

The Influence of Learning Methods and Cognitive Style on the Ability to Understand English Texts About Islam in Students

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Abstract

Keywords:

Teaching Methods, Cognitive Styles, Comprehension Skills, English Texts.

This article aims to explore the impact of learning methods and cognitive styles on the ability to read Islamic texts in English. This study utilized an experimental method with a factorial design. The findings of this study can be summarized as follows: (1) The group of students who received learning with inquiry method showed a higher ability to read Islamic text in English compared to students who received the expository method; (2) The ability to read Islamic text in English was higher in the group of students with field-dependent cognitive style compared to students who had field-independent cognitive style; (3) There was an interaction between learning method and cognitive style that affected the ability to read Islamic text in English; (4) The ability to read Islamic text in English taught with inquisitive method is higher than that taught with expository method in the group of students who have field-independent cognitive style; (5) Students with field-independent cognitive style show higher ability to read Islamic text in English compared to students who have field-dependent cognitive style, especially in the group of students who get learning with inquisitive method.

Kata kunci:

Metode Pembelajaran, Gaya Kognitif, Kemampuan Memahami, Teks-Teks Berbahasa Inggris.

Abstrak

Artikel ini bertujuan untuk mengeksplorasi dampak Metode Pembelajaran dan Gaya Kognitif terhadap Kemampuan Membaca Teks Islam dalam Bahasa Inggris. Penelitian ini menggunakan metode eksperimen dengan desain faktorial. Hasil temuan penelitian ini dapat dirangkum sebagai berikut: (1) Kelompok siswa yang mendapatkan pembelajaran dengan metode inkuiri menunjukkan kemampuan membaca teks Islami berbahasa Inggris yang lebih tinggi dibandingkan dengan siswa yang mendapatkan metode ekspositori; (2) Kemampuan membaca teks Islami berbahasa Inggris lebih tinggi pada kelompok siswa dengan gaya kognitif field-dependent dibandingkan dengan siswa yang memiliki gaya kognitif field-independent; (3) Terdapat interaksi antara metode pembelajaran dan gaya kognitif yang memengaruhi kemampuan membaca teks Islami dalam bahasa Inggris; (4) Kemampuan membaca teks Islami berbahasa Inggris yang diajarkan dengan metode inkuiri lebih tinggi daripada yang diajarkan dengan metode ekspositori pada kelompok siswa yang memiliki gaya kognitif field-independent; (5) Siswa dengan gaya kognitif field-independent menunjukkan kemampuan membaca teks Islami berbahasa Inggris yang lebih tinggi dibandingkan dengan siswa yang memiliki gaya kognitif field-dependent, terutama pada kelompok siswa yang mendapatkan pembelajaran dengan metode inkuiri.

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INTRODUCTION

In the world of higher education, reading needs, and activities are mandatory for every lecturer and student. This reading activity is of course related to reading books, articles, bulletins, etc (Prianto, 2020; Sechandini, Ratna, Zakariyah, & Na'imah, 2023). Meanwhile, the need for reading students is also very important to gain knowledge, especially concerning their activities in attending lectures, completing lecture assignments, and completing final assignments (Ali, Afwadzi, Abdullah, & Mukmin, 2021; Damanik, 2023). Students will be able to skillfully understand foreign language texts about Islam. especially in English, this can certainly help them improve the quality of their learning outcomes in reading ability based on the goals achieved (Al-Shanawani, 2019; Mujab, 2014). In implementing reading learning, lecturers must first select materials, methods, media, and assessments that follow the basic reading competencies that will be delivered (Mukholifah, Tisngati, & Ardhyantama, 2020; Nurmawati, Panjaitan, & Amri, 2022). Through proper selection, lecturers can design reading learning activities well (Ma'arif, Rofiq, & Sirojuddin, 2022; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022). In the end, lecturers can present reading learning activities smoothly, fun, and meaningful. By planning a reading skills course based on the competency achieved, namely understanding English texts about Islam, it can be assumed that students' ability to understand reading will be better (Baroroh & Tolinggi, 2020). However, the reality shows that there are still a large number of students who have difficulty understanding texts about Islam in English. This fact can be seen from the average of their learning outcomes in English I and English II courses for the 2011/2012 academic year (Akzam, Supriady, & Alfitri, 2021; Arifin, Desrani, Ritonga, & Ibrahim, 2023).

From the perspective of the students, they admit and realize that most students have limited vocabulary to understand the content of the reading, and have difficulty determining the main idea, analyzing implied meanings, making references, and concluding the reading (Aloudah, 2022; Tazkiah, Hendriani, Salam, Asmendri, & Aisyah, 2022). Most students are not yet optimal in completing assignments on time, and there are still students who are introverted and reluctant to ask their friends or lecturers if there is something they don't understand about the content of the reading. If we look at the results of the researcher's interviews with several lecturers who teach English courses at the Faculty of Islamic Economics and Business and also the Faculty of Sharia, there are a variety of problems they encounter during learning, especially in reading activities, including the majority of students having difficulty understanding reading. Apart from that, there are still limited variations in reading methods, techniques, or strategies provided by lecturers. When learning takes place, lecturers tend not to be optimal in involving students' cognitive and metacognitive abilities in reading, so that what is there is impressive and stands out more. *teacher-centered* from a student-centered. To help students find and apply a fast and effective reading process, lecturers are expected to be able to guide students to become skilled readers (Cattoni, Anderle, Venuti, & Pasqualotto, 2024). Skilled readers referred to in this concept are students who can search for and find the main information in the reading and can quickly read parts of the reading information (Justino & Kolinsky, 2023). Students can find signs or clues in the reading in the form of verbal information such as titles, subtitles, main ideas, picture signs, graphs, etc. as well as non-verbal information (Elmayantie, Norhayati, Rudini, & Haris, 2022). Being skilled at understanding English reading, can certainly help them improve the quality of their learning outcomes in reading ability based on the goals achieved (Lestari, Ibrahim, Ghufon, & Mariati,

2021). For a lecturer, it is very necessary to determine learning methods that are relevant to the material to be provided (Fadillah & Istikomah, 2021; Schwarzer, Haywood, & Lorenzen, 2003). The learning objectives to be achieved are closely related to the lecture material provided and the learning methods used by the lecturer. The success of lecturers in the learning process and students' ability to absorb lecture material can be known after carrying out evaluations through measuring learning outcomes (Dokhi et al., 2016).

The fact that is often encountered is that there are still many lecturers who complain about the failures they face after learning, especially the low learning outcomes achieved by students (Widyaningrum, Ratnasari, Amin, & Pratama, 2022). The general assumption that always develops among lecturers is that lectures are considered successful if they achieve the desired goals. Lecturers do not pay attention and study in depth that the same lecture does not always have the same benefits for students because it is caused by various factors that exist within the students themselves. Lecture effectiveness may also depend on the nature and material of the particular lecture (Garnodin & Hagoldin, 2022). In learning in a higher education environment, the use of appropriate learning methods is not the only way that guarantee increased student learning outcomes (Bakalim, Şanal-Karahan, & Şensoy, 2018; Danchikov, Prodanova, Kovalenko, & Bondarenko, 2021; Davis, Meloncelli, Hannigan, & Ward, 2022). Another factor that also determines is the student's learning style. Student characteristics play an important role in improving maximum results, so these efforts must be linked to student characteristics (Lutfiani, Rahardja, & Manik, 2020). One of the student characteristics that plays a role is cognitive style. Cognitive style is related to learning reading comprehension skills. By learning reading skills, students have different tendencies in the process of understanding, processing, and storing information about the meaning of reading (Sholeh, Murtono, & Masfuah, 2021). For example, there is a tendency for students to understand reading by identifying or finding outlines of reading information, enjoy working in groups; tend to accept existing structures with lecturer guidance; and have extrinsic motivation in reading activities (Fasya, Darmayanti, & Arsyad, 2023; Imaduddin, 2023). On the other hand, some students tend to analyze reading content in detail; like to work individually by constructing the information they receive himself, and are more impersonal, have intrinsic motivation in reading activities. This first method is usually a characteristic of students who have a cognitive style-field-dependent (*FD*), while the second method is one of the characteristics inherent in students-field-independent (Ariawan & Nufus, 2017)(*BE*).

Concerning this quantitative research, the focus of the study is cognitive style, namely cognitive style *FD* and *FI*. The different cognitive styles possessed by each student will have different impacts and determine the student's success in understanding reading, especially the learning outcomes they achieve. In learning to read, various methods or techniques have been introduced to help or make it easier for students to understand English reading. This research will test temporary assumptions, of course methodologically, what the author has hypothesized in this research. Regarding the activity of reading Islamic texts in English, many problems are still found for students. This is due to some reasons, namely that in Islamic texts there are verses from the holy Koran which on the other hand require special abilities to understand and adapt to the translation of these verses. In this research the author focuses on the application of learning methods and students' cognitive styles in understanding the reading of Islamic texts in general such as the history of the prophet,

akhlakul karimah, and economic texts in sharia, considering that previous research has not explored research related to Islamic texts in particular.

RESEARCH METHODS

This type of research is quantitative research using experimental methods with a 2 x 2 factorial experimental design. According to Kerlinger, the research design is prepared and carried out with full calculation to produce strong empirical clues of relevance to the hypothesis (Hasnan, Rusdinal, & Fitria, 2020). In this research, treatment will be given to two classes as research samples consisting of two classes, namely one experimental class each and one class each as a control class. In the experimental class, students studied English II subjects using the inquiry method, while in the control class students studied English II subjects using the expository method.

The study focuses on students enrolled in the Sharia Economics Department, semester II (two) of the Faculty of Islamic Economics and Business for the 2019/2020 academic year, totaling 62 people spread across 2 (two) classes, namely class IIA with 32 people and class IIB with 30 people. These two classes are assumed to have characteristics that are not different (homogeneity). This population has attended lectures, especially English courses because they have attended English I courses.

The method employed to gather data in this study involves the utilization of instruments, specifically tests and non-tests (questionnaires). These tests aim to assess reading comprehension skills, serving as tools to gauge knowledge or proficiency in a specific subject based on a defined set of content and materials. The data in this research are students' cognitive style scores and learning outcomes scores for the ability to understand Islamic texts in English. The first data was obtained from the results of student scores when responding to the cognitive style questionnaire which was then grouped into field-independent cognitive style and field-dependent cognitive style. Then, the second data is in the form of scores originating from measurements of the dependent variable, which refers to experimental results and is collected through administering a reading comprehension test after the experiment or research treatment ends.

RESULTS AND DISCUSSION

Results

Data on the ability to understand Islamic texts in English for students taught using the inquiry method (A₁).

Student learning outcomes, especially the ability to understand Islamic texts in English, students who take part in learning using the inquiry method have a score range of 12-32. With the highest score of 30 and the lowest score of 12. With an average or mean score of 21.32, a mode score of 17.5, and a median score of 20.88. From the frequency distribution data, The results of students who were instructed using the inquiry method in this particular group are categorized into seven interval classes, each having a span of 3 units. These outcomes are presented in the table provided in section 1.

Table 1: Frequency distribution list of scores for the ability to understand Islamic texts in English for students taught using the inquiry method (A₁).

No	Interval Class	X0	F	%
1	12 - 14	13	3	9,68
2	15 - 17	16	6	19,35
3	18 - 20	17	6	19,35
4	21 - 23	22	4	12,90
5	24 - 26	25	3	9,68
6	27 - 29	28	6	19,35
7	30 - 32	31	3	9,68
Amount			31	100

From table 1 above, it shows that from intervals 12-14, there were 3 students or 9.35%; Those who got scores in the interval class 15-17 were 6 people or 19.35%; Those who got scores in interval class 18-20 were 6 people or 9.35%; Those who got scores in the interval class 21-23 were 4 people or 12.90%; 3 people got scores in the interval class 24 - 26 or 9.68%; Those who got scores in the interval class 27 - 29 were 6 people or 9.68%; Those who got scores in the interval class 30-32 were 3 people or 9.68%. The score for the ability to understand Islamic texts in English for students taught using the Inquiry method can be seen in the data histogram as follows:

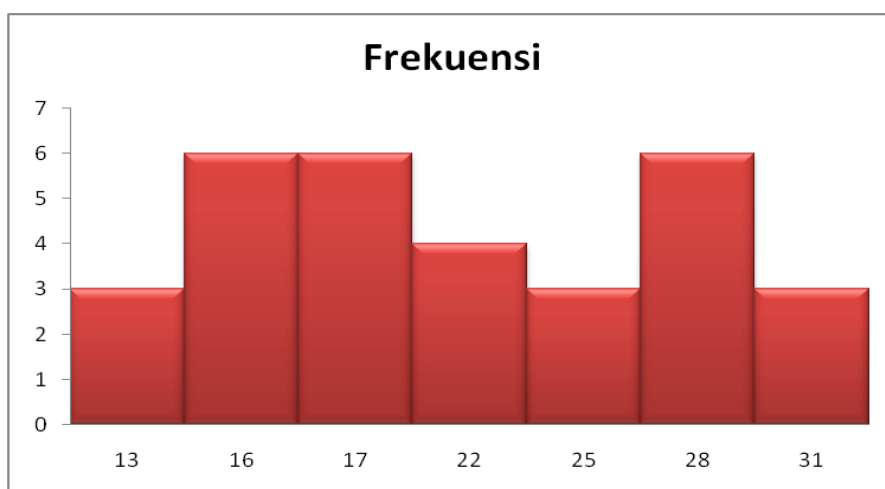


Figure 1 Histogram of the ability to understand Islamic texts in English for students taught using the inquiry method (A₁)

Data on the ability to understand Islamic texts in English for students taught using the expository method (A₂).

From the results of the analysis, it was found that the ability to understand Islamic texts in English of students who took part in learning using the expository method had a score range of 12-29. With the highest score of 27 and the lowest score of 12. the average price is 19.29, the mode score is 18.4 and the median score is 18.85. From the frequency distribution data, the learning outcomes of students taught using

the expository method in this group are divided into 6 interval classes with the length of each interval class being 3 which can be shown in table 2 below.

Table 2: Scores on the ability to understand Islamic texts in English for students taught using the expository method (A₂)

No	Interval Class	X0	F	%
1	12 - 14	13	4	12,90
2	15 - 17	16	7	22,58
3	18 - 20	19	10	32,26
4	21 - 23	22	3	9,68
5	24 - 26	25	6	19,35
6	27 - 29	28	1	3,23
Amount			31	100

Table 2 above, shows that from the interval 12 - 14 there were 4 students or 12.90%; There were 7 people who got scores in the interval class 15 - 17 or 22.58%; There were 10 people who got scores in the interval class 18 - 20 or 32.26%; There were 3 people who got scores in the interval class 21 - 23 or 9.68%; Those who got scores in the interval class 24 - 26 were 6 people or 19.35%; 1 person got a score in the interval class 27 - 29 or 3.23%. The score for the ability to understand Islamic texts in English for students taught using the expository method can be seen with the data histogram as follows:

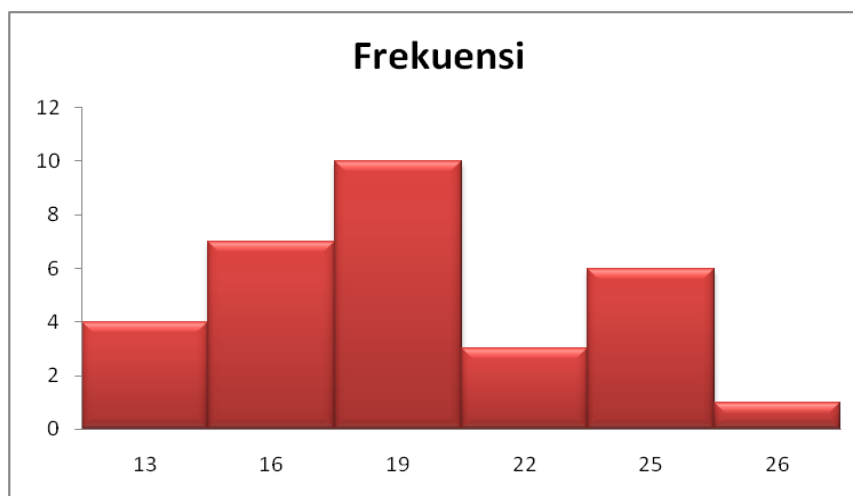


Figure 2. Histogram of the ability to understand Islamic texts in English for students taught using the expository method (A₂)

Data on the ability to understand Islamic texts in English among students in the group of students who have a field-independent cognitive style (B₁).

The data analysis results reveal the proficiency in comprehending Islamic texts in English among students possessing a field-independent cognitive style (B₁), with scores ranging from 14 to 31. The highest score achieved was 30, while the lowest was 14. The average score stands at 22.59, with a mode score of 18.9 and a median score of 23.50. The frequency distribution of student learning outcomes in this group,

characterized by a field-independent cognitive style (B1), is presented in Table 3, where the data is organized into six interval classes, each with a length of 3.

Table 3. Frequency Distribution of Scores for the ability to understand Islamic texts in English for students in the group of students who have a field-independent cognitive style (B₁)

No	Interval Class			X0	F	%
1	14	-	16	15	3	9,38
2	17	-	19	18	7	21,88
3	20	-	22	21	6	18,75
4	23	-	25	24	7	21,88
5	26	-	28	27	4	12,50
6	29	-	31	30	5	15,63
Amount					32	100

Table 3 above, shows that from interval 14 - 16 there were 3 students or 9.35%; There were 7 people who got scores in the interval class 17 - 19 or 21.88%; Those who got scores in the interval class 20 - 22 were 6 people or 18.75%; There were 7 people who got scores in the interval class 23 - 25 or 21.88%; Those who got scores in the interval class 26 - 28 were 4 people or 12.50%; There were 5 people who got scores in the interval class 29 - 31 or 15.63%. The ability score to understand Islamic texts in English for students who have a field-independent cognitive style (B₁) can be seen with the data histogram as follows:

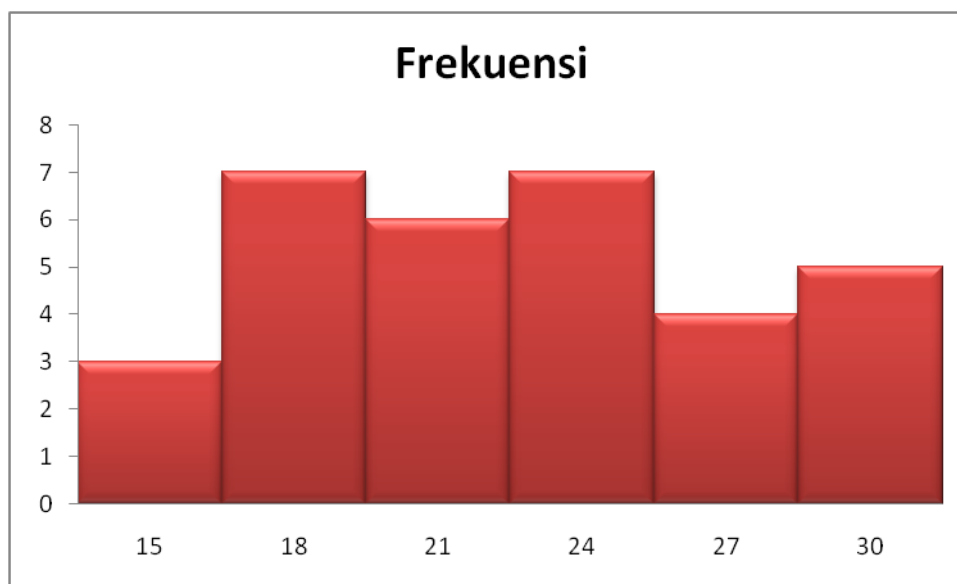


Figure 3 Histogram the ability to understand Islamic texts in English among students in the group of students who have a field-independent cognitive style (B₁)

Data on the ability to understand Islamic texts in English among students in the group of students who have a field-dependent cognitive style (B₂).

The data analysis results revealed proficiency in comprehending Islamic texts in English among students exhibiting a field-dependent cognitive style (B₂) within a score range of 12-28. The scores varied, ranging from the highest at 28 to the lowest at 12, with an average or mean score of 18.4. The mode score was 16.3, and the median score stood at 17.5. The frequency distribution data for student learning outcomes in this group, characterized by a field-dependent cognitive style (B₂), were categorized into six interval classes. Each interval class had a length of 3, as detailed in Table 4 below:

Table 4. Frequency Distribution of Scores for the ability to understand Islamic texts in English for students in the group of students who have a field-dependent cognitive style (B₂)

No	Interval Class		X0	F	%
1	12	- 14	13	6	20,00
2	15	- 17	16	9	30,00
3	18	- 20	19	7	23,33
4	21	- 23	22	3	10,00
5	24	- 26	25	3	10,00
6	27	- 29	28	2	6,67
Amount				30	100

From table 4 above, it shows that from the interval 12 - 14 there were 6 students, or 20.00% with a median value of 13; There were 9 people who got scores in the interval class 15 - 17, or 30.00% with a median score of 15; There were 7 people who got scores in the interval class 18 - 20 or 23.33% with a mean score of 19; 3 people got scores in the interval class 21 - 23 or 10.00% with a median score of 22; 3 people got scores in the interval class 24 - 26 or 10.00% with a median score of 25; There were 2 people who got a score in the interval class 27 - 29 or 6.67% with a mean score of 28. The score for the ability to understand Islamic texts in English for students who have a field-dependent cognitive style (B₂) can be seen with the data histogram as follows.

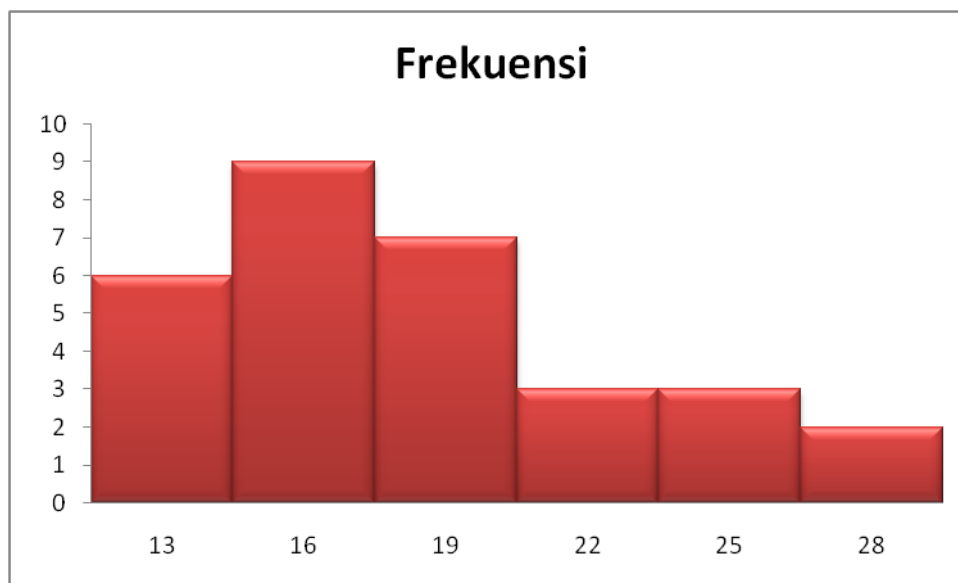


Figure 4. Histogram the ability to understand Islamic texts in English among students in the group of students who have a field-dependent cognitive style (B₂)

Hypothesis testing in this research was carried out using a 2-factor variance analysis technique (ANOVA 2 x 2). This form of analysis is a calculation technique (parametric statistics) that aims to test main effects and interactions. The main influence referred to in this research is the influence of different learning methods (inquiry and expository) on the ability to understand Islamic texts in English. Meanwhile, the interaction effect in question is the interaction effect of applying learning methods and cognitive styles on the ability to understand Islamic texts in English. The results of this 2-way ANOVA calculation can be briefly seen in Table 5 below.

Table 5. Summary of ANOVA Calculation Results Results Data. Ability to Understand Islamic Texts in English

Sources of Variance	JK	DK	RK	F _{count}	F _{table}	JK
Kolom(K)	105,823	1	105,823	5,338	4,11	105,823
Row(B)	273,135	1	273,135	13,777	4,11	273,135
(BK)	84,602	1	84,602	4,267	4,11	84,602
in (d)	1149,875	58	19,825	-	-	1149,875
Total(T)	1613,435	61	483,3859			

Based on the summary of the ANOVA calculations table 5, can be explained; The results of the two-way variance analysis between columns obtained the F value_{Count} = 5.338 greater than F_{Table} = 4.11 at the significance level- α = 0.05. This means that the null hypothesis which states that there is no difference in the results of the ability to understand Islamic texts in English between students taught using the inquiry method and the expository method is rejected. This means that the working hypothesis which states that the results of the ability to understand Islamic texts in English among students taught using the inquiry method is higher than the ability to

understand Islamic texts in English among students taught using the expository method is accepted significantly. The calculation results show the average score resulting from the ability to understand Islamic texts in English using the inquiry method (A_1) of 24.94 is higher than the average score resulting from the ability to understand Islamic texts in English taught using the expository method (A_2) of 20.06. Thus, the first hypothesis states that the overall results of the ability to understand Islamic texts in English which are studied using the inquiry method are higher than the results of the ability to understand Islamic texts in English which are studied using the expository method.

The results of the two-way variance analysis between columns and rows obtained the $F_{\text{Count}} = 13,78$ greater than $F_{\text{Table}} = 4.11$ at the significance level $\alpha = 0.05$. This means that the null hypothesis which states that there is no interaction between the use of inquiry methods and students' cognitive styles on their ability to understand Islamic texts in English is rejected. Thus, the alternative hypothesis which states that there is an interaction between the use of inquiry methods and students' cognitive styles on the results of their ability to understand Islamic texts in English is accepted significantly. The following are the conclusions from the calculation results of testing the entire research hypothesis.

The ability to understand Islamic texts in English in the group of students who studied using the inquiry method was higher than in the group of students who studied using the expository method.

In the ANOVA table, the obtained F value of 5.34 exceeds the critical F -table value of 4.11 at a significance level (α) of 0.05. Consequently, the null hypothesis (H_0) is **rejected**, indicating a significant difference in the proficiency of understanding Islamic texts in English between students who employed the inquiry method and those who utilized the expository method.

The computed average score for English comprehension of Islamic texts among students employing the inquiry method is 24.94, surpassing the average score of 20.06 for students utilizing the expository method. Therefore, it can be concluded that the English reading comprehension of students utilizing the inquiry method is superior to that of students employing the expository method.

There is an interaction effect between learning methods and cognitive style on the ability to understand Islamic texts in English.

The F statistic in the ANOVA table is 4.267, surpassing the critical F -table value of 4.11 at a significance level of α 0.05. Consequently, the null hypothesis (H_0) is **rejected**, indicating a significant interaction effect between learning methods and cognitive styles on the comprehension of Islamic texts in English.

When comparing the average scores for understanding Islamic texts in English, students employing the inquiry method with a field-independent cognitive style ($A1B1$) scored 24.94, whereas those with a field-dependent cognitive style ($A1B2$) scored 18.40. Similarly, for students using the expository method, those with a field-independent cognitive style ($A2B1$) scored 20.06, while those with a field-dependent cognitive style ($A2B2$) scored 18.20. In conclusion, the ability to comprehend Islamic texts in English is higher in students employing the expository method with a field-independent cognitive style compared to those with a field-dependent cognitive style.

In the group of students who have a cognitive style *field-independent*, The ability to understand Islamic texts in English of students who study using the inquiry method is higher than the group of students who study with the expository method.

Based on the calculation results in Table 4.16 above, the price F is obtained $F_{count} = 9.59$ is greater than $F_{table} =$ at $\alpha 0.05$ which is 4.01 so the null hypothesis (H_0) **rejected**, In groups of students with a field-independent cognitive style, those who employ the inquiry method demonstrate a higher proficiency in comprehending Islamic texts in English compared to their counterparts using the expository method.

The calculation results reveal that the average score for the ability to understand Islamic texts in English among students with a field-independent cognitive style, utilizing the inquiry method, is 24.94. This surpasses the average score of 20.06 observed in students with the same cognitive style who employed the expository method. Consequently, students with a field-independent cognitive style exhibit superior proficiency in understanding Islamic texts in English when employing the inquiry method as opposed to the expository method.

In the group of students who have a cognitive style-field-dependent, the ability to understand Islamic texts in English of students who study using the inquiry method is higher than the group of students who study with the expository method.

According to the calculations presented in the table above, the value of F obtained is 0.02 lower than the critical F -table value at a significance level of 0.05, which is 4.01. As a result, the null hypothesis (H_0) **is accepted**. This indicates that, within the cohort of students exhibiting a field-dependent cognitive style, those who employ the inquiry method display a lower proficiency in understanding Islamic texts in English compared to their counterparts using the expository method.

The results of the calculations indicate that among students exhibiting a field-dependent cognitive style, those who utilized the inquiry method achieved an average score of 18.40 in comprehending Islamic texts in English. This score was higher compared to the average score of 18.20 attained by students who employed the expository method within the same cognitive style category. In summary, students with a field-dependent cognitive style demonstrated a higher proficiency in understanding Islamic texts in English when utilizing the inquiry method as opposed to the expository method.

Discussion

The ability to understand Islamic texts in English in the group of students who studied using the inquiry method was higher than in the group of students who studied using the expository method.

The ability to understand reading is considered more difficult than other abilities because it includes several components that students must master, namely vocabulary, pronunciation, comprehension, and structure, so there need to be detailed assessment criteria such as how students find text themes, main ideas, special information, detailed information, etc. The ability to understand Islamic texts in English is the ability that students have to process and understand information in reading by involving cognitive processes and reading strategies. The process of reading means the process of interaction between the reader and the reading, seeing the signs printed in the reading, mastering the vocabulary of the meaning of words/phrases/sentences, determining the topic and main idea of the reading, understanding and determining details of explicit and implied meaning, organizing the reading text, interpreting the content. reading by connecting prior knowledge with the reading topic, and appreciating the reading. Ability, especially regarding understanding English reading, requires effective methods (Khusniyah & Hakim,

2019). Choosing an effective method is to use the inquiry method, namely a method that places students in more self-study to develop creativity in problem-solving, students are truly placed as learning subjects. The teacher's role in the inquiry method is as a learning guide and learning facilitator (Alugar, 2021).

In essence, the inquiry method refers to a set of educational activities designed to engage students comprehensively in systematic, critical, logical, and analytical exploration. The goal is to enable students to confidently pursue their discoveries, ultimately addressing issues related to low academic achievement (Zeng et al., 2024).

There is an interaction effect between learning methods and cognitive style on the ability to understand Islamic texts in English

Learning methods are all activities carried out by lecturers to create a learning atmosphere that is conducive to achieving the expected goals. In addition, learning methods are a description of the material components, procedures, and methods used to make it easier for students to learn (Wertz, 2022). The research focuses on employing the inquiry method and the expository method as instructional approaches. Findings from hypothesis testing indicate variations in students' academic achievements between those instructed through the inquiry method and those taught with the expository method during English II lectures. In general, students engaging in the inquiry method exhibit superior learning outcomes compared to their counterparts using the expository method (Kroothkaew & Srisawasdi, 2013).

One of the factors that lecturers consider in choosing a good reading learning method is when the lecturer considers student characteristics, including the student's cognitive style (Siregar & Situmorang, 2015). This is very important because cognitive style is one of the variables that influences student learning achievement. Cognitive style is an individual's way and tendency to learn in consistently receiving, remembering, organizing, processing and presenting information, as well as his attitude towards information. Understanding cognitive styles in learning is essential for crafting or adapting educational materials, learning goals, and teaching methods (Aini, Islami, Rosyida, Arifa, & Machmudah, 2022). The aim is to optimize student learning outcomes by incorporating the interplay of cognitive style factors with objectives, materials, and instructional approaches. One of the distinguishing features among students is their cognitive style—a characteristic encompassing their preferred methods of information reception and processing, attitudes toward information, and habits related to the learning environment (Aliani, Alam, Rofiq, & Srinio, 2023).

Each person possesses a unique cognitive style, shaped by individual potential and environmental influences. Psychologically, cognitive styles can be categorized into field-independent and field-dependent styles. Thus, students' ability to understand Islamic texts in English is influenced by the choice of learning methods and students' cognitive styles.

In the group of students who have a cognitive style field-independent, the ability to understand Islamic texts in English of the group of students who studied using the inquiry method was higher than the group of students who studied with the expository method.

Differences in students' cognitive styles are taken into consideration by lecturers in choosing appropriate learning methods to achieve learning objectives. If the material presented requires more in-depth study, then it is appropriate to use the inquiry method, but if the learning material to be presented requires structured and systematic mastery, then it would be more appropriate to use the expository method.

As previously stated, the aim of implementing the inquiry learning method is to improve conceptual learning by maximizing the involvement of students with different abilities (Siahaan et al., 2020). The comprehension strategy is directed at reflecting mental processes when interacting with text. This process will develop optimally if the process of internalizing reading information can be carried out together with the group.

In the learning process, work groups are organized using cooperative learning where each student has a role and is responsible for his role. Therefore, with this cooperative pattern, a classroom environment is created, fostering each other, and creating a sense of mutual acceptance of abilities between students with high and low abilities, and students who have different cognitive styles. In short, the inquiry method can accommodate students' academic skills and social skills in understanding reading.

This is in line or the same idea as Johnson and Johnson's theory in Klingner which states that understanding reading strategies carried out in cooperative groups will create several conditions, including positive dependency, interaction between students, individual responsibility, social skills, evaluation or reflection. both individually and in groups. Related to this concept, students who have a field-independent cognitive style will carry out their tasks well in the group to achieve reading comprehension. Students who have a field-independent cognitive style will be better able to analyze reading passages in detail and will share information with their friends in groups. This pattern was not found in the application of the expository method.

Based on the concept stated above, the group of students who have a field-independent cognitive style are more effective in obtaining the application of learning using the inquiry method, especially in increasing their ability to understand English reading.

CONCLUSION

The cohort of students employing the inquiry approach exhibited superior skills in comprehending English-language Islamic texts compared to their peers who utilized the expository method. There was an observed interactive effect between the chosen learning methods and the cognitive styles of the students in influencing their ability to grasp Islamic texts in English. Specifically, among students with a field-independent cognitive style, those taught through the inquiry method demonstrated a higher proficiency in understanding English-language Islamic texts compared to their counterparts with the same cognitive style who were instructed using the expository method. Conversely, the group of students with a field-dependent cognitive style, utilizing the inquiry method, displayed a lower competence in understanding Islamic texts in English compared to their counterparts using the expository method. Consequently, the author suggests that future researchers should consider additional factors, such as motivation level, prior experience, or environmental influences, which may impact students' ability to comprehend English-language Islamic texts. Incorporating these variables into the analysis can contribute to a more comprehensive understanding.

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