IMPROVING STUDENTS' WRITING ACHIEVEMENT THROUGH LEARNING STYLES

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ABSTRACT
Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. This research aimed to investigate whether there was a significant difference of students' writing achievement before and after being taught through students' learning style. Since the students of Islamic Senior High School in Sekayu still found it very difficult to do. The sample of the research was eleventh grade student. The research was conducted by applying quasi-experimental factorial research. Non-randomized sampling technique was applied in this research. Modality Test Questioners from Neil Fleming was applied to determine students' learning styles. The sample was 62 students of science students. In terms of pretest – posttest non- equivalent group design. The Mean of posttest's score was higher than pre-test. It means that there is an increase of students' writing's achievement after being taught through their styles in learning.
Keywords: Writing, Learning Styles, Student's Achievement

Abstrak
Menulis adalah kegiatan kognitif yang sangat kompleks di mana penulis dituntut untuk menunjukkan kontrol variabel secara bersamaan. Penelitian ini bertujuan untuk menyelidiki apakah ada perbedaan yang signifikan dari prestasi menulis siswa sebelum dan sesudah diajarkan melalui gaya belajar siswa. Karena siswa SMA Islam di Sekayu masih merasa sangat sulit untuk melakukannya. Sampel penelitian ini adalah siswa kelas sebelas. Penelitian ini dilakukan dengan menerapkan penelitian faktorial kuasi-eksperimental. Teknik pengambilan sampel non-acak diterapkan dalam penelitian ini. Modality Test Questioners dari Neil Fleming diterapkan untuk menentukan gaya belajar siswa. Sampel penelitian ini adalah 62 siswa IPA. Dalam hal pretest - posttest desain kelompok non-ekuivalen. Rata-rata skor posttest lebih tinggi dari pre-test. Ini berarti bahwa ada peningkatan prestasi menulis siswa setelah diajarkan melalui gaya belajar mereka.
Kata kunci: Menulis, Gaya Belajar, Prestasi Siswa

INTRODUCTION

Most Indonesian schools have large number of students in classroom. In one class, it could reach up to 30 students. Evidently researchs show that the smaller number of students in one class will lead them to learn more. Based on the data gathered from

Richmond University revealed that if class has many students it will negatively impact on students assesment of courses and instructors. Aside from having different outcome attitude, it also influenced on students behaviour and attitude because the attention of teacher toward each individu is difficult to reach. Every student has different style of learning. To match these differences. A teacher should ideally have different strategy in obtaining student's attention. This has also been an important issue for school in finding ways to improve the quality of education. One of the way to improve students' quality is through assesing the students. Eventhough we have known that each students is unique and has its own way in absorbing the informations, but most of teachers still implement the same method and consider them as the same. Consequently, the students are still untouchable. Learning style is a combination of cognitive, affective, and physiological characteristics that serve as a relatively stable indicator of how students perceive, interact,and respond to the learning environment,consciously or unconsciously, when a person is absorbing information, that's where learning generally occurs, (Masruddin, 2018). While Lightbown & Spada (2017) stated that learning style is one factor that interfered the success of student in language learning. Since the difficulties of writing also occured in the school where the writer worked. Futhermore, the curiosity over learning style impact toward students' learning achievement was carried out.

An educator usually find difficulties in transfering the materials of the subject,including writing. Nunan says, "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text." Students need effective writing skills to meet their academic needs and workplace requirements. Nowadays many students are lacking of writing skill since they use most

of their time for gadgets. Hence, the teachers must find their strategies to overcome this difficulty. In line with this condition,a research conducted by Ahmad in 2013 figured out that the lack of student confidence is caused by the teacher's strategy in the teaching process that is not in accordance with the learning style and cultural background of the students. Similarly Koch stated that each individual has his/her own learning style, it would be unethical to let a student linger behind academically and emotionally due to the negligence of those specific learning styles."

Prior to conducting the classroom, the teachers are highly recommanded for knowing their own dominance in learning, then it continues to asses students's learning styles. Students are usually confused with their strength in learning and it also occurs toward the teachers themselves, they might have confused on their own styles. Consequently, the researcher did a test for himself in finding out his dominance of learning then followed by the students. In carrying this test out, Neil Fleming's questionnaires was applied. From the test,it was found that that auditory and visual were dominantly had by students. There were 12 students were auditory, 12 other students were visual, while 7 others were kinesthetic.

To develop science process skills, students must have a good learning style, because students are required to be able to carry out according to indicators that will affect the experience knowledge and learning outcome (cognitive,affective,and psychomotor)of students maximally (Rumapea et al., 2017).

This could be a reason why the writer want to explore more in doing his research for the use of learning syles for students' narrative text. Narrative text (L.Spencer 2005:47) is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the

story(complication) then followed by the resolution. A narrative text will consist of the following structure:

- Orientation : Introducing the participants and informing the time and the place
- Complication : Describing the rising crises which the participants have to do with
- Resolution : Showing the way of participant to solve the crises, better or worse

METHOD

In doing his research, Quasi experimental was used in terms of pretest and posttest equivalent group design. Quasi-experimental method was employed in this research with a non-equivalent control group design involving a treatment class and a control class.

Table 1. Quasi experimental design

Pretest and posttest non equivalent group designs time

Experimental group 1	Pre test	Treatment	Post test
Control Group	Pretest	No treatment	Post Test

The sample of this research was Eleventh science students. They were 62 of them. They were divided into two groups. Experimental group consisted of 31 students, while control group was 31 students either. These students were given a questionnaries adapted from Neil Fleming for their styles. There are 20 items focusing on students's learning style. From the test, it was found that 12 visual students, 8 auditory students and 11 kinesthetic students.

Table 2. Sample of Study

Group	Students' Modality		
	Visual	**Auditory**	**Kinesthetic**
Modality	12	12	7
Control	12	8	11

In collecting the data, the researcher used pretest and posttest. Pretest was carried out to find out students writing achievement before the treatments, and posttest was then applied in order to figure out the increase of the treatments towards their writing achievement after being treated. Both classes had a task of narrative writing.

RESULT AND DISCUSSION

This research initially aims at answering the question whether there was a significant difference of students' writing achievement before and after being taught through learning styles. In this discussion, the researcher interprets his findings by comparing with the previous studies and the theories.

The Relevance of current research with the findings of the previous researches.

Many previous researchs have shown a positive effect over the usage of learning style, some of them are a research conducted Fatemah Shirai in 2019 in title The Relationship Between Critical Thinking Skills and Learning Styles and Academic Achievement of Nursing Students it was found that each instructor or teacher conduct a series of questionnaire to figure out students' dominance in learning. While Oksattridywi (2017) has confirmed that learning styles were important factors which influenced students' vocabulary achievement in English class. The result showed that there was significant relationship of visual and auditory to vocabulary achievement. Aboe in 2018 also did the research in Khairun University. A positive correlation of visual and auditory learning styles on student academic achievement was found in her research. The similarity between previous researchs and writers research was the emphasized point to apply

learning style in teaching, because it can improve students' understanding but also they found their enjoyable and easier moment in learning because the teacher directly use students's dominant style.

The Relevance of finding with theory

Writing is a productive skill which comprehends cognitive processes (Jebreil et al., 2015) such as expressing intentions, composing ideas, problem-solving, and critical thinking (Fareed et al., 2016; Ginting, 2019). Academically writing has become the most important skill that students must be mastered (Fareed et al., 2016; Tseng, 2019). As one of the productive skills (Jabali, 2018; Toba et al., 2019), writing is crucially essential for EFL (English as a Foreign Language) learners, particularly for the students at the tertiary level. Futhermore a research conducted in 2019 has stated that there were some difficulties areas in writing : (1) structural, (2) grammatical, (3) mechanical, and (4) vocabulary (Ariyanti & Fitriana, 2017; Ginting, 2019; Sabarun, 2019; Toba et al., 2019). Similarly a research whcih carried out in 2019 obviosly mentioned that the data from the lecturer claimed that the majority of the students have encountered serious problems in writing a good English essay (Personal information, October 24th, 2019).

The result of the research showed that students' score in experimental group was 51.11 with standard deviation 1.48 for the pre test,while students' post test shohwed an average 58.98 with standard deviation 1.70. This can be assumed that there was an increase for students' writing achievement after being taught through learning style.

On the other hand, in control group, the mean of pre test was 51.08 with standard deviation was 1.52 while post test showed 51.11 for the mean and 1.54 for standard deviation. From the result , it can be asumed that there was no change since this class had no any treatment at all. More details are shown in the table below :

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Table 3. Result Pretest and Posttest of Experimental & control group

		N	Mean	SD
Pretest	**Modality**	31	51.11	1.48
	Control	31	51.08	1.52
Post-test	**Modality**	31	58.98	1.70
	Control	31	51.11	1.54

In this research,the writer applied a narrative writing rubric from Elizabeth J Nelson where it consists of 7 (seven) aspects of writing, namely : compose narrative text, orient the reader, development, organization, transition, word choice and closure. In finding out the contribution of each aspect, stepwise regression was used. The result from multimodal group showed the highest contribution is in *transition (70%),orient the reader (12,5%), closure (7,3%), development (4,9%), organization (3.9%),compose narrative text (1%) and word choice (0,4%).*

Table 4.Summary Statistic of stepwise Regression in Exp. Group and Control Group

	Dependent variable	Independent variable	R Squared	R Squared Change	F	Sig
Multim-odal strategy	Narrative writing Achievement	Transition	0.700	0.700	67.532	0.000
		Orient the reader	0.825	0.125	20.033	0.000
			0.897	0.073	19.088	0.000
		Closure	0.946	0.049	23.683	0.000
		Development	0.986	0.039	68.573	0.000
		Organization Compose	0.996	0.010	54.908	0.000
		Narative text Word choice	1.000	0.004	.	.
Control groups	Narrative Writing	Compose narrative text	0.479	0.478	26.657	0.000

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	Achievement	organization	0.711	0.232	22.491	0.000
		Transition	0.828	0.117	18.324	0.000
		Word choice	0.924	0.096	32.678	0.000
		Orient the reader	0.951	0.027	13.971	0.001
		Closure	0.994	0.043	158.978	0.000
		Development	1.000	0.006	.	.

Since there was significant progress in writing achievement after the implementation of the strategy was exposed to the students in each group, stepwise regression was applied to analyze the contribution of each aspect of writing. The highest contribution score in this group was transition. It was gained because this group was dominated by auditory and visual students. Mostly the tendencies of auditory students are: they had more time to discuss on that topic before they wrote it, the role of intonation played by the teacher as well as the video given had taken their serious attention. Meanwhile, the tendency of visual students are enjoying colorful pictures, enjoying the illustration from a story given and feeling comfortable with the gestures which had been played by the teacher. The characteristics of these two modalities have probably supported the gained scores. While for the lowest scores were probably caused by the availability of English sources in the library and the tendency of using local language by English teacher. it might cause their word choice. Meanwhile in control group, it showed: *Compose narrative text (47,9 %), Organization (23,2 %)Transition (1,17%),Word choice (0.96 %), Orient the reader (0,27 %), Closure (0,43%), and Development (0,06%).*

The highest aspect in this control group was compose narrative text, it was probably caused by students who have joined English club as well as join English courses out of the school's time. While for the lower aspect was development, it was probably caused by the condition, where they did not have any treatment at all, so the specification of teaching prosedures were not applied.

CONCLUSION AND SUGGESTIONS

Regarding to the discussion, the researcher has come to the conclusion, the result revealed that there is a significant difference of the students' writing achievement after being taught through students' modality or learning styles. The average score in pretest was lower then increased in the posttest. The result of students' writing posttest score was higher than their pretest score. It indicates that there is significant difference of the students' writing achievement before and after the treatment. The treatment was applied not only for improving writing's score achievement but also students' enthusiasme and motivation over their learning.

Here are some suggestions which can be taken as follows :

1. Based on the findings, it is highly recommended to do a learning test to figure out teacher and students' styles before the class begins.
2. It is pivotal for all educators including the researcher himself to adapt their teaching materials which based on students' dominance in learning
3. It is suggested to apply learning style in all subjects for students' enthusiasme.

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