EXPLORING COGNITIVE STYLES IN READING COMPREHENSION: A STUDY OF REFLECTIVE AND IMPULSIVE STUDENTS AT MTS AS'ADIYAH NO. 43 BONTOTENNE

MENGKAJI GAYA KOGNITIF DALAM PEMAHAMAN MEMBACA: STUDI TENTANG SISWA REFLEKTIF DAN IMPULSIF DI MTS AS'ADIYAH NO. 43 BONTOTENNE

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ABSTRACT

The research is entitled "The Reflective and Impulsive Students' in Getting Ideas of Reading Comprehension at Class Nine One Grade Mts As'adiyah No 43 Bontotenne, Sabbangparu District, Wajo Regency. This research discusses how reflective and impulsive students find main idea in reading comprehension at class nine one grade Mts As'adiyah No 43 Bontotenne. This research used qualitative method with case study design. The procedures used in the research were reading test, interviews, audio recording. There is a way to collect data, namely by giving a reading test up to two meetings and interviewing students in class nine one grade Mts As'adiyah No 43 Bontotenne one by one whose interview question are in accordance with the problem formulation. The results of the research show that reflective students understand better and answer correctly and impulsive students because they answer in a hurry usually lack focus and incorrectly.

Keywords: Reflective students, Impulsive students, Reading comprehension, and Main idea

ABSTRAK

Penelitian ini berjudul "Siswa Reflektif dan Impulsif dalam Menemukan Ide Utama pada Pemahaman Membaca di Kelas IX-1 MTs As'adiyah No. 43 Bontotenne, Kecamatan Sabbangparu, Kabupaten Wajo." Penelitian ini membahas bagaimana siswa reflektif dan impulsif menemukan ide utama dalam pemahaman membaca di kelas IX-1 MTs As'adiyah No. 43 Bontotenne. Penelitian ini menggunakan metode

kualitatif dengan desain studi kasus. Prosedur penelitian meliputi tes membaca, wawancara, dan perekaman audio. Pengumpulan data dilakukan melalui tes membaca hingga dua pertemuan dan wawancara dengan siswa kelas IX-1 MTs As'adiyah No. 43 Bontotenne satu per satu, dengan pertanyaan wawancara yang disesuaikan dengan rumusan masalah. Hasil penelitian menunjukkan bahwa siswa reflektif memiliki pemahaman yang lebih baik dan menjawab dengan tepat, se-dangkan siswa impulsif, karena menjawab dengan terburu-buru, cenderung kurang fokus dan sering menjawab secara tidak tepat.

Kata Kunci: Siswa reflektif, siswa impulsif, pemahaman membaca, ide utama

A. INTRODUCTION

English serves as a global lingua franca, enabling communication across diverse cultures. In Indonesia, it is recognized as a third language and is taught in schools as a second language alongside regional languages and Indonesian. Mastery of reading is crucial, significantly influencing students' comprehension of everyday texts, instructions, and procedures. Reading comprehension itself is a constructive process influenced by prior knowledge and cognitive engagement, which allows students to derive meaning effectively from texts.

Cognitive styles, particularly impulsive and reflective styles, play a vital role in students' approaches to reading comprehension. Impulsive students tend to respond quickly, which can lead to inac-curacies in understanding, while reflective students take more time to consider their responses, often resulting in better comprehension and interpretation of texts (Muhsyanur, 2022).

This research aims to investigate how reflective and impulsive cognitive styles affect students' ability to grasp reading comprehen-sion at MTs As'adiyah No. 43 Bontotenne in the context of "The Reflective and Impulsive Students in Getting Ideas of Reading Comprehension." Specifically, the study seeks to answer the follow-ing research questions: How do reflective students identify the main ideas in reading comprehension? and how do impulsive students identify the main ideas in reading comprehension?

By examining these cognitive styles, this research contributes to understanding how individual differences in thinking impact read-ing comprehension, ultimately informing instructional strategies to support diverse learners.

B. LITERATURE REVIEW

Reading is a foundational skill that significantly influences stu-dents' educational success and personal development. Defined as the process of interpreting written language, reading is essential not

only for academic achievement but also for everyday life skills (Koda, 2019). Mastering reading skills allows learners to engage critically with texts, enhancing their comprehension and enabling them to apply knowledge across various subjects (Grabe & Stoller, 2020). The role of reading extends beyond mere understanding; it fosters critical thinking and effective communication, both vital in contemporary society (Muhsyanur, Larisu, et al., 2022).

The types of reading, notably extensive and intensive reading, serve distinct purposes in educational contexts. Extensive reading emphasizes broad comprehension and enjoyment, encouraging students to interact with a variety of texts, such as novels and articles, thus promoting a positive attitude toward reading (Day & Bamford, 2017). Conversely, intensive reading focuses on detailed analysis, enabling students to engage deeply with texts and develop skills necessary for academic tasks (Richards, 2020). Both approaches contribute to a well-rounded reading curriculum, allowing learners to adapt their reading strategies to different contexts.

Several components are integral to effective reading, including phonics, phonemic awareness, vocabulary development, fluency, and comprehension. Phonics provides the foundational knowledge of letter-sound relationships, essential for decoding written language (Ehri, 2014). Phonemic awareness enhances learners' ability to recognize and manipulate sounds within words, a critical skill for developing reading proficiency (Adams, 2021). Furthermore, a robust vocabulary enhances comprehension, allowing students to grasp complex ideas and articulate their thoughts clearly (Beck, McKeown, & Kucan, 2013). Fluency, characterized by the ability to read smoothly and with understanding, integrates these skills and reflects a reader's overall proficiency (Kuhn & Stahl, 2020).

The teaching of reading necessitates the use of varied strategies to address the diverse needs of learners. Instruction should emphasize identifying main ideas, supporting details, and implications within texts, as these skills are crucial for effective comprehension (Fisher & Frey, 2020). Educators must guide students in making inferences and drawing conclusions to deepen their understanding and promote critical engagement with reading materials (Duke & Pearson, 2019).

Cognitive styles, particularly reflective and impulsive styles, significantly impact students' approaches to reading comprehension. Reflective learners often take time to analyze and consider their responses, leading to deeper understanding and better retention of information (Baker, 2017). In contrast, impulsive learners may exhibit quicker responses, which can sometimes result in mis-

understandings or inaccuracies (DeTure & Sweeney, 2019). This variation in cognitive processing emphasizes the need for differentiated instructional methods that cater to the strengths and weaknesses of both cognitive styles.

Research underscores the importance of accommodating different cognitive styles in reading instruction. Studies indicate that reflective learners typically excel in tasks requiring in-depth analysis, while impulsive learners may thrive in scenarios requiring rapid decision-making (Sullivan & Wren, 2021). Educators can benefit from understanding these dynamics, enabling them to design lessons that harness the unique abilities of each student. For instance, incorporating activities that require both reflective thinking and quick responses can provide a balanced learning experience that supports all learners (Zhang, 2022).

In summary, the relationship between reading skills and cognitive styles is complex and multifaceted. By integrating recent research and empirical evidence, educators can enhance reading instruction and foster a positive attitude towards literacy among students. This literature review has examined the theoretical and empirical foundations of reading, offering insights into effective pedagogical practices that promote reading comprehension and engagement (Muhsyanur, Suharti, et al., 2022).

C. METHOD

This qualitative study focuses on examining how students develop their reading skills, particularly in relation to their cognitive styles reflective and impulsive. The research will involve 14 students from class IX.1 at MTs As'adiyah No 43 Bontotenne in South Sulawesi. To gather data, the study will utilize three primary instruments: a reading test designed to assess various comprehension skills, ensuring that the chosen texts are appropriate for the students' proficiency levels; face-to-face interviews that aim to uncover the strategies students employ in reading and the challenges they face; and audio/video recordings that will facilitate accurate data capture during the interviews.

Data collection will involve administering two reading tests, each lasting 45 minutes, followed by individual interviews with the students to gain deeper insights into their reading abilities. The analysis will include transcribing and coding the collected data to identify prevalent themes, ultimately leading to a comprehensive interpretation of the findings. The effectiveness of the research will be evaluated based on the insights gained regarding students' read-

ing skills and the appropriateness of the instruments used in ful-filling the research objectives.

D. RESULT AND DISCUSSION

This section elucidates the findings derived from the investigation into the reflective and impulsive reading comprehension processes exhibited by students in Class IX.1 at MTs As'adiyah No. 43 Bontotenne, Sabbangparu district, Wajo Regency.

1. Reflective Students' Process in Reading Comprehension

Reflective students demonstrate a systematic approach to reading comprehension, characterized by thoughtful consideration and a methodical response to tasks. Observations during the reading tests revealed that these students exhibited a strong tendency to engage deeply with the material, as evidenced by their responses and the time allocated for completion.

In the first reading assessment, reflective students displayed significant engagement, with some extending beyond the 45-minute time limit to carefully deliberate their answers. The following table presents their performance:

Name	True	False	Duration
Student NNA	7	1	35 Minutes
Student ARM	8	0	45 Minutes
Student TJA	8	0	40 Minutes
Student DA	8	0	50 Minutes
Student WH	7	1	40 Minutes
Student RA	7	1	45 Minutes
Student ANS	8	0	45 Minutes
Student AAJ	8	0	40 Minutes

The performance outcomes indicate that reflective students engage in higher-order cognitive processes, aligning with Moon's (2004) assertion regarding the benefits of reflective thinking in comprehending complex texts. Dewey's (1933) theory further underscores the importance of reflective thought, emphasizing that considering various perspectives enhances understanding. In the subsequent reading assessment, the continued engagement of four reflective students further solidified their commitment to the reading

material, although challenges with vocabulary acquisition were not-ed.

2. Impulsive Students' Process in Reading Comprehension

In contrast, impulsive students tend to approach reading comprehension with a rapid, less considered method, often resulting in incorrect responses. The first reading test highlighted these characteristics, as illustrated in the table below:

Name	True	False	Duration
Student MR	5	3	20 Minutes
Student YRY	4	4	15 Minutes
Student PDM	6	2	25 Minutes
Student NHJ	5	3	23 Minutes
Student NMT	2	6	20 Minutes
Student MT	3	5	18 Minutes

Analysis of the results reveals that impulsive students completed the assessment with higher error rates, indicative of their tendency to prioritize speed over accuracy. This observation corroborates Hartman's (2001) findings that impulsive learners often misinterpret information due to their rapid processing approach. In the follow-up reading test, impulsive students displayed continued reliance on instinctual responses rather than critical analysis, as reflected in their tendency to base answers on feelings rather than a thorough reading of the text.

3. CONCLUSION

This investigation underscores the differential cognitive strategies employed by reflective and impulsive students in reading comprehension tasks. Reflective students demonstrate a deeper engagement with reading materials, allowing them to process information more thoroughly, which results in improved comprehension outcomes. In contrast, impulsive students tend to rush through tasks, leading to challenges in understanding and retaining key concepts, ultimately reflected in their lower performance on comprehension assessments.

The implications of these findings are significant for educational practice. They highlight the necessity of cultivating reflective thinking skills within educational frameworks. By implementing strategies

that encourage students to slow down, analyze, and engage with texts more thoughtfully, educators can foster improved reading comprehension and overall academic performance. This approach not only benefits students classified as reflective but also provides impulsive learners with the tools they need to enhance their cognitive engagement and learning outcomes. Consequently, a focus on developing reflective thinking can contribute to a more equitable and effective educational environment that caters to diverse learning styles.

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