

TABLE OF CONTENT

APPROVAL SHEET	Error! Bookmark not defined.
DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGEMENT	Error! Bookmark not defined.
DEDICATION	Error! Bookmark not defined.
ABSTRACT.....	Error! Bookmark not defined.
TABLE OF CONTENT	1
LIST OF FIGURES	3
LIST OF TABLES	4
LIST OF TERMS.....	5
CHAPTER 1 : INTRODUCTION	Error! Bookmark not defined.
1.1. Background of the Study.....	Error! Bookmark not defined.
1.2. Research Purpose	Error! Bookmark not defined.
1.3. Research Questions	Error! Bookmark not defined.
1.4. Significance of Study.....	Error! Bookmark not defined.
1.5. Organization of the Thesis	Error! Bookmark not defined.
CHAPTER 2 : LITERATURE REVIEW	Error! Bookmark not defined.
2.1. Differentiated Instruction.....	Error! Bookmark not defined.
2.2. Grouping and Self-selection.....	Error! Bookmark not defined.
2.3. Learning Style	Error! Bookmark not defined.
2.4. Learning Task Engagement	Error! Bookmark not defined.
2.5. EFL-Reading Instruction in Indonesian Tertiary Education.....	Error! Bookmark not defined.
Summary of Literature Review.....	Error! Bookmark not defined.
CHAPTER 3 : METHODOLOGY	Error! Bookmark not defined.
3.1. Research Design.....	Error! Bookmark not defined.
3.2. Researcher and the Areas of Bias	Error! Bookmark not defined.
3.3. Setting	Error! Bookmark not defined.
3.4. Participants.....	Error! Bookmark not defined.
3.5. Instruments.....	Error! Bookmark not defined.
3.5.1. Index of Learning Style Questionnaire	Error! Bookmark not defined.
3.5.2. LS-Differentiated Reading Activities	Error! Bookmark not defined.
3.5.3. Self-selection Logs.....	Error! Bookmark not defined.
3.5.4. Observation Sheet	Error! Bookmark not defined.
3.5.5. Comprehension Test	Error! Bookmark not defined.

Florita Diana Sari, 2013

Self-Selected Reading Activities By Learning Style Preferences: Promoting Reading Task Engagement In Tertiary Classroom

Universitas Pendidikan Indonesia | repository.upi.edu

3.6.	Procedure	Error! Bookmark not defined.
3.6.1.	Procedure for Collecting Data.....	Error! Bookmark not defined.
3.6.2.	Procedure for Analyzing Data.....	Error! Bookmark not defined.
	Summary of Methodology	Error! Bookmark not defined.
CHAPTER 4 : FINDINGS AND DISCUSSION		Error! Bookmark not defined.
4.1.	Compatibility of Learning Style and Self-Selected Reading Activities	Error! Bookmark not defined.
4.2.	Learning Style Compatibility and Reading Activity Engagement Theme	Error! Bookmark not defined.
4.2.1.	Interest.....	Error! Bookmark not defined.
4.2.2.	Imagination	Error! Bookmark not defined.
4.2.3.	Challenge	Error! Bookmark not defined.
4.2.4.	Relatedness	Error! Bookmark not defined.
4.2.5.	Perceived compatibility.....	Error! Bookmark not defined.
4.2.6.	External Regulation.....	Error! Bookmark not defined.
4.2.7.	Disaffection.....	Error! Bookmark not defined.
4.3.	Overall Engagement in DRAs.....	Error! Bookmark not defined.
CHAPTER 5 : CONCLUSION.....		Error! Bookmark not defined.
5.1.	Conclusions.....	Error! Bookmark not defined.
5.2.	Limitation of the Study	Error! Bookmark not defined.
5.3.	Ideas for Future Research	Error! Bookmark not defined.
BIBLIOGRAPHY		Error! Bookmark not defined.
Appendix A: Index of Learning Style Questionnaire (ILS)		Error! Bookmark not defined.
Appendix B: Indonesian Translated Version of ILS.....		Error! Bookmark not defined.
Appendix C: Texts & Readability Statistics		Error! Bookmark not defined.
Appendix D: Psychologist Consultation Notes.....		Error! Bookmark not defined.
Appendix E: Self-selection Log.....		Error! Bookmark not defined.
Appendix F: Observation Sheet.....		Error! Bookmark not defined.
Appendix G: Multiple-choice Reliability Test.....		Error! Bookmark not defined.
Appendix H: Comprehension Test & Rubric.....		Error! Bookmark not defined.
Appendix I: Open-ended Sample Comprehension Test...		Error! Bookmark not defined.
Appendix J: Participant Consent.....		Error! Bookmark not defined.

LIST OF FIGURES

Figure 2.1 Intersectional Area of the Present Study	5
Figure 2.3 Overview of Felder-Soloman's Index of Learning Style	18
Figure 2.4 Overview of Myer-Brig's Type Indicator	18
Figure 2.5.Coffield et al.'s Family of LS (2004).....	21
Figure 2.6. Kolb's and Honey-Mumford's LS Model (from Yao, 2012).....	21
Figure 2.7 Framework of Engagement Process of Reading in Classroom Context.....	27
Figure 2.8 Annotated Sample of Pre-Reading Activity for Upper Secondary Students Grade XI	29
Figure 2.9 Annotated Sample of Reading Material for Upper Secondary Students Grade XI	30
Figure 2.10 Annotated Sample of Pre-Reading Activity for First Year Tertiary Student.....	31
Figure 2.11 Annotated Sample of Reading Material for First Year Tertiary Student.....	32
Figure 3.1. Sample of ILS Result	40
Figure 3.2. Matrix of LS Combination for Differentiating Reading Activities	41
Figure 3.3. Theme-Identification Techniques.....	53
Figure 4.1 Students' ILS Result & Their Strength of Preference	55
Figure 4.2. Relatedness in Self Determination Continuum	74
Figure 4.3. Continuum of Autonomy in Engagement	77
Figure 4.4 Mood toward the Self-Selected Groups	78
Figure 4.5 Value toward the Self-selected Reading Activity	78

LIST OF TABLES

Table 2.1 Comparison of Personalized, Differentiated, and Individualized Instruction	8
Table 2.2 Grouping Matrix	11
Table 3.1. Summary of Sample	37
Table 3.2. Reading Activities Differentiated by Felder-Soloman's ILSError! Bookmark not defined.	
Table 3.3 Pearson correlation matrix and the corrected inter-rater reliability. Error! Bookmark not defined.	
Table 4.1. LS-Compatibility Scoring.....	Error! Bookmark not defined.
Table 4.2 LS-Compatibility Frequency	Error! Bookmark not defined.
Table 4.3 Degree of LS Compatibility.....	Error! Bookmark not defined.
Table 4.4 Matrix for Theme Identification	60
Table 4.5. Sample of Theme Identification Tabulation	Error! Bookmark not defined.
Table 4.6. Emergent Themes	Error! Bookmark not defined.

LIST OF TERMS

ACT -RFF	: Active – Reflective
DI	: Differentiated Instruction
DRA	: Differentiated Reading Instruction
ESP	: English for Specific Purposes
GLO-SEQ	: Global – Sequential
ILS	: Index of Learning Style
LS	: Learning Style
SEN -INT	: Sensing – Intuitive
VIS - VERB	: Visual – Verbal