

**CHAPTER II**  
**LITERATURE REVIEW**

This chapter explains about theories about this study. It covers theory of mental self-government and thinking styles.

**2.1. Mental Self-Government and Thinking Styles**

Students' thinking styles vary as a function of their characteristics and their learning environment (Zhang, 2002a). Using the theory of Sternberg (1988, 1997) about thinking styles, Zhang (2002a) has investigated the nature of thinking styles as they related to the cognitive development. Students' cognitive development may increase by encouraging students to engage them in task performance which includes a variety of thinking styles (Zhang, 2002a). Thinking styles theory has been described by Stenberg (1997) which was divided into 13 styles of thinking that fall inside five dimensions of mental self-government; functions, forms, levels, scopes, leanings (Zhu & Zhang, 2011). Students' preference in thinking styles could be in the same dimension despite the level of their competence. But, schools or education instances are sure has different characters. So, mostly the result of students' thinking styles will be different. According to the theory of mental self-government by Sternberg (1988, 1997), thirteen characteristics of thinking could be defined as shown below.

**Table 2.1 Specifications of thirteen Thinking Styles (characteristics)**

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Thinking Style	Characteristics (Specifications)
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Legislative	Likes or favors in conceiving ideas and output, drafting rules and plans, determining for own self, arise their own ways of doing something.
Judicial	Likes or favors in evaluating quality, efficiency of current things and ideas, comparing, analyzing things.
Executive	Likes or favors in follow directions and orders, and evaluate themselves in the same way the system is likely to evaluate them, pursuing rules and guidelines, aiding problems which are pre-formation or pre-construct, prefers in filling the divergence within existing structures.
Monarchic	Likes or favors in using a specific approach to tasks, on way on thinking, in solving problem he or she will not anything distract them, working on one task on one time, once they set the goals, they will not stop.
Hierarchic	Likes or favors in recognizing the need to arrange priorities, working on or having several tasks, accepting of complexity and recognizing the need to outlook problems from a numerous angles.
Oligarchic	Likes or favors in competing goals or equal perceives will motivate them, working on or having several tasks, feeling confused on the first thing they want to do, feeling pressured on their free time.
Anarchic	Likes or favors in fighting back at whatever system they think restricting them, random approach to learning, which is lacking of rules, procedures, unstructured or tend to refuse systems.
Local	Likes or favors in familiarized toward the sensible situation, humble, identifying and working on the details of a specific part of a task before start to another part, likes factual problems.
Global	Likes or favors in dealing with in or by comparison huge and abstract issues, do not like details, having all outlook of task before start work, looking to the overall things like looking to "aquarium" than "a fish".
External	Likes or favors in working on tasks that acknowledge one for collaborative attempts with others, social oriented, out-going, extroverted.

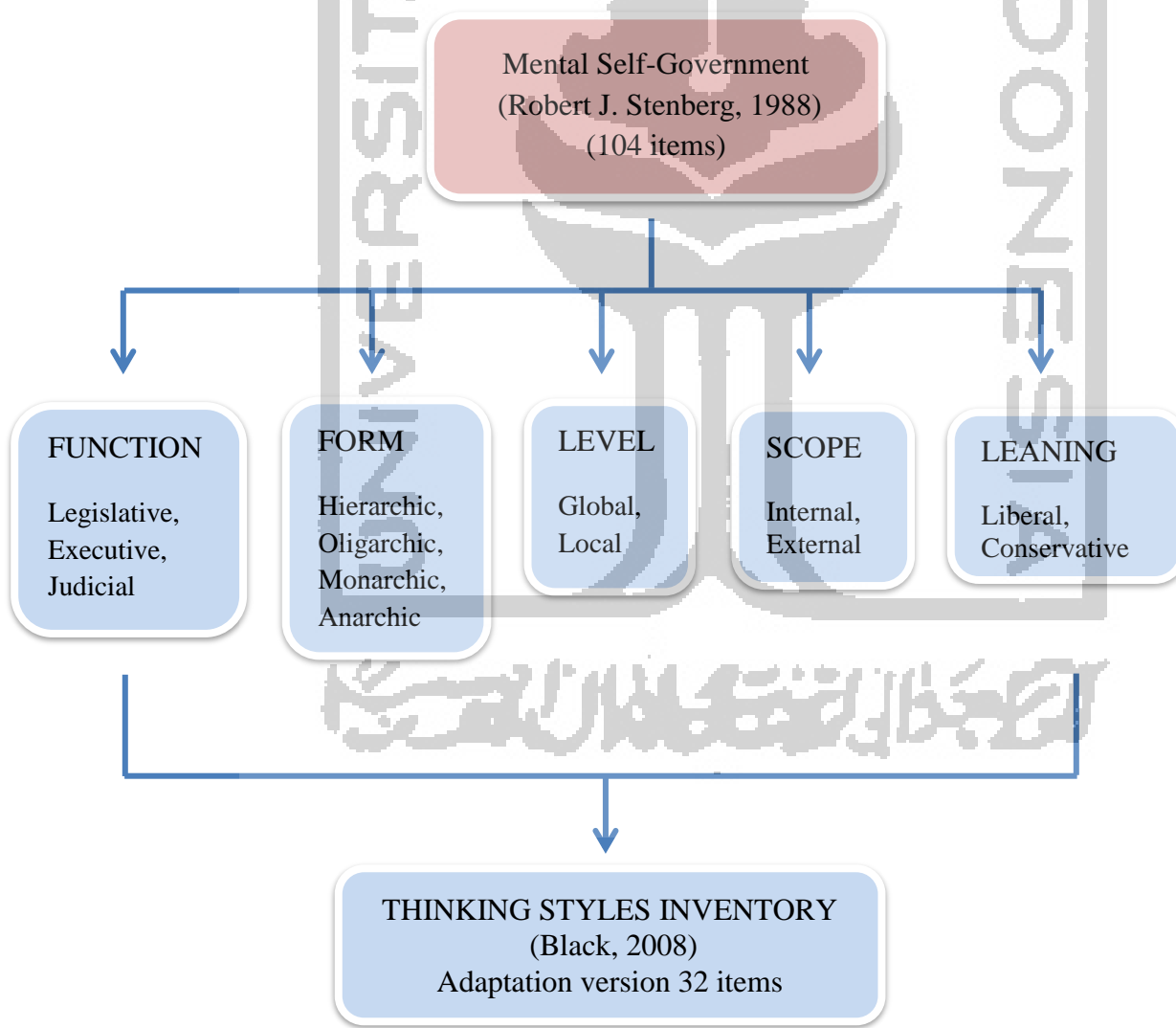
Internal	Likes or favors in turn inbound, introvert, familiarized with tasks, sometimes detached toward social, working on tasks that acknowledge one to employ as an independent person.	Nowad
Conservative	Likes or favors in minimizing change, avoid dubious and ambiguous situations and gladly in expected and predictable environment, doing things based on existing procedures, likes to follow rules and procedures.	ays EFL
Liberal	Likes or favors in maximizing change and looking for situations which is somewhat dubious, working out personal solution to problems, likes to go unexpected and beyond the existing rules and procedures.	learners without a doubt

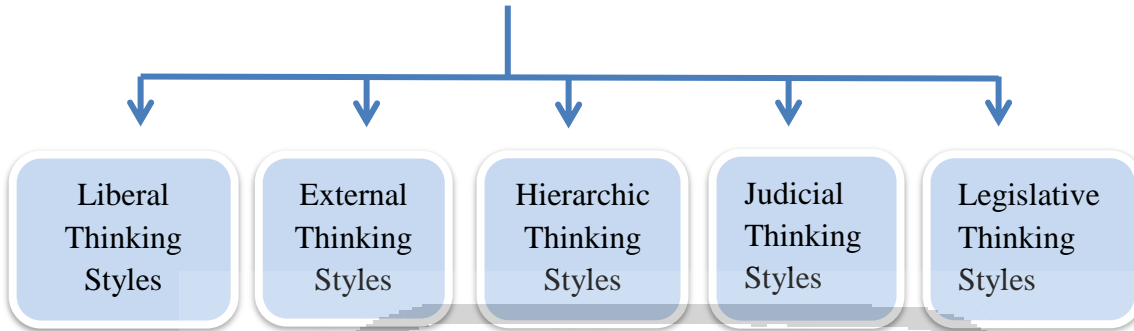
received many language learning materials and experienced teaching method that not in line with their psychological condition and nature (Heidarie & Bahrami, 2012). Even, learners need to comprehend and acquire knowledge that did not correspond to their preferred thinking styles. It brought to the consequences of memorizing materials rather than understand its core. Therefore, knowing the students' preferred thinking style might help them to be aware first on how they manage to perform their abilities. So, they could arrange on how to deal with the learning materials or even teaching method that did not correspond with their thinking style.

Need to be known, thinking style was not the ability. It was the preferred way of someone in using their ability. Thus, there was no better or worse when this term mentioned. The only one discussed was differences on each style of thinking. Based on Sternberg & Zhang (2005) this thinking style could affect learning within the learning process. However it did not affect styles of learning directly such as orally, visually, kinesthetically. Meanwhile, it has a possibility in some other way related to someone personality traits. One of them was openness personality traits (Zhang, 2006).

## 2.2. Theoretical Framework

In general, any kind of government was not coincidental. Any government system in the world was the mirror of our mind (Sternberg & Zhang, 2005). Using the Sternberg's concept of mental self-government (1988, 1997), which thinking styles were classified with the analog of government facet. Based on this theory, the terms of function, form, scope, level and leanings could be used to understand people. This theory applied to education, also to other personal domain or professional life. The theoretical framework could be seen in this figure below.





**Figure 2.1 Theoretical Framework**

