

**THE CORRELATION BETWEEN STUDENTS' THINKING STYLE  
AND STUDENTS READING COMPREHENSION OF THE EIGHT  
GRADE STUDENTS AT SMP NEGERI 2 LAHAT SELATAN**

**THESIS**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

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**THESIS**

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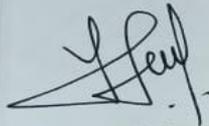
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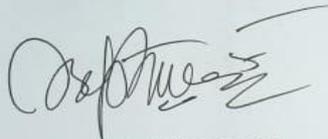
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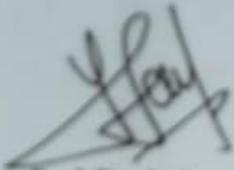
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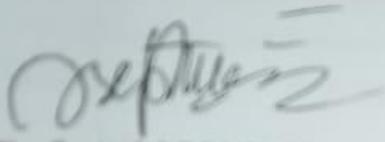


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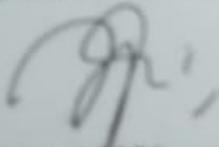


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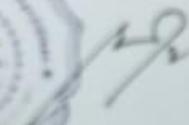
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Menyatakan bahwa skripsi berjudul:

**“The Correlation between students’ thinking style and reading comprehension of the eight grade stuents’ at SMP Negeri 2 Lahat Selatan ”**

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Yang Menyatakan,



( Reni Mayangsari )  
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## MOTTO

**For indeed, with hardship [ will be ] ease. (Q.S. Al- Insyirah 94:5)**

**“This thesis dedicated to:**

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- ❖ Thank you my green campus and almamater.

## ABSTRACT

**Mayangsari, Reni . 372017005.** The Correlation between Thinking Style and Reading Comprehension of the Eighth Grade Students of SMP Negeri 2 Lahat Selatan . Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors: (1) Prof. Dr. Indawan Syahri, M.Pd. (2) Dian Septarini, S.Pd., M.Pd.

**Keywords:** correlation, thinking style , reading comprehension

This study deals with the correlation between thinking style and reading comprehension of the eighth grade students of SMP Negeri 2 Lahat Selatan . The population of the study was all of the eight grade students in the academic year of 2021/2022 which consisted 68 students and the sample was taken by using total sampling techniques with the total number of 68 students. The main objective of this study is to find out the relationship between students' thinking style (independent variable) and their reading comprehension (dependent variable). The method used in this study was correlational design. The instruments used to gather the data were test and questionnaire. The score from both instruments were calculated and analyzed by using statistical procedure of Product Moment Correlation to see whether there was correlation between the two variables or not. The result showed that there was a correlation, with the index value of correlation coefficient ( $r$ -obtained) of 0,768 was higher than the index value of correlation coefficient of the Product Moment table ( $r_t$ ) of 0,239 which meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, there was a strong significance correlation between the two variables. Based on the findings mentioned above, the researcher assumes that the higher students' thinking style the higher students' reading comprehension and the lower students' thinking style the lower students' reading comprehension. Therefore, it can be concluded that thinking style is important role because it can increase students reading comprehension.

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Last, the researcher hopes this thesis will be useful for the people who read it and for the other researchers in the future. The researcher realizes that the thesis is still far from being perfect, but is expected that it will be useful for the readers. Therefore any comments, suggestions, and constructive criticisms are very welcomed.

Palembang, November 2021  
Researcher,

RMS

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## **CHAPTER 1 INTRODUCTION**

In this chapter, the researcher presents: (a) background, (b) problem of the study, (c) objective of the study, (d) significances of the study, (d) hypotheses of the study, and (e) criteria or testing the hypotheses.

### **A. Background of the Study**

Education is a boon and blessing to humanity (George & Visman, 2003, p. 106). All progress and prosperity of human cultures and civilization is due to education. Without education, this world would have been enveloped in an intellectual darkness. Today, education operates within the context of the dynamic social milieu and its main stay is that of transmitting and inculcating the desirable knowledge, skills and other behaviors among the members of society.

Based on the explanation above, the main goal of education is the process and implication of learning in people's lives. Educational system and its effective factors must be controlled for promoting educational quality. Evaluation of the important educational aspects is a basis for valuating educational institutes (Leenaars & Laster, 2006).

As one of the language skills, reading has an important role in learning. According to Goodman in Burt, Peyton, and Adam (2003), it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can help people plan to study in an English, speaking country (p. 33). Students who master reading skills will easily extract meaning from English texts because they have better vocabulary in contexts

According to Harrison (2004), the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability (p.3). This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these development determines what kind of person people

would be. Therefore, reading is important for students both to develop their knowledge and their way of thinking that related to the development of moral, emotion, as well as verbal intelligence

Linse (2005) states that reading comprehension refers to reading for meaning, understanding, and entertainment (p.71). Reading comprehension can be defined as the series of processes by which readers find information and understand the information contained in a reading text.

According to Wood (2014), reading is one of the language skills that constitute a process to obtain a lot of information to understand the idea found in the text. By reading, the students can acquire a valuable source of information that can improve their thinking to generate idea and solve problems (p.5), for example, by having the reading ability, the students can do the assignment, write paper, take notes and have discussion. It is obvious that reading is not only the ability to know punctuation stress and intonation but also the ability to understand the contents of the text..

Furthermore, according to Harmer (2007), reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it(p.99). It means that reading is about how the student understanding what they read.According to Pourhoseingilakjani (2016), reading is interactive process in which readers construct a meaningful representation of a text using effective reading strategies, effective reading strategies are considered as significant skills that have received the special focus on student reading comprehension proficiency (p.229)

Reading comprehension in the text can be fun activity when we know strategy or technique in reading. Reading becomes one of important skill that should be this students need to practice to have a good reading skill it helps students to improve their knowledge because students will find a lot of information by reading intensively

Reading is a mental process. Reading was one of four English language skills that the students printed materials such as newspaper, magazine, novel, and academic books the researcher could get a lot of information, knowledge and enjoyment.

Related to the language skill, reading is very important for our language capability. Reading is an activity that can improve language ability. Harmer (2007) stated that reading is useful for language acquisition provided that students more or less understand what they read, more they read, they better get at it. It means that reading is an activity that can improve language ability (p.99).

According to Murcia (2011), reading is recognized as an important source of language input especially for English as foreign language students which there is just a little chance to meet fluent speakers who can provide another kind of language input. (p.153). Torihoran and Rachmat (2002), reading is becoming more and more important in the new knowledge economy and remains the most effective human activity for transforming information into knowledge (p.56). Because reading is one basic skill in learning language. McNamara (2007), argued that “Reading is an extraordinary achievement when one considers the number of levels and components that be mastered. Consider what it takes to read a simple story” (p.3).

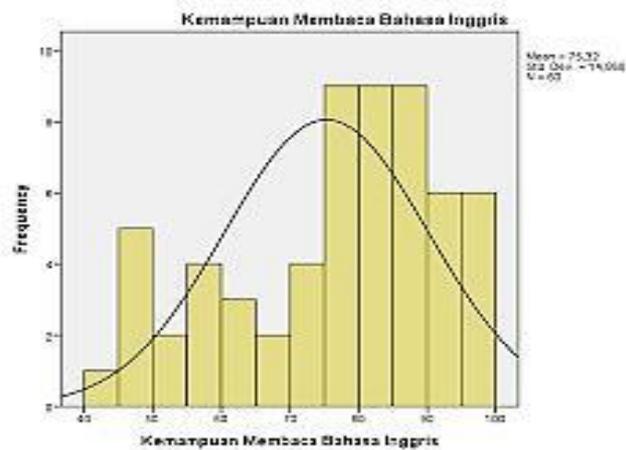
Nunan (2005) stated reading is a set of skills that involves making sense and deriving meaning from the printed out media. A good reading comprehension will show readers reading ability (p.69). Reading is used to understand the text, which is called reading comprehension. Klinger (2007) defined that reading comprehension is the process of constructing meaning by coordinating a numbers of complex processes that includes word and world knowledge and fluency (p.2 )

According to Fisher, et.al (2011), argues that “reading is comprehending”. They further say that recognizing words, reading texts fluently or defining words correctly do not guarantee readers being a good reader. The readers have to reconstruct the author’s message. If the readers can read the words of a text, but get nothing about what they are reading, they are not really reading (p.258).

According to Sadoski (2007), describes that reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts’ Meaning, the texts will remain meaningless (p.11).

According to Byrnes (2008), Reading comprehension is achieved when the readers understand what the writer was trying to say (p.201). When there is a meeting in mind between the writer and the readers, comprehension is occurred. The readers meet the message conveyed by the text, converse the text with their knowledge,

process word and finally get what is intended by the writer. This kind of understanding could be achieved only by conducting reading comprehension process



According to Journal of Education and Teaching (2009) English reading ability data obtained from respondents had a mean of 75.32 with a standard deviation of 14,868, median amounting to 78.60, a minimum score of 43 and a maximum score of

□ This shows that the average English reading ability that the respondent has including moderate. If you consider the completeness of learning where students said to be complete learning if the value obtained is above the Completeness Criteria Minimum (KKM) set by the school. In this study KKM The 10th grade English lesson in the school where the study was was 75, then number of complete respondents was 35 people or 58.33%. So if seen from the completeness of learning, the ability to read English is owned respondents are also considered moderate. From this description it can also be seen that between the average value and the mean (median) is almost the same. This shows that the data students' reading ability in English lessons in this study quite representative

Based on the research, Indonesian students rank among the lowest in basic reading skills compared to their peers in other countries. In fact, students' interest in

reading is still low, this can be seen from the results of the Program for International Student Assessment (PISA). In 2018, there 79 countries Participating , an increase of seven countries from the 2015 test. A total of 600,000 schoolchildren participated from around the world. Based on the newly released PISA report, Tuesday, December 3, 2019, Indonesia's reading score was ranked 72 out of 77 countries. The three scores were compactly decreased from the 2015 PISA test. At that time, Indonesia's reading score was ranked 65, the science score was ranked 64, and the math score was ranked 66. Between Southeast Asian countries, Indonesia is bottom with the Philippines which is ranked last in reading and scores before last in two other areas.

Brown (2000) stated that reading will best be develop in association with writing, listening, and speaking activities. Even in those courses that may be label “reading”. Your goal to the best achieve by capitalizing on the interrelationship of skill, especially the reading – writing connection. And then they focus here on reading as a component of general second language proficiency, but only in the perspective of the whole picture of interactive language teaching (p.283). Snow (2002) stated that reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read varying purpose, and can read with comprehension even when the material is neither easy to understand not intrinsically interesting (p.13). Reading is the important skill which is required to be mastered by students. Based on the syllabus of the eight grade students at SMP Negeri Lahat Selatan : first students can analyze structure of the text, and language features of descriptive text, second is students can grasp the meaning of descriptive text and the students had low reading comprehension, some students had difficulty in reading English because students not understanding about thinking style in reading comprehension. In syllabus, the student’ learning achievement or passing grade (KKM) for reading is 75.

From the explanation above, the researcher was interested in finding out whether or not there is a correlation between students’ thinking style and reading comprehension .To get empirical data about it there searcher organized the test result to prove *the correlation between student’s thinking style and student’s reading comprehension to the Eight Grade Students at SMP Negeri 2 Lahat Selatan*

Zhang (2004, p. 235) argues thinking styles are in principle, value free ,for the same thinking styles can result one person beautifully in one situation, but may fail the

same person awfully in another situation. It shows that everybody has different thinking styles. Furthermore, thinking styles correspond to the preferred manner of utilizing one's own abilities. As a matter of fact, people select the styles that they find more agreeable to their feelings and tendencies.

Negahi (2015) describes on studies that thinking style have relationship with problem-solving, decision-making, and academic achievement. It means that if student can identify their comfortable thinking style, they have ability to solve problem and make right decision in their a of life. In short , thinking styles as one of important psychology are affect students' achievement. For some students, thinking is a activity, it is important for teachers or lecture to concern about the students' thinking styles.

Fouladi (2016, p. 1731) explains various researches show that thinking style is associated to creativity process, problem solution, making- decision, education progress and etc. and the factors such as culture, sex, age, major, resume, parents "thinking style effect to people's thinking style

He defines thinking style as a learner variable has been considered as a determinant factor to predict learners' success or failure. In short, thinking style is the ability of individual in managing their ideas that drives persons' behavior and goals. He defines the thinking styles as different techniques used by the people in processing the data.

Heidari and Bahrami,(2012,p.723)define "thinking styles correspond to the preferred manner of utilizing one's own abilities. Style of thinking is unique and adaptive dimensions

Sternberg and Zhang (2005, p. 2; 2006, p. 3) define that "thinking style is the path that an individual prefers on processing the information and dealing with the given task is an fundamental and deciding working area ".In short, thinking style is the way of people think, produce, and accept in formation as the part of individual area. Besides, they claimed the theory of thinking style was called "mental self government (MSG) the ory in analogy of government. Furthermore, Ahmadi, Gorjian, and Pazhakh (2014, p. 6)

## **B. Problem of The Study**

Based on the background mentioned, the researcher conducted a study concerning the correlation between students' thinking style and students reading comprehension. The problem of the study was *whether or not there was a correlation between Thinking style and students reading comprehension of the Eighth Grade Students at SMP Negeri 2Lahat Selatan*

### **C. Limitation of the Problem**

This study was the correlation between Thinking style and Students Reading Comprehension. To avoid the research being too abroad, the researcher limited the problem of the research into *the correlation between Thinking style and students reading comprehension of the Eighth Grade Students at SMP Negeri 2 Lahat Selat*

### **D. Formulation of the Problem**

Based on the limitation of the problem, This study was formulated on the following question :“*is there any correlation between Thinking style and students reading comprehension of the Eighth Grade Students at SMP Negeri 2 Lahat Selatan ?*”.

### **E .Objectives of Study**

In keeping the problem, objective of the research was defined to find out *whether or not there is any significant correlation between Thinking style and students reading comprehension of the Eight Grade Students at SMP Negeri 2 Lahat Selatan .*

### **F. Significance of the Study**

The writer hopes the result of this study. First, the researcher hopes this research will be benefit for the researcher, students, and school environment, and also

researcher hopes get many knowledge about the average of student's ability in mastering English. Second, for the teacher, could help the teacher you know more about the correlation students thinking style and reading comprehension for the student's. Third, for students, can be used to give information about improving thinking style and reading comprehension and make the learning process more interesting , and they can know their skill even fault, also they can dissolve and understand of pattern of word arrangement they read. It can improve their reading skill. Furthermore to overcome the problem of teaching reading comprehensions, and the writer hopes they will get a better result than this study.

### **G. Hypotheses of the Study**

The hypotheses of this study are form of the alternative hypotheses (Ha) and null hypotheses (Ho). According to Sugiyono (2017), the hypothesis is a temporary answer to the problem formulation. Because it is still temporary, it is necessary to prove the truth through the empirical data collected (p. 99)

Alternative Hypotheses (Ha): there is correlation between students' thinking style and students reading comprehension of the Seventh Eight Students of SMP Negeri 2 Lahat Selatan.

Null Hypotheses (Ho) : there is no correlation between students' thinking and students reading comprehension of the Eight Grade Students of SMP Negeri 2 Laha Selatan.

## **H. Criteria for Testing the Hypotheses**

Sugiyono (2013) state that the criteria of testing the hypotheses in measuring correlation are as follows: (p.115).

1. If the r-output was higher than r-table, Ho was rejected and Ha was accepted. So, there was a correlation between student's thinking style and students reading comprehension of the Eight Grade Students at SMP Negeri 2 Lahat Selatan
2. If the r-output was lower than r-table, Ho was accepted and Ha was rejected. So, there was no correlation between student's and reading comprehension achievement of the Eight Grade Students at SMP Negeri 2 Negeri 2 Lahat Selatan.

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