the frequency of respondents' style preferences, such as their tendency to use a particular style (Global, Local,

External, or Internal) in their thinking style or decision-making process. Preference frequency varies among respondents, and the table highlights this variation for each style option.

Respondents in this study showed various preferences for different styles. Some respondents consistently prefer a particular style (Global, Local, External, or Internal), while others show a preference for a particular style only occasionally or often. There are also respondents who never express a preference for a particular style. Local style seems to be the style most preferred by the respondents, which is shown by the highest number of respondents who always like this style. This shows that a large number of individuals in this study tend to focus on specific details when making decisions or doing assignments. Internal Style also collects a large number of respondents who always or often prefer this style.

Compared to Local Style and Internal Style, Global Style and External Style obtain relatively lower preferences from respondents. This suggests that fewer individuals in research consistently or frequently prioritize broader perspectives, external influences, or standardized approaches in their work or decision-making processes.

2. dominant type of thinking style in the third semester of the IAIN Parepare English Study Program.

The second result data will be presented about the dominant type of thinking style in the third semester of the English Study Program at IAIN Parepare. This is a special study conducted on the thinking styles of students at the English Study Program at IAIN Parepare, it is necessary to refer to these studies for an accurate understanding of the dominant thinking styles. Otherwise, these results will be speculative to make claims about the dominant thinking style in the third semester of the English Study Program at IAIN Parepare.

The results can be explained from the table below:

Table 10. Types of Dominant Thinking Styles

No	Indicator	Results	
		Total / Percentage (%)	Dominant
1	World Style	321 (28,74 %)	-
2	Local Style	329 (29,45 %)	√
3	External Style	218 (19,52 %)	-
4	Deep Style	249 (22,29 %)	-

Source: Primary Data 2023

The table above provides information about the distribution of the participants' thinking styles based on four categories: Global Styles, Local Styles, External Styles, and Internal Styles. The following is an explanation of the table:

1. Global Style: This category represents participants who prefer a global style of thinking. The table shows that of the total participants, 321 individuals or 28.74 % prefer this style of thinking. However, no dominant results are shown for this style.
2. Local Style: This category represents participants who prefer a local style of thinking. Based on the table, 329 individuals or 29.45 % of the total participants have a preference for this style. A check mark (√) in the “Dominant” column

indicates that the local thinking style is the dominant preference among the participants.

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

Based on the information provided above , it can be concluded that among the study participants, the local style of thinking was the predominant choice. The global thinking style has a significant number of participants, but no dominant outcome. The external and internal thinking styles also have a large number of participants, but no dominant results are shown for the two styles. Overall, the local style of thinking stands out as the preferred style of thinking among the third semester participants of the English Study Program at IAIN Parepare .

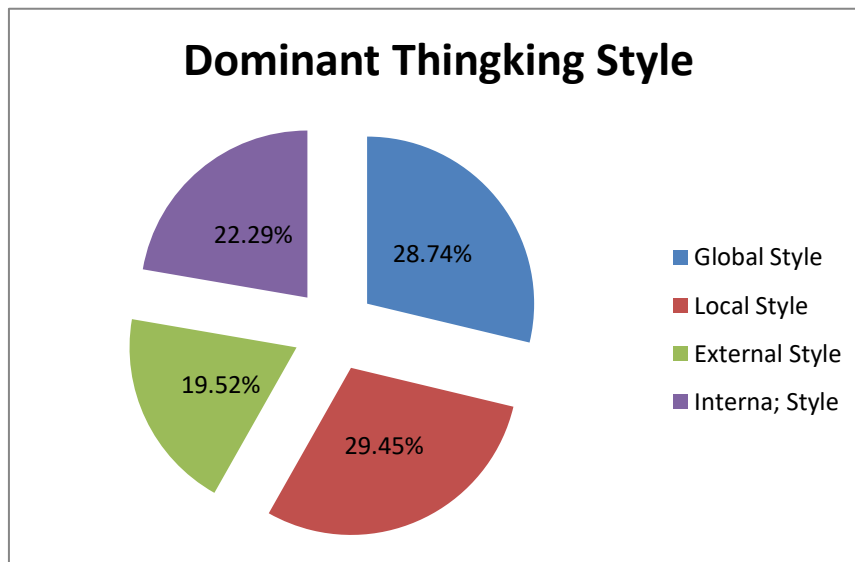


Figure 1. Dominant Thinking Style

The image represents the dominant thinking style among a group of individuals. It gives the percentage of participants who chose each thinking style.

The first discussion describes the thinking style of the third semester students of English Education at IAIN Parepare. Global style thinking material for reading activities refers to the characteristics and preferences of individuals that show that style of thinking, especially in the context of reading. Global thinkers tend to use skimming and scanning techniques when reading. student quickly browse through text to get an overview of the content, focusing on titles, subheadings, and keywords. This helps students understand the main ideas and structure of the material before delving into the details.

Based on the result data answered by the questionnaire that Global Thinkers excel in summarizing and synthesizing information from students' reading materials. Third semester students of English Education at IAIN Parepare can extract main points and key ideas from a text and synthesize them into a cohesive summary. This allows them to

understand the whole message and connect different pieces of information. Individuals with a global thinking style for reading activities emphasize understanding the context of reading material. Third semester students of English Language Education at IAIN Parepare consider the wider context, such as goals, audience, and cultural background, to gain a deeper understanding of the text and its implications. Style globally 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 opportunities to apply what they have learned and relate it to future reading material (Sardi & Mujahidah, 2020). Overall, the Global Style for reading emphasizes skimming and scanning, summarizing and synthesizing, contextual understanding, making connections, critical thinking, reflective thinking, and long-term learning approaches. This enables individuals to gain a comprehensive understanding of the material, make connections between texts, and apply their knowledge effectively.

Thinking style Local style for reading activities refers to the characteristics and preferences of individuals that show that particular style of thinking in the context of reading comprehension. The basis for this style of thinking is attention to detail. Individuals with local thinking styles for reading activities tend to pay close attention to details. Students focus on the specific information presented in the text, including specific facts, figures, and examples. Students also seek to understand the nuances and subtleties of content.

Local Thinkers excel at analyzing and evaluating the content they read. Students critically examine information, assess its credibility, validity, and logical coherence and may also question authors' arguments, evaluate evidence, and identify potential biases or limitations. Local Thinkers often take extensive notes and annotate as they read. Students write down key details, write down their thoughts and insights, and underline or highlight important passages. These notes serve as a reference for future reviewers and help organize their understanding of the material.

Style for reading activities emphasizes attention to detail, thorough reading, analysis and evaluation, note-taking and annotation, precision and accuracy, deep comprehension, detail-oriented assignments, and sequential thinking (Rahmati et al., 2021). It enables individuals to gain a comprehensive understanding of material by focusing on specific details, critically analyzing information, and organizing their understanding. Thinking External style for reading activities refers to the characteristics and preferences of individuals who show this style of thinking, especially in the context of reading. Individuals with an external thinking style for reading activities tend to rely on external resources to increase understanding. They also look for additional information, such as reference books, online articles, or expert opinion, to complement their reading material and gain a broader perspective.

External thinkers often enjoy engaging in collaborative learning activities while reading. Students prefer discussions, study groups, or online forums where students can interact with others and exchange ideas, insights, and different interpretations of texts. Student's value diverse perspectives and opportunities 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 knowledge gained from texts to practical examples, case studies, or hands-on experience. Students enjoy exploring how information can be applied in different contexts.

Style for reading activities emphasizes external resource seeking, collaborative learning, application of concepts, research-oriented approaches, networking and sharing,

critical evaluation of sources, multidisciplinary connections, and application of different perspectives. This enables individuals to broaden their understanding by actively engaging with external resources, multiple perspectives, and the practical application of knowledge gained from their reading material.

The second discussion explains the type of dominant thinking style that students have in the third semester of the IAIN Parepare English study Program in the context of reading comprehension for several reasons.

Local Style emphasizes attention to detail. In terms of reading comprehension, this can be useful because it allows the individual to focus on specific words, phrases and sentences in a text (Humaera et al., 2021). By carefully analyzing the details, the reader can better understand the nuances, context, and subtle meanings embedded in the text. Another explanation also states that Local Thinkers excel in analyzing and interpreting textual information. They have a natural tendency to break text into smaller components and examine them carefully. This approach helps them identify key ideas, themes, and supporting evidence in the text, leading to a deeper understanding of the material.

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

Local Thinkers are adept at making inferences and drawing conclusions based on the information provided in the text. With attention to detail, students can relate disparate pieces of information, identify patterns, and make logical deductions. This level of analysis contributes to a deeper understanding of the text and the messages that underlie it. The Local Style encourages the reader to engage in close reading, which involves careful and critical examination of the text. This approach allows the reader to examine the author's choice of language, rhetorical devices, and literary techniques. Careful reading allows readers to uncover multiple layers of meaning, increase their understanding, and develop a more nuanced interpretation of the text.

Reading comprehension often involves dealing with complex and challenging texts. Local Thinkers' focus on detail and their ability to analyze texts in depth equip them with the skills needed to navigate and understand complex material effectively. Students are more likely to understand complex concepts, follow complex arguments, and make connections in the text. Local Style promotes thorough understanding and information retention. By paying attention to detail, readers are more likely to remember key facts, ideas, and supporting evidence from the text. This enhanced retention helps retain information during discussions, tests, or when applying knowledge in practical situations.

In accordance with the findings of previous research related to this study conducted by Javidi (2018) with the title " The relationship between language learning strategies used by high school students (EFL) and their thinking style ". This study was to find out the positive relationship between the language learning strategies used by high school (EFL) students and their thinking style, to find out the positive relationship between the language learning strategies used by high school (EFL) students and their gender and to find out positive relationship between the thinking styles used by high school (EFL) students and their gender. And in this research is to determine the relationship between language learning strategies and students' thinking styles, to determine the effect of learning strategies on students' thinking styles and a significant relationship between language learning strategies and students' thinking styles

(Mahmood, 2021). The findings show that Javidi research is related to this study by identifying students' thinking styles that can have an impact on their learning strategies. Students who understand their thinking style will easily identify their learning strategies.

Based on all of the above, it is important to note that while Local Styles may be advantageous in reading comprehension, different thinking styles have their own strengths and advantages. Depending on the nature of the text, reading goals or individual preferences, other styles of thinking such as Global, External or Internal Styles can also play an important role in certain contexts or certain types of reading activity.

CONCLUSION

Based on the findings and discussion, the researcher concludes the research with the following explanation that the third semester of English education at IAIN Parepare refers to indicators showing that the global style is chosen by 28.74% with a focus on general reading texts. Local style is 29.45 % by paying attention to details and specific information on reading texts, external style is 19.52% by collaborating with other people in answering reading tests. Internal style is 22.29 % by preferring to rely on personal activities in reading.

The type of dominant thinking style possessed by third semester students of the English Language Study Program IAIN Parepare refers to indicators showing that the local style becomes the dominant thinking style by paying attention to details, solving problems by following certain rules, preferring to do reading projects and implementing their own ideas. Evidenced by the dominant score with 29.45 %.

REFERENCES

- Arikunto, S. (2013). *Dasar-Dasar Evaluasi Pendidikan*. Bumi Aksara (PT Bumi Aksara).
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123–133.
- Humaera, I., Sardi, A., Akbal, F. A., Syahban Amir, A., Hasyim, R., & Noni, N. (2021). *EFL Students' Entrepreneurial Tendencies: Is It a Misdirected Issue?* 1(1). <https://doi.org/10.35877/454RI.eduline001>
- Humeniuk, I., Kuntso, O., Popel, N., & Voloshchuk, Y. (2021). Mastering listening comprehension at ESP classes using Ted Talks. *Advanced Education*, 27–34.
- Kalsum, K., Sardi, A., & Andini, N. (2023). THE QUALITY OF SUMMATIVE TEST MADE BY EFL TEACHER. *Inspiring: English Education Journal*, 6(1), 46-57.
- Kristiawan, D., Carter, C., & Picard, M. (2022). IMPACT OF CALL PROFESSIONAL DEVELOPMENT FOR EFL MATERIALS ON TEACHER AGENCY AND TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN INDONESIAN ISLAMIC SCHOOLS. *Teaching English with Technology*, 22(3–4).
- Langi, R., Liando, N. V., & Oliy, S. T. (2022). An Assessment on Readability of Reading Text in English Summative Test for Fifth Grade SMP Negeri Tompas. *JoTELL*:

Journal of Teaching English, Linguistics, and Literature, 1(2), 291–304.
<https://ejurnal.unima.ac.id/index.php/jotell/article/view/3503>

Rahmati, J., Izadpanah, S., & Shahnava, A. (2021). A meta-analysis on educational technology in English language teaching. *Language Testing in Asia*, 11(1).
<https://doi.org/10.1186/s40468-021-00121-w>

Ramadani, A., Kalsum, K., Sardi, A., & Agussalim, A. (2024). Pronunciation Ability Improvement by Resso Application at The Parepare Senior High School Students. *JELITA*, 5(1), 243-254.

Sardi, A., Atmowardoyo, H., & Weda, S. (2017). The Distinct Types of Diction Used by the EFL Teachers in the Classroom Interaction. *International Journal of Science and Research*, 6(3), 1061–1066. <https://doi.org/10.21275/ART20171558>

Sardi, A., Haryanto, A., & Weda, S. (2017). The Distinct types of diction used by the efl teachers in the classroom interaction. *International Journal Of Science and Research (IJSR)*, 6(3), 1061-1066.

Sardi, A., & Mujahidah. (2020). *Could I be Illogical? (Cibi Guide) For Non-Native Speakers* (Irana, Ed.; 1st ed.). IAIN Parepare Nusantara Press.
<http://repository.iainpare.ac.id/1645/>

Sardi, A., Surahmat, Z., & Nur, S. (2022). The Washback of Intensive TOEFL Training Program (ITTP) on Student's Learning Motivation. *ELS-JISH: Journal on Interdisciplinary Studies in Humanities*, 5(4), 593–597.
<https://doi.org/https://doi.org/10.34050/elsjish.v5i4.24570>

Sardi, A., Kalsum, K., Rauf, W., & Hasyim, S. (2023). Enhancing Students' Writing Skills through the Implementation of the Seven Nucleus Approach in Teaching Tenses. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, 6(1), 39-47.

Sugiyono. (2012). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Yang, X. (2020). On the Application of Computer Aided Technology in Business English Reading Class. *Journal of Physics: Conference Series*, 1574(1).
<https://doi.org/10.1088/1742-6596/1574/1/012054>

Zhang, D., & Wang, X. (2017). The Effects of the CALL Model on College English Reading Teaching. *International Journal of Emerging Technologies in Learning*, 12(2). <https://doi.org/10.3991/ijet.v12i12.7954>