

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter shows and explains the findings of this research. It followed by discussions of the findings.

4.1 FINDINGS

The students who responded to the TSI were 87 from 109 of population. To be precise from the number of students who took TSI, 27 was from male students and 60 was from female students. The total percentage of Male and Female from sample could be seen below.

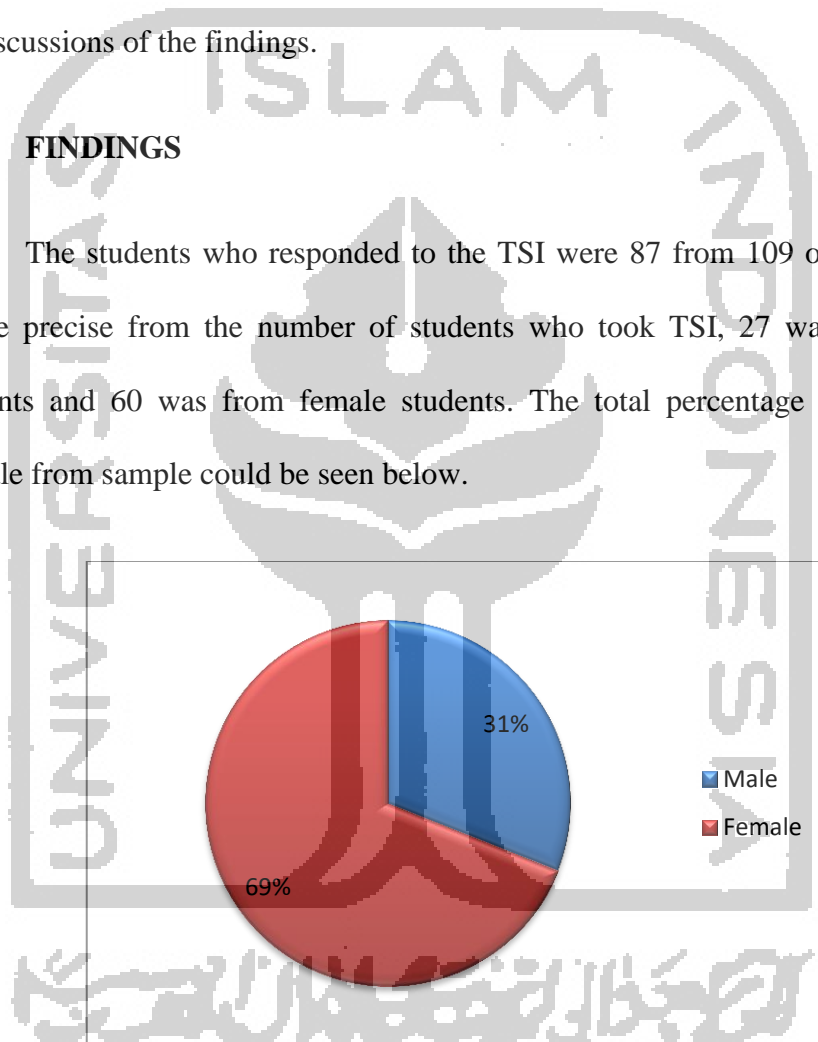


Figure 4.1 Participants' Profile

Then, the Mean and Standard Deviation of the thinking styles employed by students in English Language Education major could be seen in this figure below.

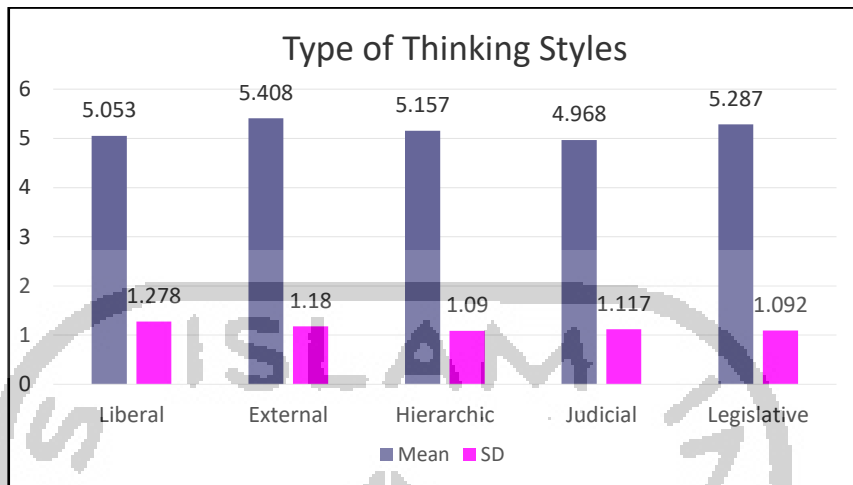


Figure 4.2 Type of Thinking Styles

The highest value was from External (M=5.408, Std. Deviation=1.18), followed by Legislative (M=5.287, Std. Deviation=1.092) and Hierarchic (M=5.157, Std. Deviation=1.09). The lowest was from Judicial (M=4.968, Std. Deviation=1.117).

While, the Mean and Standard Deviation of each statement that belong to 5 type of thinking Styles could be seen on each figure below.

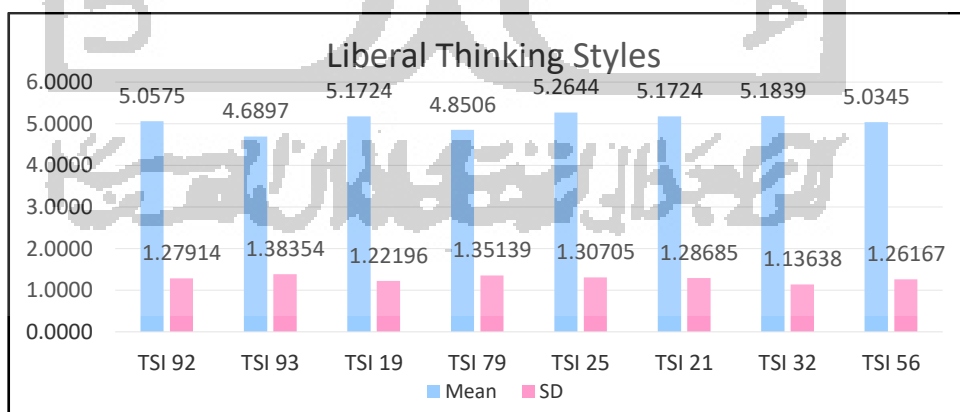


Figure 4.3 Liberal Thinking Styles

The highest value from Liberal statements was TSI 25 (M=5.2644, Std. Deviation=1.307) ‘I like projects that allow me to look at a situation from a new perspective’ followed by TSI 32 (M=5.1839, Std. Deviation=1.136) ‘I like problems where I can try my own way of solving them’.

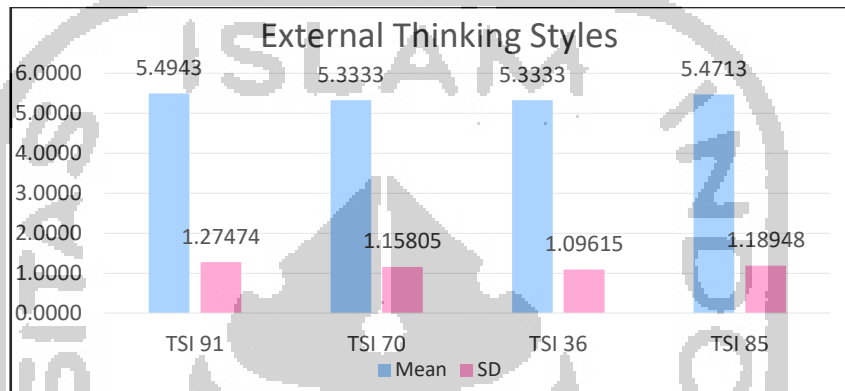


Figure 4.4 External Thinking Styles

The highest value from External statements was from TSI 91 (M=5.4943, Std. Deviation=1.274) ‘I like situations where I interact with others and everyone works together’, followed by TSI 85 (M=5.4713, Std. Deviation=1.189) ‘When making a decision, I try to take the opinions of others into account’.

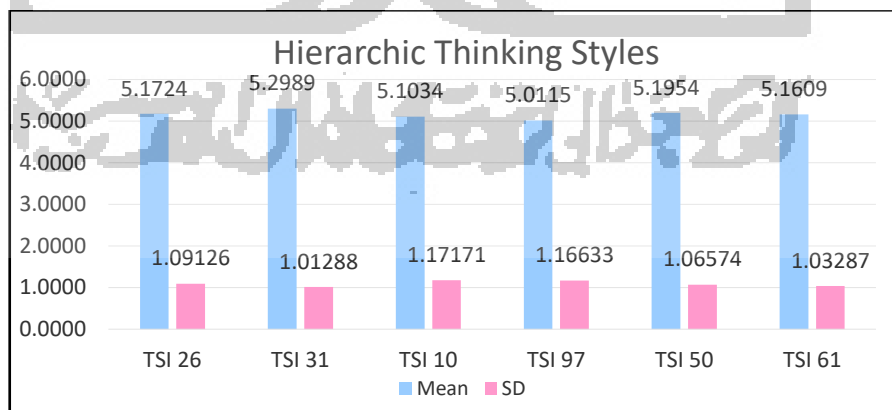


Figure 4.5 Hierarchic Thinking Styles

The highest value from Hierarchic statements was TSI 31 (M=5.2989, Std. Deviation=1.012) ‘Before starting a project, I like to know the things I have to do and in what order’, followed by TSI 50 (M=5.1954, Std. Deviation=1.065) ‘In dealing with difficulties, I have a good sense of how important each of them is and what order to tackle them in’.

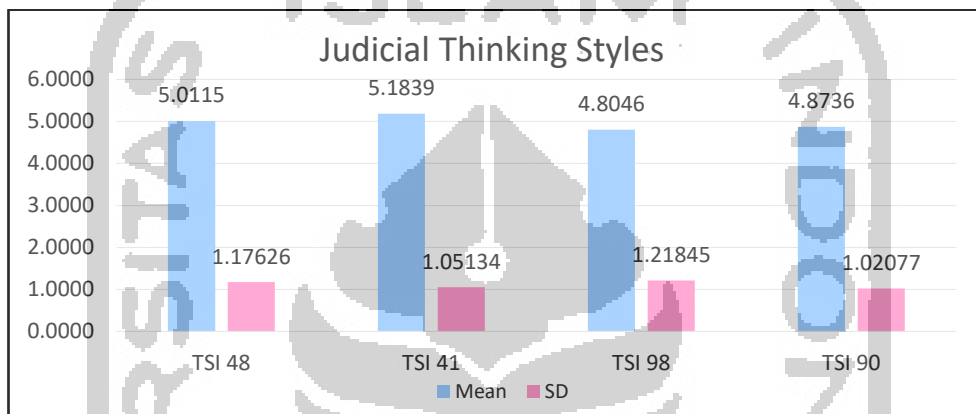


Figure 4.6 Judicial Thinking Styles

The highest value from Judicial statements was TSI 41 (M=5.1839, Std. Deviation=1.051) ‘I like situations where I can compare and rate different ways of doing things’, followed by TSI 48 (M=5.0115, Std. Deviation=1.176) ‘I like to check and rate opposing points of view or conflicting ideas’.

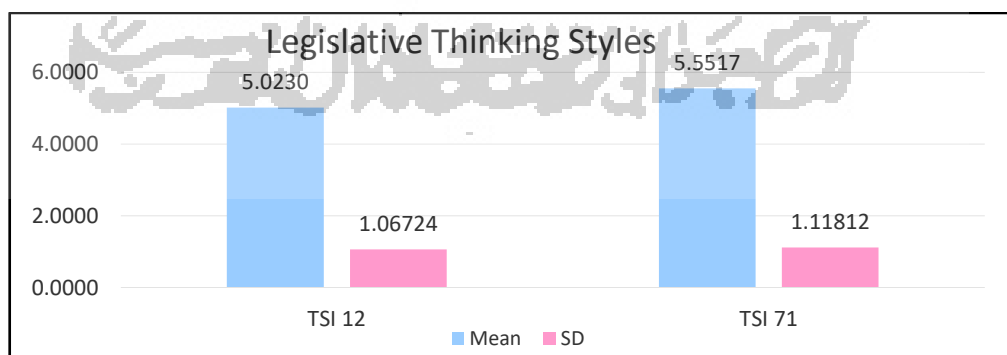


Figure 4.7 Legislative Thinking Styles

The highest value from Legislative statements was TSI 71 (M=5.5517, Std. Deviation= 1.118) 'I feel happier about a job when I can decide for myself what and how to do it'.

4.2 DISCUSSIONS

The result of Mean and standard deviation showed that Executive, Legislative and Hierarchic were the top 3 thinking styles. If we observe more to these kinds of thinking styles, external belong to the scope of government. While legislative belong to the function dimension of thinking styles. Then, hierarchic belongs to the form dimension of thinking style. First, External thinking styles was the highest thinking style employed by the students. According to Sternberg (1997) external students or person likely become socially active. They tend to be people-oriented, extroverted, and outgoing. The highest perception external statement from TSI 91 (M=5.4943, Std. Deviation=1.274) 'I like situations where I interact with others and everyone works together' showed that students were highly much to be people-oriented.

One of the high possibilities on why this thinking styles become the highest was this style go along with the vision and mission of this department. It said they need to engage in social project things. Automatically this vision and mission might affect how things regulate in this English Language Education Department. It could be said that mostly the design of activities in the classroom were requiring them to cooperate and collaborate among students. Where they need to socially discuss to their peers on how they could cooperate and collaborate

their ability to do the assignments or activities. Apart from the effect of both kinds which were improving one's attitude towards other or subject, progressing academic peers-norm and bring about higher-order thinking skills. It was also developing acculturation of individuals into a learning community. Leading to personal communication, where it was facilitated by four elements: willingness to communicate, language tasks, style differences, and group dynamics (Oxford, 1997).

Next, legislative student or person according to the theory of Sternberg (1997) tended to create their own rules. As well as prefer to decide for themselves on what they will do and how to do something. It makes them stand out to be a creative person. The highest perception statement from legislative was TSI 71 (M=5.5517, Std. Deviation= 1.118) 'I feel happier about a job when I can decide for myself what and how to do it'. It showed the students probably like to create or do the assignments flexibly free without unnecessary restriction rules. According to empirical data, this legislative style was categorized into type 1. They were tending to be creativity-generating and stand for the complexity of cognitive in higher level (Zhang, 2006). Zhang (2006) also stated that the previous study showed for this type 1 positively correlates with some traits of the big five personality traits. They were openness and extraversion traits. Other than Zhang, Zhu and Zhang's (2011) study explored the concept of creativity. He said that creativity leading to a modern way of solving problems. It is also leading to a new way while dealing with tasks or job in daily activities. Based on Sternberg, and Lubart's (1991) theory of creativity, it needs 6 inputs they were knowledge,

personality, motivation, intelligence, style of thinking, and learning environmental context.

In English Language Education Department (as one of the input), we often see most of the assignment allowed the students to be as creative as they can. It was proved from how they create the slide for presentation. How they can design their teaching material by themselves. How they can flexibly done the assignment differently from each other without breaking the main rules. It could be because the shape or form of the task given by lecturer was highly matched the thinking style of the most students. So, they didn't get much trouble in doing their task. Or in the contrary, because the tasks or assignments made the students adapt to the thinking style that matched them.

Then, a hierarchic student or person has a hierarchy of tasks or aims or goals. They are aware that they need to set priorities. Due to not all the goals perfectly fulfilled or at least it could be fulfilled equally. Sternberg (1997) explained that these people will fit well with the organization. Because they know they need for priorities. However, if the priorities of organization difference with theirs, they might find themselves regulate their work or task according to their priorities. The highest perception from hierarchic statement was TSI 31 (M=5.2989, Std. Deviation=1.012) 'Before starting a project, I like to know the things I have to do and in what order'. It likely students had such awareness on setting priorities before did things orderly.

Probably, because in English Language Education Department has many organizations and activities aside from academic activities. It made the students who join these organizations adopted this thinking style. Even, if they need time to be multitasking, they still set the priority of their goals. After all, dividing attention between two or more tasks that occurred at the same time could be lessening the ability to memorize because some of the limited process memory input (Hembrooke & Gay, 2003). Based on Becker *et al.* (2013) concluded that the increase of media multitasking relates to the high symptom of depression and social anxiety. Contrast to the traits of a hierarchic person that fit well in an organization that works and cooperates with many people. That's why maybe this hierarchic thinking style joined to the top 3 employed by students. Also prioritizing allows these students to identify the most important works at any moment. Even, lecturers might adopt this thinking style at the time they need.

Next, the lowest thinking style employed by the students of English Language Education Department was judicial. Judicial person or student likes to evaluate and give judgment. This type of person or student will likely prefer a problem that they could analyze things (Sternberg, 1997). Based on Zhang and Sachs (1997) stated the same definition for judicial. Judicial style took focus on evaluating the products of others work. The lowest perception statement of judicial was TSI 98 (M=4.8046, Std. Deviation=1.218) 'I enjoy work that involves analyzing, grading, or comparing things'. It showed that students were not in much favor on work that involves analyzing, grading, or comparing. In general, it might cost a lot of effort to analyze and judge things.

Possibilities on why was judicial has the lowest value. First, it maybe because lack of assignment or teaching design that emphasize on analyzing reasons or correcting others' work in English language education department. Then, when the students comment or judge others idea, they will get feedback in return. So, it falls into executive traits unconsciously. Thus, judicial was not apparently stand out. Also, it could be assumed that the lowest thinking style might be internal thinking style. In the contrary of external thinking style where internal person was introverted, and socially awkward.

In this discussion, the result from the tests above could be corresponding with the context where students enrolled. Therefore, if one institute or higher education or school held different system to the other, the possibility to have a different result is normal.

