

**THE CORRELATION BETWEEN THINKING STYLE AND LISTENING
COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE
STUDENTS OF MAN 2 PALEMBANG**



A Research Proposal

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul: "**The Correlation between Thinking Styles and Listening Comprehension Achievement of the Eleventh Grade Students of Man 2 Palembang**", ditulis oleh saudara **Mutiya Kansa (12250094)** telah dapat diajukan dalam sidang munaqasah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. Demikianlah terimakasih.

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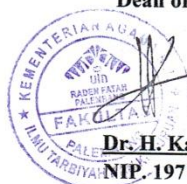
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ABSTRACT

The objectives of this study are (1) to find out whether or not there is a significant correlation between thinking style and Listening Comprehension Achievement of the eleventh grade students of MAN 2 Palembang, and (2) to know if students' thinking styles influence their Listening Comprehension achievement. In this study, 298 students of the eleventh grade students of MAN 2 Palembang in academic year 2017-2018 became the population of this study. 151 students became the samples of this study by means of cluster random sampling technique. The method used in this study was a correlational study. The data were collected by using a questionnaire and a listening comprehension achievement test. Pearson product moment correlation was applied in this study. The analysis was continued using multiple regression to find out the contribution of sub variables of thinking styles to the students' writing achievement. The results showed that (1) there was a weak correlation between thinking styles and listening comprehension achievement (r -table .208, $<.05$), but there was no significant between thinking styles and writing achievement (sig.2tailed was .022, $<.05$). (2) there was significant influence between thinking styles and listening comprehension achievement (R^2 was .108) of the eleventh grade students of MAN 2 Palembang.

Keywords: *Thinking styles, listening comprehension achievement.*

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CHAPTER I INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significance of the study.

1.1 Background

Among all languages in the world, English is one of those languages which is widely used by people around the world. **Randolph (1980, p. 7) states that English which referred as a lingua Franca, is pre-eminently the most international of language.** It means English is used all over the world.

Actually in Indonesia, learning English has been introduced as a compulsory subject. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. Based on BSNP (2006, p. 124), there are some goals of teaching English in the High School level. One of them is to communicate oral and written language. Based on the School Based Curriculum, "communicating is the ability of understanding, or producing an oral or written text applied into four skills of English, they are speaking, writing, reading, and listening." Thus, the teaching and learning English process are expected to develop those skills in order to communicate and interacting English well. As a result, Indonesian government has decided that English is foreign language in Indonesia.

As mentioned previously, there are four basic language skills that students have to master which one of them is listening skill. Having good mastery in listening skill is the fundamental for everybody to communicate in daily activity. Bozorgian (2012, p. 2) claims that listening skill occupies almost 50% of our daily

communication. With very high degree of influence, it is certain that listening occupied the main aspects of the smooth communication for human in daily life. Listening is also influential in acquiring foreign language. Moreover, the key to master foreign language is having good listening skill. Hamouda (2013, p. 113) states that no one can deny the importance of listening skill in foreign language learning because the key to acquire the language is to receive language input. Mastering one of the skills will help students in learning the other skills. Rost (2002, p.236) also explains that developing proficiency in listening is a key of achieving proficiency in speaking. Not surprisingly, listening has a critical priority among the four skill areas for language students.

For many students, listening is a difficult skill to improve because in listening, students have to pay much attention, they have to concentrate, and sometimes they feel asleep during the lesson. It also needs a quiet situation without any noise because when there is a lot of noise, listening in English will be hard to do (Faridah, 2014, p. 2).

Furthermore, Hamouda (2013, p. 114) confirms that EFL learners have serious problems in English listening comprehension due to the fact that teachers pay more attention to English grammar, reading, and vocabulary. He also claims that students seem to learn listening, not listening comprehension. Students usually listen to a text, respond to questions, and check their answers. Goh (2000, p. 59-60) proposes ten common listening comprehension problems. He described that students: 1) quickly forget what is heard; 2) do not recognize words they know; 3) understand words but not intended the message; 4) neglect the next part

when thinking about meaning; 5) are unable to form a mental representation from words heard; 6) cannot chunk streams of speech; 7) miss the beginning of the texts; 8) concentrate too hard or unable to concentrate; 9) do not understand subsequent parts of input because of earlier problems; and 10) are confused about the key ideas in the message. Malkawi (2010, p. 773) also mentions that there are three listening problems that senior high school students usually face in listening comprehension. 1) speech speed; 2) limited knowledge of vocabulary and structure of sentences; and 3) limited knowledge of topic in question.

In relation to students' performance in listening skill, thinking style could be one of influential psychological factors. According to Fouladi and Sahidi (2016, p. 1728) thinking styles are the mental frameworks that describe how process of information and ability to solve the problem in the special situations. Furthermore, Mahmood, Hossein, and Sharooz (2013, p. 5) add that thinking styles focus to the question on how one thinks which is different from how well one thinks. In short, thinking styles can be defined as how a person process information and figure out solutions to certain problems in certain context.

“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. Thinking styles are cognitive preferences, which affect how an individual behaves and feels, and selected as a cognition representative for this study.” (Zhang 2004, p. 235).

Garcia (2010, p. 6) claims that thinking styles play a role in many important aspects of wellbeing and life success. Understanding diversity of their thinking and learning styles are indicators that can help poor students to be

successful from their failure (Navan, 2015, p. 1699). Also, he argues that understanding various thinking styles helps people to adjust their thoughts with different thinking styles and simultaneously succeed in communications (2015, p. 1700). Sharifi (2013, p. 4) explains that one of the fundamental principles of contemporary educational psychology is the ways students' think as one of the most important predictors of perceived success in school. Negahi (2015) describes some studies that thinking styles have relationship with problem-solving, decision-making, and academic achievement. It means that if student can identify their comfortable thinking styles, they have ability to solve problem and make right decision in their aspects of life.

Navan (2015, p. 1699) explains that negligence of thinking styles in different situations may lead to elimination of the most important valuable talents as well as big potential to achieve successfully. He indicated that teachers are not aware of diversity of the students' thinking styles. Sharma (2011, p. 115) also adds if teachers are failed in caring the students' thinking styles, it will arise the serious consequences, because the teachers may tend to confuse styles of students mind. He adds the students who have the same thinking styles as the teacher's are only benefited and rewarded, but others are not. Meanwhile, successes and failures attributed to abilities often stem from styles. A teacher should know that the weak performance of a student is not always due to the lack of ability but because of the lack of proportion between thinking styles of students and teachers' expectations (Negahi, 2015, p. 1723). Therefore, it is very important for teacher

who will be one of the crucial stakeholders of the education, to be aware of their thinking styles unexcept students's thinking styles (Esmer, 2016, p. 161).

In accordance with the explanation above related to listening and thinking style, a preliminary study was conducted by interviewing the teacher of English and the students of MAN 2 Palembang. Several problems were found during the preliminary study. First, the teacher said that the way of teaching that she used in the class was still fairly old teaching method so that she felt that the students were not comfortable and bored in learning listening skill in the classroom. Second, the teacher said that she rarely taught listening skill in the class because she focused on reading comprehension. Third, she said the problems were various among students and the biggest difficulty for students that they faced in the class was listening skill. It means that they felt listening skill was more difficult than the other skills. Because they didn't know what the speaker was talking about and it was hard for them to comprehend it well. Fourth, she said that some of them still had a bad listening skill. Next, the students in the class were not active in learning listening skill. The last, the students didn't know about what thinking styles were and how to apply them in the class (see appendix A).

Furthermore, in another chance an informal interview was conducted to more than fifteen eleventh grade students of MAN 2 Palembang. Some problems were also found. First, they felt that listening skill was the most difficult skill, because in listening activities they couldn't concentrate well and they were still confused about what the speaker was talking about. Second, they said that the

teacher rarely taught listening skill from meeting to meeting. Third, they had low motivation in learning English especially listening skill. Last, they didn't know what thinking styles were, what their own thinking styles were and how to apply it in the class (see appendix B).

In relation to listening and thinking styles, some researchers have previously explored those related variables. Ahmadi, Gorjian, and Pazhakh (2016) found significant relationship between EFL learners' thinking styles on reading comprehension of university students at Islamic Azad University of Ahvaz Iran. On the contrary, Sari, (2017) found a weak correlation between thinking styles and writing achievement of the tenth grade students of MAN 1 Palembang. Cipto (2016) found that English achievement was positively correlated with thinking styles of the tenth grade students of SMK Muhammadiyah 5 Purwanto. Last Masarami, Fani and Ojinejad (2015) also found significant positive relationship between thinking styles and academic performance achievement of Islamic Azad University Students of Marvdasht. Because there are so many correlations between thinking styles and other skills such as reading comprehension, writing achievement, English achievement and academic achievement, it makes the researcher want to explore more about the correlation between thinking styles and listening comprehension achievement.

All in all, it is still crucial to concern on this issue as little or no research investigates the relationship between thinking styles and listening comprehension achievement. Therefore, in this research the researcher is interested in

investigating the correlation between students' thinking style and their listening comprehension achievement of the eleventh grade students of MAN 2 Palembang.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between each thinking styles and listening comprehension achievement of the eleventh grade students of MAN 2 Palembang?
2. Do thinking styles significantly influence listening comprehension achievement of the eleventh grade students of MAN 2 Palembang?
3. Which type of students' thinking styles is the best predictor of their listening comprehension achievement of the eleventh grade students of MAN 2 Palembang?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out whether or not there is significant correlation between each thinking style and listening comprehension achievement of the eleventh grade students of MAN 2 Palembang?
2. To know if thinking styles significantly influence listening comprehension achievement of the eleventh grade students of MAN 2 Palembang?
3. To identify which type of students' thinking styles is the best predictor of their listening comprehension achievement of the eleventh grade students of MAN 2 Palembang?

1.4. Research Significances

It is expected that the study will give some information and contributions in the development of language teaching and learning in Indonesia Educational, especially understanding the thinking styles related to the students' listening comprehension achievement. The results of this study are to give a useful contribution to teaching and learning process and for many parties as follows.

1. Students

It is hoped that this study gives the students some useful information about thinking styles. Besides the students can identify their thinking styles or their own styles for listening which will help them to study well during listening class which eventually help them to improve their listening comprehension achievement.

2. Teacher of English

This study can provide useful information for teachers of English about the importance of students' thinking styles in order to help students improve their listening skill. Teachers can anticipate specific problems why students are not interested in listening to English by knowing the students thinking styles and how to solve it. The teacher can also know students' thinking styles to help the teacher to find appropriate teaching technique in listening class.

3. Other Researchers

It is hoped this study is useful for the other researchers who have interest to improve students' listening skill in this subject and there are possibilities to

correlate them with other variables with greater number of sample since there are still many unexplained factors that can give contribution for the students.

4. The researcher herself

It is hoped that this study will give the researcher new knowledge about thinking styles that is very useful for the researchers' future job as a teacher. The researcher can know more about students' thinking style and how it influence their achievement in learning English especially in learning listening comprehension achievement. The researcher also can appreciate the students differences thinking style and utilize the way of their thinking to make them increase their achievement in learning English especially in listening comprehension.

II. LITERATURE REVIEW

2.1 Correlational Research

Correlation is a statistical measure to determine the tendency of two or more variables to vary consistently (Creswell, 2005, p. 325). Correlation refers to a mutual relationship or connection, in which one thing depends on another. Johnson and Christensen (2012, p. 44) state that in correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. This study refers to the relationship/connection between self-monitoring and English achievement.

Below is the table showing the degree of correlation between the two variables based on Cohen, Manion and Morrison (2007, p.536):

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source :Cohen, Manion and Morrison (2007, p.536)

2.2 The Concept of Thinking Style

According to Sternberg and Zhang (2005, p. 2; 2006, p. 3) thinking styles as the path that an individual prefers on processing the information and dealing

with the given task is a fundamental and deciding working area. They claimed the theory of thinking style was called “mental self-government (MSG) theory in analogy of government. Also, Nikoupour, Alam, and Tajbakhsh, 2012, p. 89) define 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 ideas that drives persons’ behavior and goals. He defines the thinking styles as different techniques used by the people in processing the data.

Thinking style does not denote the ability, it shows the way people use their abilities (Sternberg, 1997). Thinking styles are different from the intelligence; intelligence refers to the individual potentials and abilities; however, thinking styles refers to the individual preferences (Seif, 2008). 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.

Horrison and Bramson (1983) cited in Vianty, (2007, p. 13) identified five inquiring styles of thinking. They are the synthesis, idealist, pragmatist, analytical and environment demand or the ways people learn and think. The various confusing affected the theoretical foundation of this style construct, as well as its capacity to be operationalized in the educational context. Therefore, Stenberg restricted the style construct and proposed a more general theory of thinking style theory of mental self-government in which three approaches of styles are embraced in the theory.

According to Sternberg (1997) and Zhang (2004, p. 234), the theory of mental self-government describes 13 thinking styles that fall along 5 dimensions. There are three functions (legislative, executive, and judicial styles), four forms (hierarchical, oligarchic, monarchic, and anarchic styles), two levels (global and local styles), two scopes (internal and external styles), and two learning (liberal and conservative styles) of the mental self-government. Thinking styles are frequently studied in educational concepts since thinking is the core of education and considered as being one of the components which shape the learning environment.

So, based on the explanation above, thinking styles is a different ways of using the abilities that students have to solve problems, solve the difficulties in learning at the class, carry out tasks or projects and make a decisions.

2.3 Dimension of Thinking Styles

Sternberg and Zhang (2001) suggest that thinking styles refer to how people think. Stenberg (1997) propose a theory of thinking styles that term as the theory of mental self-government. 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.

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levels (global and local styles), two scopes (internal and external styles), and two leanings (liberal and conservative styles) of the mental self-government.

2.3.1 The Ways of Thinking in Terms of Functions

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

2.3.1.1 Legislative Style

The legislative function, as one of the three main function in people's mental self-government, is concerned with formulating ideas and creating rules. Ahmadi, Gorjian, B., & Pazhakh, A., R (2014, p. 76) defined legislative style means individuals prefer to obey rules and existing methods. They prefer the problems which require them to devise new strategies and to create their own laws and they enjoy giving commands (Zhang, 2004). In line with Fouladi and Shahidi (2016, p. 1730) individual with this thinker Trend to create, invent, design and do the things in their own way. Budijanto (2013, p. 8) also defined an individual with a legislative thinking style enjoys being engaged in tasks requiring creativity. It short, this thinker can be carry out the creativity and making and implicating a new ideas in forming action.

2.3.1.2 Executive Style

The executive function is concerned with carrying out plans and implementing rules initiated by others. The advocators of this style prefer to use the ways that already exists to solve problems, and the application and implementation of laws (Obeidat & Assameed,2007). Also, Ahmadi, et, al (2014, p. 76) indicate that executive style is the ability of individual to enjoy creating and

formulating their own rules. Also, Budijanto (2013, p. 8) indicated An individual with an executive thinking style is more concerned with performing tasks with clear instructions. It can be concluded that executive thinker just focus on the real ways in reaching the activities.

2.3.1.3 Judicial Style

The judicial function is concerned with evaluating the products of others' activities. Ahmadi, et, al (2014, p. 76) argued that judicial style is the ability of individual to like to judge and evaluate rules, ways, ideas, and procedures. The advocators of this method care about the assessment of the stages of the work and the results. They often ask questions such as: Why? What is the reason? What is assumed? They analyze the main idea in the scientific stance and hate experimentation, evaluate the work of others, and hate to be evaluated by others.

2.3.2 The Ways of Thinking in Terms of the Form

The following four types of government in term of form, those are oligarchic, monarchic, hierarchic, and anarchic. Applied to mental self-government, these four styles concern the way a person organizes information processing.

2.3.2.1 Monarchic Style

The monarchic form is mainly concerned with pursuing goals single-minded. A person with monarchic style tends to be single-minded driven. Individuals with a monarchic style prefer to focus on one goal at the time and address the next goal when the first goal is completed (Ahmadi, et, al, 2014, p. 76). Individuals are characterized by going towards a single goal all the time, they

are flexible, and able to analyze and think logically is low. They prefer works that highlight their individuality. (Sternberg, 1994). Also, Budijanto (2013, p. 28) argues An individual with a monarchic thinking style enjoys being engaged in tasks that allow him/her to concern fully on one goal at a time. It can be claimed that this thinker consistent in one thing or idealist person.

2.3.2.2 Hierarchic Style

The hierarchical form is concerned with prioritizing. A person with hierarchical style tends to distribute attention to several prioritized tasks. Ahmadi, et, al (2014, p. 76) explain Individuals with an oligarchic or hierarchic style like to deal with multiple goals. They describe the former individuals have difficulty in assigning priorities to the various goals, thus creating conflict and tension. The owners of this method tend to do many things at one time. They put their goals in the form of hierarchy depending on their importance and priority. They are realistic, logical and organized in solving problems and decision-making (Sternberg & Wagner, 1991). Budijanto (2013, p. 28) describes that a individual with a hierarchic thinking style prefers concerning his/her attention on tasks according to an order of importance. All in all, this style will be done activities based on the requirement.

2.3.2.3 Anarchic Style

The anarchic form is concerned with taking a random approach to goals and problems. A person with this style enjoys working on tasks that would allow flexibility as to what, where, when, and how one corks. Fouladi and Shahidi (2016, p. 1730) explain anarchic thinker has ability to apply random methods to

solve problems and dislike systems, rules, guidelines and generally any restrictions. Also, individuals with an anarchic thinking style tend to be motivated by a wide range of needs and goals and are flexible in their approach (Ahmadi, et, al, 2014, p. 76). However, they have difficulty setting priorities since they have no firm set of rules. they tend to adopt a method of random and non-compliant in a particular order to solve the problems, their performance is better when the tasks and positions that are assigned to them are disorganized, and they are confused (Sternberg & Wagner, 1991, 2006, Tayeb, 2006). Besides, Heidari, and Bahrami (2012, p. 724) indicate that anarchic people prefer the tasks that can be accomplished flexibly. In short, anarchic thinker can be imply as energetic style in finding solution of problem and growing motivation to achieve their goals.

2.3.2.4 Oligarchic Style

The oligarchic forms involves pursuing multiple goals. A person with this form also favors to work toward multiple objectives within the same but she/he may not like to set priorities among the objectives. Fouladi and Shahidi (2016, p. 1730) explain individual with oligarchic style Prefer to do many things at the same time but he/she has the problem to prioritize them. Furthermore, these individuals are characterized by being nervous, confused and they have many conflicting goals, all of these goals are equally important for them. (Sternberg 2006 , Grigorenko & Sternberg, 1995). it can be claimed that oligarchic thinker have many planning but difficulty in doing the action.

2.3.3 Methods of Thinking in Terms of Level

The theory of mental self-government also operates at different levels, such as the global or the local level, and is therefore more concerned with either general or specific policy making.

2.3.3.1 Global Style

In analogy, individual with a *global thinking style* prefers general, abstract reasoning, pondering in the world of ideas (Ahmadi, et, al, 2014, p. 77). 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. Sharma, and Nettu, (2011, p. 116) argue 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.

2.3.3.2 Local Style

Ahmadi, et, al (2014, p. 77) 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 are characterized by being attracted by the practical situations. Fouladi and Shahidi (2016, p. 1730) add that the local style as the realistic ability to tend to be involved with details and objective and specific examples. It can be concluded that this style can be claimed as realistic person that stands on the fact.

2.3.4 The Ways of Thinking in Terms of Scopes

Governments also differ in scope dealing primarily with internal and external issues. Likewise, individuals with an *internal thinking style* differ from individuals with an *external thinking style*, preferring to work independently from others. They are more introverted and less socially sensitive than persons with an external style.

2.3.4.1 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 (Heidari, & Bahrami, 2012, p. 724), 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. (Sternberg & Wagner, 1991, Zhang & Sternberg, 2002). Also, Fouladi and Shahidi (2016, p. 1730) 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.

2.3.4.2 Internal Style

The internal scope of self-government refers to a preference for doing task independently. Internal thinker perform different activities independently (Heidari, & Bahrami, 2012, p. 724). It is supported by Fouladi and Shahidi (2016, p. 1730) 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.

2.3.5 The Ways of Thinking in Terms of the Trend

Finally, governments prefer liberal or conservative style and so do individuals.

2.3.5.1 Liberal Style

Those with a *liberal thinking style* give preference to tasks and projects and allow them to cover unexplored ground. They seek rather than avoid ambiguous and uncertain stimuli (Ahmadi, et, al, 2014, p. 77). The followers of this method tend to go beyond the laws and measures, and the tendency to be ambiguous and unfamiliar positions. They are seeking through the tasks undertaken by them to by pass laws that imposed upon them, whether at work or in school in order to bring the biggest possible change (Sternberg, 2006; Bernardo et al, 2002).

2.3.5.2 Conservative Style

Fouladi and Shahidi (2016, p. 1730) explain the conservative person prefer to do things in before experienced and right ways and follow the customs. Ahmadi, et, al (2014, p. 77) expressed the contrast, individuals with a *conservative thinking style* prefer familiar, non-threatening situations. Together, these thirteen thinking styles can characterize individuals to a greater or lesser extent. They prefer situations that are familiar in life, and they are characterized by diligence and order, they follow the rules and procedures that exist, and they refuse change and would prefer the least possible change (Hashim, 2007). It can

be concluded that conservative thinker is the style which likes to try something unpopular for them.

Table 2
The Distribution of Dimension of Thinking Styles

No.	Thinking Styles	Dimension
1	Legislative Style	Function
2	Executive Style	Function
3	Judicial Style	Function
4	Hierarchical Style	Form
5	Oligarchic Style	Form
6	Monophasic Style	Form
7	Anarchic Style	Form
8	Global Style	Level
9	Local Style	Level
10	Internal Style	Scope
11	External Style	Scope
12	Liberal Style	Leaning
13	Conservative Style	Leaning

(Hashim, 2007)

2.4 Thinking Style, Characterizations, and Implications

Categories and dimensions of thinking styles in the mental self-government theory of thinking styles extracted from Sternberg and Wagner (1992) in the following table:

Table 3

Thre Distribution of Characterizations, Implications of Thinking Styles

No.	Thinking Style	Characterizations	Implications
1	Legislative	Likes to create, invent, design, do things his or her own way, have little assigned structure	Likes doing science projects, writing poetry, stories, or music, and creating original artwork.
2	Executive	Likes to follow directions, do what he or she is told, be given structure.	Likes to solve problems, write papers on assigned topics, do artwork from models, build from designs, and learn assigned information.
3	Judicial	Likes to judge and evaluate people and Things	Likes to critique work of others, write critical essays, give feedback and advice
4	Monarchic	Likes to do one thing at a time, devoting to It almost all energy and resources.	Likes to immerse self in a single project, whether art, science, history,

			and business.
5	Hierarchic	Likes to do many things at once, setting priorities for which to do when and how much time and energy to devote to each.	Likes to budget time for doing homework so that more time and energy is devoted to important assignments.
6	Oligarchic	Likes to do many things at once, but has trouble setting priorities.	Likes to devote sufficient time to reaching comprehension items, so may not finish standardized verbal-ability tests.
7	Anarchic	Likes to take a random approach to problems; dislike systems, guidelines, and practically all constraints.	Writes an essay in stream –of-consciousness form; in conversations, jumps from one point to another; starts things but doesn't finish them.
8	Global	Likes to deal with big	Writes an essay

		picture, generalities, and abstractions.	on the global message and meaning of a work of art.
9	Local	Likes to deal with details, specifics, concrete examples.	Writes an essay describing the details of a work of art and how they interact.
10	Internal	Likes to work alone, focus inward, be self-sufficient.	Prefers to do science or social studies project on his or her own.
11	External	Likes to work with others, focus outward, be inter-dependent.	Prefers to do science or social studies project with other members of a group.
12	Liberal	Likes to do things in new ways, defy Conventions	Prefers to figure out how to operate new equipment even if it is not the recommended way; prefers open classroom setting.

13	Conservative	Likes to do things in tried and true ways, follows conventions.	Prefers to operate new equipment in traditional way; prefers traditional classroom setting.
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(Sternberg and Wagner 1992)

2.5 The Concept of Listening Comprehension

2.5.1 The Definition of Listening Comprehension

Listening is the process of hearing, understanding, and giving respond to the speaker. Good listener can comprehend what the speaker says very well and also they can give respond that appropriate with the context. In consequence with Brown (2001, p. 20), students with good listening comprehension skills are better able to participate effectively in class due to students learn to speak, read and write by listening to others.

Listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication. Jyun (2009) claims that listening is a critical access to obtaining language input, thus playing a crucial role in foreign language learning. When people communicate to others, they have to listen to what others say well in order to understand talk. Jyun (2009) as also states many people regard listening as an accompaniment of the other language skills because it is assumed that learners would acquire the listening ability naturally as long as they put effort in to developing speaking, reading or writing skills.

According to Vandergrift (2003, p. 168), “listening comprehension is a complex active process that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, and interpret all immediately based on the larger socio – cultural context of the utterance”. Thus, listening comprehension involves a great deal of activities because listening comprehension encompasses receptive, constructive, and interpretive aspects of cognition (Rost, 2002, p. 503). However, listening is not only a skill which helps develop the aspects of language learning, but also a skill in its own right.

Besides, listening needs an active process in mind. in line with Rost (2002), listening comprehension refers to complex cognitive process to understand spoken language because of the process of simultaneously extracting and constructing meaning through interaction with oral language.

According to Tyagi (2013, p. 1), listening skill is a key to receiving messages effectively. It is combination of hearing what another person says and psychological involvement with the person who is talking. It involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non verbal messages. To have good listening skills, students must be able to comprehend all of the aspects when listening. Golchi (2012, p. 115) states listening includes comprehension of meaning-bearing, words, phrases, clauses, sentences and connected discourse. The word comprehension is reflection of the knowledge and

skills that students have to acquisition in listening. That is the reason why listening comprehension is a complex process.

As suggestion in the explanation above, people sometimes think that the more they master speaking, reading and writing skills, the more they master listening skill also. In dealing with the complex process, three processing models have been developed to explain how the listening process functions. The three models occur in a manner of repetition. It means that one processing model change in to other models and then back to the previous one again. Furthermore, the most widely known as the processing models are the bottom-up model, the top- down model, and the interactive model (Flowerdew & Miller, 2005, p. 20).

- 1) In the bottom- up model, listeners build understanding by starting with the smallest units of the acoustic message; individual sounds or phonemes. Then, these are combined into word, which, in turn, together make up phrases, clauses and sentences. Finally, individual sentences combine to create ideas, concepts and relationships between them. In brief, bottom- up processing is such a process in which listeners must hear words, hold them in their short term memory to link them to each other, and then interpret what has been heard before accepting a new input.
- 2) The top- down model emphasizes the use of previous knowledge in processing a text rather than relying upon the individual sounds and words to make sense of the input. For this model, subjects' levels of comprehension are considerably higher if the subjects are already familiar

with the subject matter and/or text type they are presented with than if they have not previously encountered the subject matter of text type.

- 3) Interactive model involves both bottom- up and top- down processing. It follows that some sort of model that synthesized the two is required. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how. An important advantage of interactive model over hierarchical model, whether they be bottom- up or top- down, is that it allows for the possibility of individual variation in linguistic processing. For more advanced learner, however, who have mastered basic phonology and syntax, emphasis on the development of top – down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom- up features of fast speech.

Karlina (2014, p.12) underlines that by recognizing the process, listening comprehension seems possibly very difficult for language students and gets listening problems. They need to recognize what they hear and produce their own language to respond to it, but it is not possible to control the input delivered to them. Not surprisingly, numerous features of spoken language conveyed instantaneously by the speakers such as different accents, speech rates, and the requirement of different background, can cause the problem of listening (Flowerdew et.al., 2010, p. 59). Moreover, linguistic features (phonetic, phonological, morphological, syntactic, semantic, pragmatic and language

variations), inappropriate learning environment (monolingual contexts, unauthentic teaching material and tasks and lack of interaction in English, etc).

Meanwhile, Yousefinia (2012, p. 4) declared listening comprehension means the process of understanding speech in a second or foreign language. It is the perception of information and stimuli received through the ears. It can be conclude that listening comprehension is the process of understanding of aural message from the speaker and match it to the listener knowledge.

2.5.2 The Importance of Listening Comprehension

Related to Moghadam et.al (2016, p. 11) claims in communicative approaches to language teaching, listening has been emphasized in all levels of language learning. An appropriate level of listening proficiency affects other aspect of language such as speaking and reading. So, listening comprehension has played a significant role in language acquisition since the last two decades.

Related to Ross (2006), being able to listen well is an important part of communication for everyone. A student with good listening comprehension skills will be able to participate more effectively in communicative situations. In relation with English language, the students need good listening comprehension to help them in acquisition the English language. If the students has good ability in listening comprehension, it can help them to improve other language skill.

Assert listening comprehension abilities influence the capacity for improvement in other language skills such as reading, speaking, and writing (Masalimova, Porchesku, and Liakhnovitch 2016, p. 128). Teacher must actively explore the nature and process of listening comprehension and study the theory

and methodology of listening comprehension in order to make students recognize that listening comprehension is the crucial aspect of English learning and to improve listening teaching outcomes and

2.5.3 The Process of Listening Comprehension

Based on Gilakjani & Ahmadi (2011, p. 979), listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication. Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge.

According to Tyagi (2013, p. 2) listening is a six-stages process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession.

Six stages of listening by Tyagi (2013, p. 2):

- 1) *Hearing* has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.
- 2) *Attention*. It refers to a selection of stimuli and permits only a select few to come into focus.
- 3) *Understanding*, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only

words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well.

- 4) *Remembering*, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind.
- 5) *Evaluating*, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.
- 6) *Responding*, a stage in which, according to the response, the speaker checks if the message has been received correctly.

2.5.4 Types of Listening

According to Asemota (2013, p. 28) there propose four types of listening;

- 1) *Active Listening*: Active listeners learn better and faster. They make sound judgments about what is heard. Perhaps, active listeners write down important ideas in complete sentences. They listen for ideas more than details. Of equal importance is their ability to listen for overall meaning.
- 2) *Partial Listening*: They are those who listen with a rebellious ear. They are those who are thinking of their next reply rather than listening to what is taking place.
- 3) *Intermittent Listening*: This applies to those who listen with a deaf ear. They close their ears to unpleasantness. They are those who compulsively nod and shake their heads in agreement when they are not listening at all.

Since attitudes affect our perception of information, the more we allow our emotion to intrude into the listening process, the more distorted will be our recollection of what has been said.

- 4) Appreciate Listening: A good listener virtually absorbs all the speaker's meaning by being sensitive to tone of voice, facial expression, and bodily action as well as to the words themselves. Sincerity, depth of conviction, confidence, true understanding and many subtle implications may well be revealed, regardless of the words used.

2.6 Previous Related Studies

A study done by Ahmadi, Gorjian, and Pazhakh, (2016) was aimed to investigate the effect of thinking styles on EFL learners' language learning strategies in reading comprehension. 100 English as foreign language students participated in the study at Islamic Azad University of Ahvaz, Iran.

Moreover, Fatemi and Heidarie (2016) found a significant relationship between the variables of legislative, executive, oligarchic, monarchic, anarchic, hierarchic, judiciary thinking styles and academic achievement. The statistical population included all high school students of Ahvaz Iran, of who 320 students of English department were selected using the multistage random sampling method. Thinking styles scale was used to measure the variables and the mean scores of the students was used for measuring their academic achievement.

Sari (2017) conducted a research with the title the correlation between thinking styles and writing achievement of the tenth grade students of MAN 1 Palembang. The population of this study was the tenth grade students of MAN 1

Palembang which was taken by using purposive sampling. There were two test forms to collect the data, they were questionnaire and writing test. The data were collected by using thinking style inventory (TSI) and writing descriptive text. And the result founds that there was weak correlation and a significant correlation between thinking styles and writing achievement of the tenth grade students of MAN 1 Palembang.

Based on the previous related studies above, it could be concluded that there were some similarities and differences between two previous studies and the researcher's study. The similarity between those previous studies and the researcher's study was a correlation study concerning about thinking styles. Meanwhile, the differences were on the dependent variable, the population, and sample. In this study, the researcher involved the Eleventh Grade Students of MAN 2 Palembang with listening comprehension achievement as dependent variable.

2.4 Hypotheses

The hypotheses of this study are proposed in the forms of null and alternative research hypotheses below:

1. H_0 : There is no significant correlation between thinking styles and listening comprehension achievement of the eleventh grade students of MAN 2 Palembang.
 H_1 : There is a significant correlation between thinking styles and listening comprehension achievement of the eleventh grade students of MAN 2 Palembang.

2. H_0 : Thinking styles do not significantly influence listening comprehension achievement of the eleventh grade students of MAN 2 Palembang significantly.

H_1 : Thinking styles significantly influence listening comprehension achievement of the eleventh grade students of MAN 2 Palembang significantly.

3. H_0 There is no type of thinking style influence listening comprehension achievement.

H_1 : There is type of thinking style influence listening comprehension achievement.

2.5 Criteria of Hypotheses Testing

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. In testing hypotheses, there are some criteria. Those are in the following (Creswell, 2012, p. 188-189; Fraenkel, Wallen & Hyun, 2012, p. 228-229; Cohen, Manion, & Marrison, 2007, p. 519-520).

1. H_1 if the p-output is higher than 0.05, H_0 is accepted and H_1 is rejected. It means, there is no significant correlation between thinking styles and listening comprehension achievement of the Eleventh grade students of MAN 2 Palembang.

If p-output is lower than 0.05, H_0 is rejected and H_1 is accepted. It means, there is a significant correlation between thinking styles and listening comprehension achievement of the Eleventh grade students of MAN 2 Palembang.

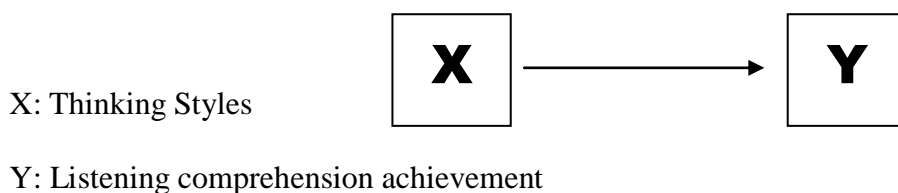
III. METHOD OF RESEARCH

3.1 Research Design

In conducting this research, the researcher used correlational research method. This method was used in this research because the data was described and was analyzed based on the objectives of the study. In conducting this research, correlational research used in terms of explanatory and prediction research design to find out the correlation between variables and explain then interpret the appeared result.

And the procedure that, first; the students' thinking styles was indentified by using questionnaire. After that, TOEFL Junior test was used to identified students listening comprehension achievement. The next step that the correlation between variables was found out through SPSS version 21 based on the results of the questionnaire and TOEFL Junior test, and the influence predictor of the variable(s). Last, explanation and interpretation of the results was discussed. The model of the relationship between two variables could be described as follows:

Figure 1
Research Design



3.2 Research Variables

Actually, there were two kinds of variables; they were *dependent* and *independent* variable. According to Fraenkel, Wallen, & Hyun (2012), the independent variable is presumed to affect is called dependent variable. In

commonsense terms, the dependent variable “depends on” what the independent variable does to it, how it affects it. And also, the independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. In addition, it is possible to investigate more than one dependent and independent variable in a study. In this study the researcher used thinking styles as the independent variable and symbolized by X, while listening comprehension achievement as the dependent variable and symbolized by Y.

3.3 Operational Definitions

In order to avoid the ambiguity of this research, it is necessary to define operationally the terms used in this research as follows: first, the word *Correlation* means the relationship between two variables or more vary consistently. In this research, the word *correlation* refers to the relationship between thinking styles and listening comprehension achievement.

Second, *thinking styles* is the ability of one in controlling and implicating from the way of thinking. In this research their thinking styles will be identified from the Thinking Style Inventory (TSI) by Sternberg, Wagner & Zhang (2007).

Third, the word *listening comprehension achievement* refers to the ability of one to hear, understand, and give response to what she/he listens to that will be obtained by the score as a result of listening test. In this research, students’ listening comprehension achievement is measured by TOEFL Junior Test.

3.4 Subject of the Study

3.4.1 Population

Population is a group of individuals who have the same characteristics (Creswell, 2005, p. 142). According to Fraenkel, Wallen, and Hyun (2012, p. 91), population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Punch and Oancea (2014, p. 302) state that population is the total target group who would, in the ideal world, be the subject of the research, and about whom the researcher is trying to say something.

The population of this study was all the eleventh grade students in MAN 2 Palembang. There were 298 students both science and social classes of the eleventh grade in MAN 2 Palembang in academic year 2016/2017. Then, population of the research was presented in the table of the population as the following below:

Table 5
Population of the Eleventh Grade Students of MAN 2 Palembang

No.	Class	Students
1.	XI MIA 1	36
2.	XI MIA 2	35
3.	XI MIA 3	35
4.	XI MIA 4	32
5.	XI MIA 5	32
6.	XI IIS 1	33
7.	XI IIS 2	32
8.	XI IIS 3	32
9.	XI IIS 4	31

	Total	298
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(MAN 2 Palembang in academic year 2017-2018)

3.4.2 Sample

According to Fraenkel, Wallen, & Hyun (2012, p. 129) sample refers to any group on which information is obtained. The use of cluster random sampling was considered for getting the sample of this study. There were times when it is not possible to select a sample of individuals from population due to administrative or other restriction, a researcher might include all of the subjects from the chosen clusters into the final sample, which is called a cluster random sampling (Fraenkel & Wallen 1990, p. 72).

In this case, 298 eleventh grade students of MAN 2 Palembang involved as the population of the study, meanwhile the sample was taken from taking a half in each class. XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4, XI MIA 5, XI IIS 1, XI IIS 2, XI IIS 3, & XI IIS 4. Thus, the sample was 80 and the sample was showed in the following table:

Table 6
Sample of the Eleventh Grade Students of MAN 2 Palembang

No.	Class	Students
1.	XI MIA 1	18
2.	XI MIA 2	18
3.	XI MIA 3	18
4.	XI MIA 4	16
5.	XI MIA 5	16
6.	XI IIS 1	17
7.	XI IIS 2	16
8.	XI IIS 3	16

9.	XI IIS 4	16
	Total	151

Table 7 describes the steps of sampling the students.

No	The Description of Action
1	The researcher calculated 50% from each class of the total population of eleventh grade students of MAN 2 Palembang
2	That 50% of the sample was divided into nine class of eleventh grade of MAN 2 Palembang
3	Then, the researcher wrote the number of students from each class on small pieces of paper
4.	The researcher rolled all the small pieces of paper into a slot of can
5.	The researcher mixed those pieces of paper which were dropped for each class and as a result, the numbers that belong to that students become a sample, the researcher got the selected students as the sample.

3.5 Data Collection

In this study, there were two kinds of instruments for collecting the data: questionnaire for thinking styles and the TOEFL Junior test for knowing students' listening score.

3.5.1 Thinking Styles Questionnaire

The data about students' thinking styles was collected by Thinking Style Inventory (TSI) from Sternberg, Wagner & Zhang (2007). Items on the likert scales will be anchored at:

- 1 : Strongly disagree
- 2 : Disagree
- 3 : Undecided
- 4 : Agree
- 5 : Strongly agree

There were 65 items in the questionnaire consisting of 13 types of thinking style. Each type of thinking style has 5 questions. Questions was answered and responded by students in about 30 minutes. The following was in the table of thinking style questionnaire specification.

Table 7
Thinking Style Questionnaire Specification

No	Thinking Style	Items in the Questionnaire	Description
1	Legislative Style	5,10,14,32 and 49	Likes to create, invent, design, do things his or her own way, have little assigned structure
2	Executive Style	8,11,12,31 and 39	Likes to follow directions, do what he or she is told, be given structure.
3	Judicial Style	20,23,42,51 and 57	Likes to judge and evaluate people and Things
4	Hierarchical Style	4,19,33,25, and 56	Likes to do many things at once, setting priorities for which to do when and how

			much time and energy to devote to each.
5	Monarchic Style	2,43,50,54 and 60	Likes to do one thing at a time, devoting to It almost all energy and resources.
6	Oligarchic Style	27,29,30,52, and 59	Likes to do many things at once, but has trouble setting priorities.
7	Anarchic Style	16,21,35,40 and 47	Likes to take a random approach to problems; dislike systems, guidelines, and practically all constraints.
8	Global Style	7,18,38,48, and 61	Likes to deal with big picture, generalities, and abstractions.
9	Local Style	1,6,24,44, and 62	Likes to deal with details, specifics, concrete examples.
10	Liberal Style	45,53,58,64,and 65	Likes to do things in new ways, defy Conventions
11	Conservative Style	13,22,26,28, and 36	Likes to do things in tried and true ways, follows conventions.
12	Internal Style	9,15,37,55, and 63	Likes to work alone, focus inward, be self-sufficient.
13	External Style	3,17,34,41, and 46	Likes to work with others, focus outward, be inter-dependent.

(Sternberg, Wagner & Zhang (2007).

3.5.2 Listening Comprehension Test

Listening test is administered to the samples of the study in order to know their listening comprehension achievement. The test was taken from TOEFL Junior Listening Comprehension Section.

It consisted of 42 items in multiple choice form. The time for administration the test was 40 minutes. TOEFL Junior test scores were determined by the number of questions the students have answered correctly. There was no penalty for wrong answers. (TOEFL Junior Handbook, 2015).

TOEFL Junior Handbook provides the specification of listening comprehension achievement test:

Table 8
The Specification of Listening

No.	Objectives	Subskill	Question's Number
1.	The students are able to hear and comprehend a short talk in classroom instruction mode. After each talk the students will answer one question. Each talk lasts 20 to 45 seconds.	– Identifying the main idea.	1, 4 and 7
		– Identifying the purpose of the talk.	3 and 9
		– Making an inference.	6 and 10
		– Making a prediction.	2, 5 and 8
2.	The students are able to hear and comprehend short conversations between two people. After the conversation the students will answer three or four questions. Each conversation lasts 60 to 90 seconds.	– Identifying the main idea.	13, 18 and 26
		– Identifying one or more of the important details of the conversation.	12, 19, 20, 21, 22, 23 and 27
		– Making an inference.	11, 16 and 25
		– Making a prediction.	17 and 24

		– Identifying <i>why</i> a speaker talks about certain information, or the speaker's purpose.	14 and 29
		– Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words.	15 and 28
3.	The students are able to hear and comprehend long talks in lecture or discussion mode. The students will answer four or five questions. Each lecture or discussion lasts 90 – 120 seconds.	– Identifying the main idea.	34, 39
		– Identify one or more important details of the conversation	37, 40 and 42
		– Make an inference.	35 and 41
		– Make a prediction	36
		– Recognizing how a speaker feels or what a speaker means when using certain intonation or stressing certain words.	38

(Source: *TOEFL Junior Listening Comprehension Handbook, 2015*)

3.6 Validity and Reliability

Before the test and questionnaire are administered, validity and reliability are determined. According to Johnson and Christensen (2012), validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or

interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

3.6.1 Questionnaire

3.6.1.1 Validity of Questionnaire

3.6.1.1.1 Content Validity

According to Hughes (1989) cited in Hollandyah (2014, p. 29) a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc., with which it is meant to be concerned. In this study, content validity was very important since it was an accurate measure of what it was supposed to measure. Content validity used to see whether the tests were appropriate and comprehensible enough to samples.

The researcher found some related studies that have validated the same questionnaire on their studies. First, Mohammadil, Mohammadi, & Mahali (2016), second Thani, Thani, & Semmar (2014), third Bernardo, Zhang, & Callueng (2002), fourth Ahmadi, Gorjian, & Pazhakh (2016), fifth Fatemi & Heidari (2016), sixth Mahmood, Hossein, & Shahrooz (2013), seventh Sari (2017), and the last Agesti (2017). So, based on all the result of the data of researcher above it might conclude that the questionnaire was valid. Because so many researchers that have been used Thinking Styles Inventory (TSI) questionnaire, it means that this questionnaire was valid and suitable use for testing students thinking styles.

Further, Thinking Styles Inventory (TSI) questionnaire was translate into Bahasa Indonesia by the researcher since the sample was non-English major

students. To ensure that the questionnaire has a good content, the researcher was ask feedback from three English lecturers to check the questionnaire translation.

3.6.1.2 Reliability of Questionnaire

According to Johnson and Christensen (2012), to check the reliability of scores, the coefficient should be at least 0.70, preferably higher. Meanwhile, Hinton (2004) suggested four cut-off points for reliability, including excellent (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below). Therefore, the questionnaire will be reliable if the coefficient is 0.50 or higher. In this research, Thinking Styles Inventory (TSI) has been considered reliable. The reliability of Thinking Styles Inventory (TSI) as follows : Internal (.76), External (.64), Conservative (.83), Liberal (.86), Global (.68), Local (.63), Legislative (.77), Executive (.84), Judicial (.71), Monarchic (.51), Hierarchic (.84), Oligarchic (.66), and Anarchic (.54). in this study, Elisabeth Ponce-Garcia observed the following reliabilities Internal (.78), External (.90), conservative (.83), Liberal (.85), Global (.51), Local (.74), Legislative (.77), Executive (.64), Judicial (.84), Monarchic (.57), Hierarchic (.84), Oligarchic (.62), and Anarchic (.56) (Zhang, 2000; Elisabeth Ponce-Garcia, 2012).

Lau, Chi-ho, Humphrey (2014) further reported the majority of Cronbach's alphas ranged from 0.64 (the executive and local styles) to 0.87 (the liberal style), which is statistically acceptable.

3.6.2 Listening Comprehension Achievement Test

3.6.2.1 Validity of Listening Comprehension achievement Test

According to Radhakrishna (2007), it is necessary to consider each question, e.g. whether the questionnaire measures what it represents the content and whether it is comprehensive enough to collect all the information needed. According to TOEFL Junior handbook (2015 p. 2), the TOEFL *Junior* Standard test is an objective and reliable measure of English communication skills. While the ETS university-level *TOEFL* test continues to set the standard for the measurement of English-language proficiency worldwide, the *TOEFL Junior* standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments.

3.6.2.2 Reliability of Listening Comprehension Achievement Test

According to, Fraenkel, Wallen, & Hyun(2012, p. 331) reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Basically, reliability is the degree to which a test consistently measures whatever it measures. The two statistics commonly used to describe the reliability of the scores of a group test takers are the reliability coefficient and the standard error of measurement. The reliability coefficient is an estimate of the correlation between scores on different forms of the test. It can vary from .00 (indicating no agreement at all) to 1.00 (indicating

perfect agreement). The reliability coefficients of the three *TOEFL Junior* standard scores, in the group of all test takers, are estimated to be as follows:

Table 10
Reliability of TOEFL Junior

Reliability Estimates of the TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

(Source: TOEFL Junior Handbook, 2015, p. 29)

The standard error of measurement indicates the extent to which test takers' scores differ from their "true scores". A test taker's "true scores" is the average of the scores that test taker would care on all possible forms of the test. The difference between a test taker's "true score" and the score the test taker actually earned is called "error of measurement". The standard error of measurement, for a group of test takers, is the average size of those differences.

3.7 Data Analysis

In analyzing the data, there were two kinds of data under analysis. They were the data of students' thinking styles questionnaire and students' listening comprehension achievement test. All the data obtained from the questionnaire and test was calculated statistically by using SPSS version 21.

3.7.1 Questionnaire Analysis

Firstly, the data from questionnaire was analyzed to determine the students' thinking styles by observing the mostly checked item in the column. The

scoring system used likert scales. Those are: strongly disagree (1), disagree (2), moderate (3), agree (4), and strongly agree (5). The result was classified to know the students' thinking styles by analyzing the dominant score of thinking style types. The frequency and percentage of each thinking style was elaborated.

In order to find out the students' thinking styles, the thinking style inventory was administered. The students rated themselves on a 5-point likert-type scale, with 1 indicating that the statement did not describe them at all and 5 denoting that the statement characterized them extremely well. In analyzing the data, this study used correlation analysis method. This study used person product moment correlation coefficient. The computation was run by using SPSS version 16.

3.7.2 Listening Comprehension Achievement Analysis

To get listening comprehension achievement score, the researcher used a scoring system from general formula used by teachers in the school, especially in MAN 2 Palembang. The Following is the formula:

$$\text{Listening Achievement} = \frac{N \text{ (total correct answer)}}{N \text{ (questions)}} \times 100 =$$

After knowing the students listening comprehension achievement score, the score was categorized by using the category listening comprehension achievement from MAN 2 Palembang. The category of listening comprehension achievement could be seen in the table below:

Table 11
Score Categories

No.	Score Range	Grade Point	Category
1	80 – 100	A	Very Good
2	70 – 79	B	Good
3	60 – 69	C	Average
4	50 – 59	D	Poor
5	0 – 49	E	Very Poor

(Source: MAN 2 Palembang Academic Year 2016-2017)

3.7.3 Data Description

3.7.3.1 Distribution of Frequency Data

In distributions of frequency data, the score from a thinking styles questionnaire and TOEFL Junior standard test was analyze. SPSS Statistics Program used to get the result of frequency data.

3.7.3.2 Descriptive Statistics

In descriptive Statistics, a number of samples, the score of minimal, the score of maximal, mean, standard deviation, and standard error of mean was obtained. Descriptive statistics have got from the scores of questionnaire and TOEFL Junior Standard test. Then, SPSS Statistics Program used to get the result of analysis descriptive analysis.

3.7.4 Pre-requisite Analysis

In terms of correlation and regression, it was necessary to know whether the data was normal for each variable and linear between two variables.

3.7.4.1 Normality Test

In this study, normality test was used to find out whether the data of thinking styles questionnaire and TOEFL Junior test were normal or not. I-Sample Kolmogorov-Smirnov in SPSS was used. If p-value was higher than .05, then the data were normal.

3.7.4.2 Linearity Test

In this study, linearity test was conducted to know whether the data of thinking styles questionnaire and TOEFL Junior standard test were linear or not. If the score was higher than 0.05, the two variables were linear. Linearity test in SPSS was used to see if the data was linear or not.

3.7.5 Correlation Analysis

The researcher used Pearson – Product Moment Correlation Coefficient to find out whether or not there was a correlation between thinking styles and listening comprehension achievement. There was significant correlation if p-value was lower than 0.05 and r-obtained exceeds r-table. Furthermore, the interpretation of coefficient correlation was found if the interval correlation was lower than 0,05. The following criterion from Cohen, Manion and Marrison (2007, p. 536):

Table 12

The Interpretation of the Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

(Cohen, Manion and Marrison, 2007, p. 536)

3.7.6 Regression Analysis

In order to know which type of students thinking style that was the best predictor of their listening comprehension achievement of the eleventh grade students of MAN 2 Palembang, regression analysis was applied in this study. The regression analysis was completed by using SPSS version 16.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) the findings of the research; (2) the statistical analysis, and (3) the interpretations.

4.1. The Findings of The Research

There were two kinds of research findings in this study; (1) the result of students' thinking styles, (2) the result of students' listening comprehension achievement, (3) normality test and linearity test, and (4) correlation between students' thinking styles and listening comprehension achievement.

4.1.1 Results of Students' Thinking Styles Inventory (TSI)

The total numbers of active students in the eleventh grade students of MAN 2 Palembang were 298 students. 151 students participated in this study, and the others were not included as sample of this study. The 65 items of Thinking Styles Inventory (TSI) were used to investigate the participants' thinking styles. The TSI questionnaire used likert scale 1-5. In answering the statement in the questionnaire, the students chose number 1-5. (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. The students chose which number that was appropriate for them. First, the total answer of each types of the questionnaire was calculated. The result from each types was then summed up. The highest score is 325 and the lowest score is 65. Second, to know the students average of thinking styles, it was obtained by calculating the total answer in each type and dividing the total statement in each type. After that the score from each type of TSI was revealed. The average for each of the TSI indicated which type

the students tend to use most frequently. Third, to know the overall of the students TSI, all the SUMS of different types of TSI were added. Overall, the average of the students described the students' frequency in using thinking styles. The highest frequency level is 5.0 and the lowest is 1.0.

It was revealed that from the questionnaire, the thirteen types of thinking styles were all perceived by the students with different numbers. The details are as follows:

Table
The Distribution of Students' Thinking Styles Inventory

No.	Thinking Styles	Frequency	Percentage
1.	Legislative	22	15%
2.	Executive	36	24%
3.	Judicial	9	6%
4.	Global	19	13%
5.	Local	13	9%
6.	Liberal	8	5%
7	Conservative	8	5%
8	Hierarchical	4	3%
9	Monarchical	9	6%
10	Oligarchic	13	9%
11	Anarchic	14	9%
12	Internal	9	6%
13	External	43	28%
Total		207	100%

The result of students' thinking styles showed that the frequency of legislative style was 22 students and the percentage was 15%; the frequency of executive style 36 students and the percentage was 24%; the frequency of judicial style was 9 students and the percentage was 6%; the frequency of global style was 19 students and the percentage was 13%; the frequency of local style was 13 students and the percentage was 9%; the frequency of liberal style was 8 students and the percentage was 5%; the frequency of conservative style was 8 students and the percentage was 5%; the frequency of hierarchical style was 4 students and the percentage was 3%; the frequency of monarchical style was 9 students and the percentage was 6%; the frequency of oligarchic style was 13 students and the percentage 9%; the frequency of anarchic style was 14 students and the percentage was 9%; the frequency of internal style was 9 students and 6%. And the last for external style, the frequency was 43 students and the percentage was 28%.

From explanation above, the researcher found that the highest frequency and percentage was external style, and for the lowest frequency and percentage was hierarchical style. From the result of distribution of students' thinking style revealed that the students had more than one thinking styles.

Table 12
Descriptive Analysis of Thinking Styles Inventory

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Legislative	22	17	25	22,09	2,158
Executive	36	18	27	22,22	2,085
Judicial	9	17	24	22,00	2,291

Global	19	17	25	22,21	2,070
Local	13	17	24	20,46	1,761
Liberal	8	20	25	22,88	1,808
Conservative	8	20	27	23,75	2,053
Hierarchical	4	19	24	21,50	2,082
Monarchical	9	17	25	20,00	2,784
Oligarchic	13	20	25	22,54	1,713
Anarchic	14	14	23	20,50	2,345
Internal	9	16	24	20,44	2,833
External	43	13	25	21,42	2,710
Listening	0				
Valid N (listwise)	0				

4.1.2 Result of Listening Comprehension Achievement

The descriptive statistic analysis of listening comprehension achievement for the participants is shown below. The maximum score was 90, and the lowest score was 61. The mean of the listening comprehension achievement scores for the participants was 72.48 and the standard deviation was 6,121. This mean score indicated that the level of listening comprehension achievement of participants was good.

Table 13
Descriptive Statistics of Listening Comprehension Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Listening comprehension achievement	151	60	90	72.48	6.121
Valid N (listwise)	151				

The distribution of English Achievement is presented in the following table:

Table 14
Distribution of Listening Comprehension Achievement

Interval	Students	Category	Percentage
80 – 100	25	Very Good	16,5 %
70 – 79	74	Good	49,0 %
60 – 69	52	Average	34,4 %
50 – 59	-	Poor	-
0 – 49	-	Very Poor	-
Total	151		100 %

The result of students' listening comprehension achievement found that the students category of very good was 25 students and the percentage was 16,5%. The the students category of good was 74 students and the percentage was 49,0%. And the students category of average was 52 students and the percentage was 34,4%.

From explanation above, the researcher found that the highest category and percentage was good score, and for the lowest category and percentage was very good result. From the result of distribution of students' listening comprehension achievement found that the students have good level in listening comprehension achievement.

4.2 Statistical Analysis

There were three statistical analyses that the researcher applied in this astudy, qnd hey are:

1. The statistical analysis of normality and linearity

2. The statistical analysis of correlation analysis between students' thinking styles and listening comprehension achievement in all participants.
3. The statistical analysis of regression analysis between students' thinking styles and listening comprehension achievement in all participants.

4.2.1 Normality test

Normality test and linearity test were conducted prior to data analysis through SPSS 23 version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below which indicated that the data from each variable were all normal and appropriate for data analysis with Legislative(,143), Excecutive(,113), Judicial(,121), Global(,125), Local(,190), Liberal(,215), Conservative(,225), Hierarchical(,152), Monarchical(159,), Oligarchical(,223), Anarchic(,157), Internal(,130), External(,213).

Table 11
Normality Test

One-Sample Kolmogorov-Smirnov Test														
		1	2	3	4	5	6	7	8	9	10	11	12	13
N		151	151	151	151	151	151	151	151	151	151	151	151	151
Normal	Mean	18,08	18,88	18,05	18,08	16,81	17,08	15,83	16,07	16,81	17,33	16,89	15,66	18,08

Parameters ^{a,b}	Std. Deviation	3,536	3,740	3,340	4,004	3,359	3,279	3,673	3,027	3,168	3,808	3,636	3,533	4,414
Most Extreme Differences	Absolute	,113	,147	,096	,141	,088	,086	,085	,092	,108	,085	,137	,095	,146
	Positive	,068	,067	,056	,068	,063	,086	,085	,092	,064	,064	,069	,079	,070
	Negative	-,113	-,147	-,096	-,141	-,088	-,084	-,084	-,086	-,108	-,085	-,137	-,095	-,146
Kolmogorov-Smirnov Z	1,384	1,812	1,184	1,734	1,084	1,056	1,045	1,135	1,327	1,047	1,680	1,169	1,788	
Asymp. Sig. (2-tailed)	,143	,113	,121	,125	,190	,215	,225	,152	,159	,223	,157	,130	,213	
a. Test distribution is Normal.														
b. Calculated from data.														

For the table of normality test above, it was found that the significant of normality test from students' thinking styles .207 and their listening comprehension achievement was .000. From the scores, it could be stated that the obtained data were categorized normal since it is higher than .05.

4.2.1.2 The Results of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. The results showed that, the deviation from linearity each type of thinking styles and listening comprehension achievement test were Legislative (0,580), Excecutive(0,313), Judicial(0,197), Global(0,614), Local(0,267), Liberal(0,476), Conservative(0,886), Hierachical(0,977), Monarchical(0,455), Oligarchic(0,570), Anarchic(0,517), Internal(0,279), External(0,421). To sum up all the data were linear for each correlation and regression.

Table 12
Linearity Test

No	Variables	Deviation from Linearity
1	Legislative	0,580
2	Executive	0,313
3	Judicial	0,197
4	Global	0,614
5	Local	0,267
6	Liberal	0,476
7	Conservative	0,886
8	Hierarchical	0,977
9	Monarchical	0,455
10	Oligarchic	0,570
11	Anarchic	0,517
12	Internal	0,279
13	External	0,421

4.3 Correlation between Thinking Styles and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient.

4.3.1 Correlation between Legislative and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between legislative and listening comprehension

achievement. The correlation coefficient or the r -obtained (.508) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .400. It means that p (.508) was higher than .05. Thus, there was no significant correlation between the students' legislative and listening comprehension achievement.

Table 17
Correlation between Legislative and Listening Comprehension Achievement

Correlations			
		Legislative	Listening
Legislative	Pearson Correlation	1	,054
	Sig. (2-tailed)		,508
	N	151	151
Listening	Pearson Correlation	,054	1
	Sig. (2-tailed)	,508	
	N	151	151

Because there was no significant correlation between two variables, it means that legislative did not influence students' listening comprehension achievement.

4.3.2 Correlation between Excecutive and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between excecutive and listening comprehension achievement. The correlation coefficient or the r -obtained (.031) was lower than r -table (0.1587). Then the level of probability (p) significance

(sig.2-tailed) was .707. It means that p (.707) was higher than .05. Thus, there was no significant correlation between the students' executive and listening comprehension achievement.

Table 18
Correlation between Executive and Listening Comprehension Achievement

Correlations			
		Executive	Listening
Executive	Pearson Correlation	1	,031
	Sig. (2-tailed)		,707
	N	151	151
Listening	Pearson Correlation	,031	1
	Sig. (2-tailed)	,707	
	N	151	151

Because there was no significant correlation between two variables, it means that executive did not influence students' listening comprehension achievement.

4.3.3 Correlation between Judicial and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between judicial and listening comprehension achievement. The correlation coefficient or the r -obtained (.083) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .312. It means that p (.312) was higher than .05. Thus, there was

no significant correlation between the students' judicial and listening comprehension achievement.

Table 19
Correlation between Judicial and Listening Comprehension Achievement

Correlations			
		Judicial	Listening
Judicial	Pearson Correlation	1	,083
	Sig. (2-tailed)		,312
	N	151	151
Listening	Pearson Correlation	,083	1
	Sig. (2-tailed)	,312	
	N	151	151

Because there was no significant correlation between two variables, it means that judicial did not influence students' listening comprehension achievement.

4.3.4 Correlation between Global and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between global and listening comprehension achievement. The correlation coefficient or the *r*-obtained (.057) was lower than *r*-table (0.1587). Then the level of probability (*p*) significance (sig.2-tailed) was .488. It means that *p* (.488) was higher than .05. Thus, there was no significant correlation between the students' global and listening comprehension achievement.

Table 20
Correlation between Global and Listening Comprehension Achievement

Correlations			
		Global	Listening
Global	Pearson Correlation	1	,057
	Sig. (2-tailed)		,488
	N	151	151
Listening	Pearson Correlation	,057	1
	Sig. (2-tailed)	,488	
	N	151	151

Because there was no significant correlation between two variables, it means that global did not influence students' listening comprehension achievement.

4.3.5 Correlation between Local and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between local and listening comprehension achievement. The correlation coefficient or the r -obtained (-.091) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .269. It means that p (.269) was higher than .05. Thus, there was no significant correlation between the students' local and listening comprehension achievement.

Table 21
Correlation between Local and Listening Comprehension Achievement

Correlations			
		Local	Listening
Local	Pearson Correlation	1	-,091
	Sig. (2-tailed)		,269
	N	151	151
Listening	Pearson Correlation	-,091	1
	Sig. (2-tailed)	,269	
	N	151	151

Because there was no significant correlation between two variables, it means that local did not influence students' listening comprehension achievement.

4.3.6 Correlation between Liberal and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between liberal and listening comprehension achievement. The correlation coefficient or the r -obtained (-.039) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .632. It means that p (.632) was higher than .05. Thus, there was no significant correlation between the students' liberal and listening comprehension achievement.

Table 22
Correlation between Liberal and Listening Comprehension Achievement

Correlations			
		Liberal	Listening
Liberal	Pearson Correlation	1	-,039
	Sig. (2-tailed)		,632
	N	151	151
Listening	Pearson Correlation	-,039	1
	Sig. (2-tailed)	,632	
	N	151	151

Because there was no significant correlation between two variables, it means that liberal did not influence students' listening comprehension achievement.

4.3.7 Correlation between Conservative and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between conservative and listening comprehension achievement. The correlation coefficient or the r -obtained (-.107) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .191. It means that p (.191) was higher than .05. Thus, there was no significant correlation between the students' conservative and listening comprehension achievement.

Table 23
Correlation between Conservative and Listening Comprehension Achievement

Correlations			
		Conservative	Listening
Conservative	Pearson Correlation	1	-,107
	Sig. (2-tailed)		,191
	N	151	151
Listening	Pearson Correlation	-,107	1
	Sig. (2-tailed)	,191	
	N	151	151

Because there was no significant correlation between two variables, it means that conservative did not influence students' listening comprehension achievement.

4.3.8 Correlation between Hierarchical and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between hierarchical and listening comprehension achievement. The correlation coefficient or the r -obtained (-.075) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .362. It means that p (.362) was higher than .05. Thus, there was no significant correlation between the students' hierarchical and listening comprehension achievement.

Table 24
Correlation between Hierarchical and Listening Comprehension Achievement

Correlations			
		Hierarchical	Listening
Hierarchical	Pearson Correlation	1	-,075
	Sig. (2-tailed)		,362
	N	151	151
Listening	Pearson Correlation	-,075	1
	Sig. (2-tailed)	,362	
	N	151	151

Because there was no significant correlation between two variables, it means that hierarchical did not influence students' listening comprehension achievement.

4.3.9 Correlation between Monarchical and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between monarchical and listening comprehension achievement. The correlation coefficient or the r -obtained (.051) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .535. It means that p (.535) was higher than .05. Thus, there was no significant correlation between the students' monarchical and listening comprehension achievement.

Table 25
Correlation between Monarchical and Listening Comprehension Achievement

Correlations			
		Monarchical	Listening
Monarchical	Pearson Correlation	1	,051
	Sig. (2-tailed)		,535
	N	151	151
Listening	Pearson Correlation	,051	1
	Sig. (2-tailed)	,535	
	N	151	151

Because there was no significant correlation between two variables, it means that monarchical did not influence students' listening comprehension achievement.

4.3.10 Correlation between Oligarchic and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between oligarchic and listening comprehension achievement. The correlation coefficient or the r -obtained (.112) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .170. It means that p (.170) was higher than .05. Thus, there was no significant correlation between the students' oligarchic and listening comprehension achievement.

Table 26
Correlation between Oligarchic and Listening Comprehension Achievement

Correlations			
		Oligarchic	Listening
Oligarchic	Pearson Correlation	1	,112
	Sig. (2-tailed)		,170
	N	151	151
Listening	Pearson Correlation	,112	1
	Sig. (2-tailed)	,170	
	N	151	151

Because there was no significant correlation between two variables, it means that oligarchic did not influence students' listening comprehension achievement.

4.3.11 Correlation between Anarchic and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between anarchic and listening comprehension achievement. The correlation coefficient or the r -obtained (.044) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .590. It means that p (.590) was higher than .05. Thus, there was no significant correlation between the students' anarchic and listening comprehension achievement.

Table 27
Correlation between Anarchic and Listening Comprehension Achievement

Correlations			
		Anarchic	Listening
Anarchic	Pearson Correlation	1	,044
	Sig. (2-tailed)		,590
	N	151	151
Listening	Pearson Correlation	,044	1
	Sig. (2-tailed)	,590	
	N	151	151

Because there was no significant correlation between two variables, it means that anarchic did not influence students' listening comprehension achievement.

4.3.12 Correlation between Internal and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between internal and listening comprehension achievement. The correlation coefficient or the r -obtained (-.209*) was lower than r -table (0.1587). Then the level of probability (p) significance (sig.2-tailed) was .010. It means that p (.010) was lower than .05. Thus, there was no significant correlation between the students' internal and listening comprehension achievement.

Table 28
Correlation between Internal and Listening Comprehension Achievement

Correlations			
		Internal	Listening
Internal	Pearson Correlation	1	-,209 [*]
	Sig. (2-tailed)		,010
	N	151	151
Listening	Pearson Correlation	-,209 [*]	1
	Sig. (2-tailed)	,010	
	N	151	151
*. Correlation is significant at the 0.05 level (2-tailed).			

Because there was a significant correlation between two variables, it means that internal might influence students' listening comprehension achievement.

4.3.13 Correlation between External and Listening Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and listening comprehension test test. Based on Pearson Product Moment Correlation Coefficient, the result indicated that there was no significant correlation between external and listening comprehension achievement. The correlation coefficient or the *r*-obtained (-.034) was lower than *r*-table (0.1587). Then the level of probability (*p*) significance (sig.2-tailed) was .679. It means that *p* (.679) was higher than .05. Thus, there was no significant correlation between the students' external and listening comprehension achievement.

Table 29
Correlation between External and Listening Comprehension Achievement

Correlations			
		External	Listening
External	Pearson Correlation	1	-,034
	Sig. (2-tailed)		,679
	N	151	151
Listening	Pearson Correlation	-,034	1
	Sig. (2-tailed)	,679	
	N	151	151

Because there was no significant correlation between two variables, it means that external did not influence students' listening comprehension achievement.

4.4 The Interpretation

In order to strengthen the value of this study the interpretations were made based on the result of data analysis. First of all, the aims of this study were to find out: (1) the correlation between thinking styles and listening comprehension achievement, and (2) the influence of thinking styles and listening comprehension achievement. According to the findings, there was no significant correlation between thinking styles (excluding internal types) and listening comprehension achievement of the eleventh grade students of MAN 2 Palembang. Also, there was no significant influence of thinking styles and listening comprehension achievement (excluding internal types) of the eleventh grade students of MAN 2 Palembang.

Based on the result of person product moment correlations, it was found there was no significant correlation between thinking styles and listening comprehension achievement (excluding internal types) of the eleventh grade students of MAN 2 Palembang (Legislative (r .054), Executive (r .031), Judicial (r .083), Global (r .057), Local (r -.091), Liberal (r -.039), Conservative (r -.107), Hierarchical (r -.075), Monarchical (r .051), Oligarchic (r .112), Anarchic (r .044), and External (r -.034). And there was one types that had a correlation over their listening comprehension achievement (Internal r -.209*). It means that thinking styles had weak relation to their listening comprehension achievement. Beside that, the correlation data analysis between each types of thinking styles and students' listening comprehension achievement was conducted separately. There were one types of thinking styles (internal) positively correlated with listening comprehension achievement, but they were not significant. Nonetheless, the other types of thinking styles (legislative, executive, judicial, global, local, liberal, conservative, hierarchical, monarchical, oligarchic, anarchic and external) were not correlated with the students' listening comprehension achievement, and they were significant. The positive correlation means that the higher the possession of each type of thinking styles, the higher the students' listening comprehension achievement.

The result of thinking style inventory found that the highest frequency and percentage students thinking style was external was 43 and the percentage was 28%. And the lowest frequency and percentage students thinking style was hierarchical style, the frequency of students hierarchical style was 4 students and

the percentage was 3%. It means that 3% students prefer the problems which require them to devise new strategies and follow the directions and they enjoy giving commands (Zhang, 2004). And 1,68% students prefer to work many things at once and they were setting a priority (Fouladi and Shahidi, 2016, p. 1730).

The result of students' listening comprehension achievement found that the dominant of category of listening comprehension achievement was good score (70 - 79), the frequency was 74 students, and the percentage was 49,0%.

Based on person product moment correlation coefficient, the result indicated that there was no significant correlation between students thinking style and their writing achievement. (Legislative (r .054), Executive (r .031), Judicial (r .083), Global (r .057), Local (r -.091), Liberal (r -.039), Conservative (r -.107), Hierarchical (r -.075), Monarchical (r .051), Oligarchic (r .112), Anarchic (r .044), and External (r -.034). The correlation coefficient each types was lower than r-table 0.1587. Then, each sig. 2-tailed was higher than .05. It means that there was no significant correlation between students' thinking styles and their listening comprehension achievement.

And there was one types that had a correlation over their listening comprehension achievement (Internal r -.209*). The correlation coefficient internal types was moderate than r-table 0.1587. Then, each sig. 2-tailed moderate than .05. It means that there was a weak correlation between students' thinking styles and their listening comprehension achievement especially internal types.

Even though some statistically significant correlation were not found between students' thinking styles and listening comprehension achievement, a further analysis using the stepwise procedure for the multiple regression analysis not revealed that thinking styles given much contribution to students' listening comprehension achievement.

The implications of this study addresses the issues about teaching and learning in the classroom. One of Sternberg motives in proposing the theory of mental self-government was to provide a useful tool for teachers to enhance the effectiveness of teaching and learning process. In the context of teaching and learning Sternberg argued that it was important to allow for thinking styles. Therefore, the results of this study imply that it is imperative for teachers to design a learning context that allows students to use a variety of thinking styles, students regardless their preferred ways of thinking, could benefit from learning context. In addition allowing for different thinking styles does more than just facilitate students' intellectual development. It also helps to enhance students' development in interpersonal relationship. For example, a teacher may ask students with different dominant thinking styles to work cooperatively. Cooperatively learning provides students with the opportunity to learn from one another about more effective ways of dealing with problems (Saracho & Spodek, 1981, as cited in Zhang, 2001). In the meantime, cooperative learning also provides opportunities for students to learn how to tolerate one another's' difference, such as different values and different ways of approaching a learning task. As the result, students will learn how to work with and deal with their peers.

The findings that thinking styles were not related to listening comprehension achievement has influence for students. Research has indicated that learning in at least partially matched condition (teaching using instructional styles and materials structured to suit students' thinking styles and learning styles) is significantly superior than mismatched conditions (Grigorenko & Sternberg, 1997).

CHAPTER V

CONCLUSION AND SUGESSTIONS

This chapter presents; (1) conclusion; and (2) suggestions based on findings of the research.

5.1 Conclusion

Based on the findings and interpretations on the previous chapter, it can be concluded that. First, there was no significant correlation between two categories (Legislative (r .054), Exceutive (r .031), Judicial (r .083), Global (r .057), Local (r -.091), Liberal (r -.039), Conservative (r -.107), Hierarchical (r -.075), Monarchical (r .051), Oligarchic (r .112), Anarchic (r .044), and External (r -.034) ver their listening comprehension achievemen. The correlation coefficient each types was lower than r-table 0.1587. Then, each sig. 2-tailed was higher than .05. It means that there was no significant correlation between students' thinking styles and their listening comprehension achievement.

And there was one types that had a correlation over their listening comprehension achievement (Internal r -.209*). Then, each sig. 2-tailed moderate than .05. It means that there was a weak correlation between students' thinking styles and their listening comprehension achievement especially internal types.

Meaning that students' thinking styles had no correlation with their listening comprehension achievement. This study had some pedagogical implications for foreign language teacher, students, and next researcher. The findings showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected.

Based on the findings, it can be concluded that the students' thinking styles does not give dominant effect through listening comprehension achievement. In this case, the other factors would give more dominant effect through it. It can be assumed that the higher this thinking styles possessed by the students, the better the result of listening comprehension achievement, and it means that the students who have good understanding and use their thinking styles effectively will have good achievement in listening comprehension and the students with bad understanding and using their thinking styles ineffectively will have bad achievement in listening comprehension.

5.2 Suggestions

Based upon the result of this research, the researcher would like to offer some suggestions, as follows:

First, since there was no significant correlation between students' thinking style and their listening comprehension achievement, it is suggested that teachers need to focus on students' thinking style because thinking style has important role in listening comprehension achievement and. Due to this fact, since thinking styles contributed to the eleventh grade students of MAN 2 Palembang for their listening comprehension achievement.

Second, the researcher believed that besides thinking styles, there were still many unexplained factors that may have contribution to students' listening comprehension achievement, such as the situation and condition of the students when they did the test, the good time for answering the test that may have influenced the results of this study due to strengthens of the researcher in

conducting it. The result of this study stated the importance of thinking styles as one factor that has no influence in improving students' achievements. For the students, this study can help students to know about the importance of thinking styles, kinds of thinking styles and how to use it.

The third, for future researchers who have interest on this subject, students' thinking styles is a broad area, so there is probabilities to correlate them with other variables since there are still many unexplained factors that can give contribution for the students' listening comprehension achievement. For further studies, the writer also gives some suggestions as the followings: first, the next study should do the research on a wider scope of subjects and include more subjects, for example in more than one school having more than 30 students in a class. So, the next researcher can make general conclusion since this study only included eleventh grade students of one Senior High School level. Second, the data of the next study should be more objective. It does not only include questionnaire but also an observation. The third, researcher should consider experimental study to see the effect of giving treatments for students. The last, further study should take the students' final test scores or make the test by the researcher. More importantly, realizing the advantages of thinking styles theory and approaches teacher should still consider their existence in improving students' listening achievement.

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