

**THE CONTRIBUTION OF LEARNING STYLE, LEARNING
MOTIVATION, AND TEACHER'S CLASSROOM
MANAGEMENT TOWARD STUDENT'S ENGLISH WRITING
ACHIEVEMENT**



Submitted to the Department of Language Studies,
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in partial fulfillment of the Requirement for
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**DEPARTEMENT OF LANGUAGE STUDIES
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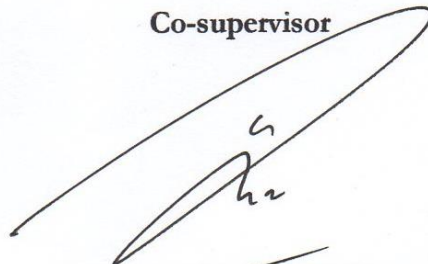
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THE CONTRIBUTION OF LEARNING STYLE, LEARNING
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TOWARD STUDENT'S ENGLISH WRITING ACHIEVEMENT

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THE CONTRIBUTION OF LEARNING STYLE, LEARNING MOTIVATION, AND TEACHER'S CLASSROOM MANAGEMENT TOWARD STUDENT'S ENGLISH WRITING ACHIEVEMENT

Abstrak

Penelitian ini bertujuan untuk mengetahui kontribusi dari gaya belajar siswa, motivasi belajar siswa, dan manajemen kelas guru terhadap prestasi menulis siswa dalam bahasa Inggris pada kelas X semester dua di SMA Batik 2 Surakarta. Jenis penelitian ini adalah penelitian kuantitatif asosiatif. Sampel dalam penelitian ini berjumlah 129 siswa yang didapatkan dengan cara undian. Teknik pengumpulan data menggunakan dua instrumen, yaitu kuesioner dan tes. Kuesioner berisi tentang variabel bebas yang meliputi gaya belajar siswa, motivasi siswa, dan manajemen kelas guru, sedangkan tes berisi tentang variabel terikat yaitu menulis siswa dalam bahasa Inggris. Peneliti menggunakan SPSS Versi 21.0 untuk analisis data yang terdiri dari statistik deskriptif, uji asumsi klasik, regresi berganda dan pengujian hipotesis yang terdiri dari uji-t (partial), uji-f (simulasi), koefisien determinasi, kontribusi prediktor. Hasil penelitian menunjukkan bahwa F_{hitung} sebesar 58,277 dengan signifikan sebesar 0,000. Hasil dari R^2 adalah 0,583. Hasil di atas berarti bahwa ada kontribusi yang positif dan signifikan antara variabel-variabel bebas terhadap variabel terikat secara terpisah maupun secara bersamaan.

Kata Kunci: *Gaya Belajar Siswa, Motivasi Siswa, Manajemen Kelas Guru, Prestasi Menulis Siswa Dalam Bahasa Inggris*

Abstract

This research is aimed to know the contribution of student's learning style, student's learning motivation, and teacher's classroom management toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta. The type of this research is associational quantitative research. The sample of this research was 129 students which are chosen by using cluster random sampling. The techniques of collecting data used questionnaire and test. The questionnaires are dealing with student's learning style, student's learning motivation, and teacher's classroom management, while the test is dealing with student's English writing achievement. The researcher used SPSS version 21.0 to analyze the data which consist of descriptive statistic, classic assumption test, multiple regressions and hypothesis testing such as t-test (partial), f-test (simulation), coefficient of determination, predictor contributions. The result of this research shows that F_{result} is 58,277 with the significant is 0,000. The result of R^2 is 0,583. The result means that there are positive and significant contributions of independent variables toward dependent variable individually and simultaneously.

Keywords: *Student's Learning Style, Student's Motivation, Teacher's Classroom Management, Student's English Writing Achievement*

1. INTRODUCTION

Language is a means of communication in the world. Communication means transmitting information, ideas or feeling from one person to another. According to Holmes (1992: 2) people usually use language to ask for and to express their feeling of indignation, annoyance, happiness, sadness, admiration, respect, etc. Language is an important tool to all people in the world, because it helps them to communicate with others.

Remembering that the importance of language is as a tool of communication and everyone in the world uses language, we must learn one of language in the world especially English. English plays an important role as an international language. In Indonesia, English as the second foreign language learned. English is one of the foreign languages for Indonesian students since Kindergarten level until University level. There are four skills that students must master, namely listening, speaking, reading, and writing. For Indonesian students, English is considered as a difficult subject because English is different from Indonesian language. English is not their mother tongue, so it is difficult for them to use correct structure in English.

Writing is one of the important skills in teaching English. However, many students are still weak in writing skill. They still seem to commit errors in all aspects of language. Errors in writing such as tenses, prepositions and vocabulary are the most common and frequent types of errors that are committed by students. The students usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, using of preposition, articles, and correct tenses.

To write well, students must have good capabilities in writing. The writer must be able to organize the idea, to construct sentences, to use punctuation and spelling well. Besides, he must be able to arrange his writing into cohesive and coherent paragraphs and texts, where the reader or audience is can be more easily understand the content in the texts (Hyland, 2002). The criteria are; (1) purpose, (2) rhetorical structure, and (3) linguistic realization or grammatical pattern (Pardiyono, 2007).

According to Hornby (1995: 2) achievement is a thing done successfully, especially with an effort and skill. And then, achievement is what a pupil has

learned (Norman, 1981: 331). In other words, achievement is the students' result from the students' learning. In teaching learning, there are many factors that influence students' learning achievement. According to Purves and Beach (in Sandjaja, 2006) there are two groups of factor influencing achievement namely: personal factor, covering age, gender, intelligence, reading ability, psychological requirement and attitude, and institutional factor, covering the availability of the amount of reading books and their type, social status of parents, ethnical background, and influence of parents, teachers and peer.

Motivation is essential in the aspect of education, especially to carry out the learning process. Azizi in Hanin (2011) stated that motivation is seen as the main factor that plays an important role in determining a student's achievement. Harmer (1991: 3) also explains that the meaning of motivation as some kind of internal drive which pushes someone to do things in order to achieve something. It means that motivation is also one of the main factors which can influence students to have self-encouragement and aspiration to learn. Without motivation, the goal of learning process is difficult to achieve, because students do not effort to achieve their goals.

Student's achievement is also influenced by their teacher. Stevick (Fauziati, 2015: 79) stated that success in language teaching depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between people in the classroom. In line with Gebhard, Sadik (2015: 208) also states that classroom management is one of the skills that teachers need to have for effective teaching. Based on the statement above, one of the factors which influence of success in language teaching is the people in the classroom. It means that teacher is important factor in teaching learning process, because the ways how teacher organize what goes on in the classroom can improve student's learning motivation. Designing of the classroom has a great impact on teacher and student behaviors and interactions within the classroom. The teachers must be able to make good classroom management, because it is to be a basic condition for establishing an effective teaching and learning environment.

In spite of student's learning motivation and teacher classroom management, learning style is one of factors which influence the students'

English achievement. According to Nunan (2002: 168) learning style is defined as any individual's preferred ways of going about learning. Gokalp (2013: 628) also explains that different ways used by individuals to process and organize information or to respond to environmental stimuli refer to their learning styles. The students must be able to develop the learning style such as cognitive preference, sensory preference, and personality preference to make their learning easier, faster, enjoyable and effective. It is very important in foreign language teaching, because it determines how fast or how well the learners are likely to master the foreign language. By understanding learners' characteristics, the teacher can give information to the students about appropriate learning styles.

Based on the explanation above, the differences between this present research and previous research is previous research focus on learning strategy, element that motivate the students, cognitive style on student's achievement. In this case, this present research focuses on student's learning style, the student's motivation, and teacher's classroom management which influence the student's English writing achievement.

This study is aimed to know the contribution the important factors which influence students' learning achievement such as student's motivation, teacher's classroom management, and student's learning style. As we know that students can get good achievement if they have good motivation to learn. Motivation is internal and external drive which pushes someone to do or achieve something what they want. It means that teacher is one of the factors which influence students' motivation. Teachers should make good classroom management by interacting in the classroom such as discussion, talking, writing, using gestures like shaking hands with students. This condition can make an effective teaching and learning environment and the students are more comfortable to learn within the classroom. Beside, students' achievement is also influenced by their learning styles. The students should develop the their learning style to make their learning easier, faster, enjoyable and effective, because it can make students more easily to understand the learning materials. When they understand about the material in learning, they will get good achievement easily.

2. RESEARCH METHOD

2.1. Type of Research

The type of this research is quantitative research. Creswell (2009: 4) states that quantitative research is a means for testing objective theories by examining the relationship among variables, where is, these variables can be measured, typically on instruments, so that numbered data can be analysed using statistical procedure. This research studied the correlation between variables which search for the contribution of variables to another variable.

2.2. Research Subject

The population of this research is all of the tenth grade students of SMA Batik 2 Surakarta in academic year 2017/ 2018. There are seven classes at the tenth; three classes (science program/IPA) are IPA₁, IPA₂, IPA₃; and four classes (social program/IPS) are IPS₁, IPS₂, and IPS₃, and IPS₄. The total of population is 186 students.

In deciding the sample, this research uses cluster random sampling by picking number which is written on a piece of paper. The samples in this research are five classes which consist of 129 students. They are IPA₂, IPA₃, IPS₁, IPS₂, and IPS₃.

2.3. Techniques of Data Collection

The techniques of the data collection in this study are questionnaire and test. The questionnaire is to measure student's learning style, students' learning motivation, and teachers' classroom management. The questionnaire in this research uses Liker scale of measurement. The next technique of collecting the data is student's test. Test is used to measure students' writing achievement. In the test, the researcher asks the student to write descriptive text, because in syllabus of first semester they are studying about simple present tense. The students must finish the test in 45 minutes. The researcher uses analytic scoring to assess student's writing test.

Before the questionnaire is used, it is been tried to be answer to sample who are not belong to the subjects in this research. The trial sample is IPA₁. This aim of the trial is to know the validity and reliability of the

questionnaire. The questionnaire of try-out is 60 items which consist of positive and negative statement. Each variable consists of 20 items. After try-out, the total questionnaire is 30 items where is each variable consists of 10 items.

3. RESULT AND DISCUSSION

3.1. Descriptive Statistics

The first variable is student's English writing achievement (Y) which consists of content, organization, grammar, vocabulary, and mechanics. In this variable, the research uses descriptive text in English writing test which has scale of score from 1 until 4 in each indicator. The result shows that the mean score is 2,70 and the standard deviation is 0,33. Generally, the students at the tenth grade of SMA Batik 2 Surakarta have good English writing skill. From five indicators in this variable, the content has the highest mean which consist of 8,17, and the lowest mean is vocabulary which consist of 3,30. It is about 23,5% respondents have bad English writing skill, 57,2% respondents have sufficient English writing skill, 17,7% respondents have good English writing skill, and 1,6 respondents have excellent English writing skill. There are two indicators which have the highest percentage of bad and sufficient, that are, vocabulary (using language features such as using adjective, compound adjective, verb₁, singular and plural noun, etc.) and mechanics (using the correct spelling, punctuation, and capitalization). Vocabulary consists of 100% (bad 69,8% + sufficient 30,2%) and mechanics also consist of 100% (bad 48,1% + sufficient 51,9%). Then, the highest percentage's indicator of good and excellent is content which consists of 64,3% (good 56,5% + excellent 7,8).

The second variable is the student's learning style (X_1) which consists of cognitive preference, sensory preference, and personality preference. The result shows that the mean score is 2,53 and the standard deviation is 0,35. Generally, the students at the tenth grade of SMA Batik 2 Surakarta often use their learning style in learning. From three indicators in this variable, the sensory preference has the highest mean which consist of 2,65 and the cognitive preference has the lowest mean which consist of

2,40. It is about 13,1% respondents never use their learning style in learning, 34,1% respondents seldom use their learning style in learning, 37,9% respondents often use their learning style in learning, and 14,9% respondents always use their learning style in learning. From the percentage result, the indicator which has the highest percentage of never and seldom is cognitive preference with 54,1% (never 19% + seldom 35,1%) which consist of field independent, field dependent, global, and analytic. Then, the highest percentage's indicator of often and always is sensory preference with 56,6% (often 40,6% + always 16%) which consist of visual, auditory, kinesthetic.

The third variable is student's learning motivation (X_2) which consist of intrinsic motivation and extrinsic motivation. The result shows that the mean score is 2,56 and the standard deviation is 0,36. Generally, the students at the tenth grade of SMA Batik 2 Surakarta often have motivation in learning. From two indicators in this variable, the extrinsic motivation has the highest mean which consist of 2,71, and the lowest mean is intrinsic motivation which consist of 2,42. It is about 13,6% respondents never have motivation in learning, 34,9% respondents seldom have motivation in learning, 32,5% respondents often have motivation in learning, and 19 respondents always have motivation in learning. The indicator which has the highest percentage of never and seldom is intrinsic motivation with 55,9% (never 15,3% + seldom 40,6%) which consist of challenge, curiosity, and independent mastery. Then, the highest percentage's indicator of often and always is extrinsic motivation with 58,9% (often 34,7% + always 24,2%) which consist of easy work, pleasing teacher, and dependence on teacher.

The last variable is teacher's classroom management (X_3) which consist of Teacher Talk (TT), Teacher Talking Time (TTT), Voice Management (VM), Physical Presence (PP), and Seating Arrangement (SA). The result shows that the mean score is 2,59 and the standard deviation is 0,29. Generally, the students at the tenth grade of SMA Batik 2 Surakarta often be easy and comfortable in learning when the teacher organize what goes on in the classroom. From five indicators in this

variable, the Physical Presence (PP) has the highest mean which consist of 2,82, and the lowest mean is Teacher Talking Time (TTT) which consist of 2,39. It is about 14,9% respondents never be easy and comfortable in learning when the teacher organize what goes on in the classroom, 30,8% respondents seldom be easy and comfortable in learning when the teacher organize what goes on in the classroom, 34,2% respondents often be easy and comfortable in learning when the teacher organize what goes on in the classroom, and 20,1% respondents always be easy and comfortable in learning when the teacher organize what goes on in the classroom. From the percentage result, the indicator which has the highest percentage of never and seldom is Teacher Talking Time (TTT) with 55% (never 22,5% + seldom 32,5%). Then, the highest percentage's indicator of often and always is Physical Presence (PP) with 60,5% (often 37,6% + always 22,9%).

3.2. Classic Assumption Testing

The result of Kolmogorov-Smirnov test shows that the probability values are more than 0,05 ($>0,05$) as follow: student's learning style (X_1) is 0,182, student's leaning motivation (X_2) is 0,219, teacher's classroom management (X_3) is 0,276, and student's English writing achievement (Y) is 0,181. It means that the data distribution is normal.

The linearity result shows that the probability values are: Student's Learning Style (X_1) is 0,221; Student's Learning Motivation (X_2) is 0,388; and Teacher's Classroom Management (X_3) is 0,683. It means that the results of probability value of each variable are more than 0,05 ($>0,05$), so the researcher concluded that this research data is linear.

The result of multicolinearity is seen from tolerance value and variance inflation factor (VIF). The tolerance value of each variable are as follow: Student's Learning Style (X_1) is 0,825; Student's Learning Motivation (X_2) is 0,784; and Teacher's Classroom Management (X_3) is 0,928 which are more than 0,10 ($>0,10$). Then, the result of variance inflation factor (VIF) value each variable is Student's Learning Style is 1,212; Student's Learning Motivation is 1,276; and Teacher's Classroom Management is 1,078 which are less than 10 (<10). The researcher

concluded that the independent variables do not have serious problem with the other independent variables.

The probability values of Heteroscedasticity are: Student's Learning Style (X_1) is 0,336; Student's Learning Motivation (X_2) is 0,061; and Teacher's Classroom Management (X_3) is 0,883. It can be seen that all significance value of each variable is more than 0,05 ($>0,05$). The researcher concluded that there is no heteroscedsticity in regression model.

3.3. Multiple Regression

The results of regression coefficient for independent variables are Student's Learning Style (X_1) is 0,458; Student's Learning Motivation (X_2) is 0,169; and Teacher's Classroom Management (X_3) is 0,423. The constant value of regression is 0,121. Then, the formulation of multiple regression is $Y=0,121+0,458X_1+0,169X_2+0,423X_3$. It means that:

- a. If the Student's Learning Style, Student's Learning Motivation, and Teacher's Classroom Management variable are 0, student's English Writing Achievement will become 0,121.
- b. If the Student's Learning Style variable increases one point, while Student's Learning Motivation and Teacher's Classroom Management variables are assumed constant, the increment of student's English Writing Achievement will become 0,458.
- c. If the Student's Learning Motivation variable increases one point, while Student's Learning Style and Teacher's Classroom Management variables are assumed constant, the increment of student's English Writing Achievement will become 0,169.
- d. If the Teacher's Classroom Management variable increases one point, while Student's Learning Style and Student's Learning Motivation are assumed constant, the increment of student's English Writing Achievement will become 0,423.

3.4. Hypothesis Testing

The regression coefficient of student's learning style (X_1) is 0,458. The result of t_{result} is 7,666 which is more than t_{table} ($>1,960$). The significant of this variable is 0,000 which is less than 0,05. The regression coefficient of student's learning motivation (X_2) variable is 0,169. The

result of t_{result} is 2,874 which is more than t_{table} ($>1,960$). The significant of this variable is 0,005 which is less than 0,05. The regression coefficient of teacher's classroom management (X_3) variable is 0,423. The result of t_{result} is 6,294 which is more than t_{table} ($>1,960$). The significant of this variable is 0,000 which is less than 0,05.

The result of F_{result} is 58,277 which more than F_{table} ($>2,68$). The significant is 0,000 which is less than 0,05,

The result of R^2 is 0,583. It means that know the contribution value of all independent variables namely student's learning style (X_1), student's learning motivation (X_2), and teacher's classroom management (X_3) toward student's English writing achievement (Y) as dependent variable at the tenth grade students on the second semester of SMA Batik 2 Surakarta is 58,3% and the other 41,7% is influenced by other factors which are not discussed in this research.

Table 3.1. Summary of Effective Contribution (EC) and Relative Contribution (RC)

Variables	Effective Contribution (EC)	Relative Contribution (RC)
Student's Learning Style (X_1)	30,3%	52%
Student's Learning Motivation (X_2)	9,2%	15,7%
Teacher's Classroom Management (X_3)	18,8%	32,3%
Total	58,3%	100%

Based on the table 3.1 above, the highest result of effective contribution (EC) is student's learning style which consists of 30,3% and the lowest result is student's learning motivation which consists of 9,2%. It means that the student's learning style variable give the most dominant

contribution toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta.

3.5. Discussion

The calculation result that there is positive and significant contribution of student's learning style, student's learning motivation, and teacher's classroom management toward student's English achievement at the tenth grade of SMA Batik 2 Surakarta. The result of F_{result} is 58,277 which more F_{table} ($>2,68$) with the significant is 0,000 which is less than 0,05. Then, the result of the variables can be known from coefficient determination (R^2), and based on the table 4.17, the result of R^2 is 0,583. It means that know the contribution value of all independent variables namely student's learning style (X_1), student's learning motivation (X_2), and teacher's classroom management (X_3) toward student's English writing achievement (Y) as dependent variable at the tenth grade students on the second semester of SMA Batik 2 Surakarta is 58,3% and the other 41,7% is influenced by other factors which are not discussed in this research. This result also consistent to Al-Roomy (2016), Yussi, Syaad, and Purnomo (2017), and Sogra, Ghanbari, and Talab (2013) which stated individually student's learning style, student's learning motivation, and teacher's classroom management contribute to students achievements in learning. It can be understood that these factors are important in learning. By having learning style, they will be easier to understand about the material. If they are easier to understand the material, they will have high motivation to reach their goal in learning. Teacher's classroom management can influence their motivation in learning, because they will feel comfortable in class when the teacher have good organization of the class.

Statistically, the percentages of student's learning style in often and always category which consist of 52,8%. Learning style refers to the ability of learners to perceive and process information in learning situations. They learn material in different ways that are; some learn by oral repetition, some may learn by writing it out, while others may learn through practical work. (Vaishnav, 2013:1). The indicator which has the

highest percentage of often and always category is sensory preference with 56,6% which consist of visual, auditory, kinesthetic. It means that sensory preference is the learning style type which has many contribution in writing achievement. Based on the result, the regression coefficient is 0,458 with the result of t_{result} is 7,666 which is more than t_{table} ($>1,960$) and the significant is 0,000 which is less than 0,05. Then, student's learning style gives 30,3% as effective contribution (EC) and gives 52% as relative contribution (RC). This result also consistent to Vaishnav (2013), Sogra, Ghanbari, and Talab (2013), and Daouk (2013) which stated that learning style can student easier to understand material. It can make them more spirit and enjoy in learning. They are no bored in writing and they can write more easily.

Statistically, the percentages of student's learning motivation variable in often and always category which consist of 51,5%. Learning motivation is an essential component of academic success, particularly at the middle school level (Wormington and Haimovitz, 2013:1). It means that motivation is the factors in the success of learners at all stages of their education. The indicator which has the highest percentage of often and always category is extrinsic motivation with 58,9% which consist of easy work, pleasing teacher, and dependence on teacher. It means that extrinsic motivation is motivation type which has many contribution in writing achievement. Based on the result of T-test, the result of regression coefficient is 0,169 with the result of t_{result} is 2,874 which is more than t_{table} ($>1,960$) and the significant is 0,005 which is less than 0,05. Then, the contribution value can be known based on the calculation effective contribution (EC) and relative contribution (RC). From table 4.18, it can be seen that student's learning style gives 9,2% as effective contribution (EC) and gives 15,7% as relative contribution (RC). This result also consistent to Wormington and Haimovitz (2013), Yussi, Syaad, and Purnomo (2017), and Taheri, Nasiri, Moaddab, Nayebi, and Louyeh (2015) which stated that motivation is one factor in better learning and achievement. When the students have motivation, they will do something to get achievement in learning. The students are better, if they have both

motivations because it can help them to reach good achievement in learning.

Statistically, the percentages of teacher's classroom management variable in often and always category which consist of 54,3%. Classroom management refers to creating safe and stimulating learning environment. This term combines the teacher's personality and abilities in organizing teaching learning process in the classroom which has the most direct impact on students' achievements (Djigic and Stojiljkovic, 2011:820). The indicator which has the highest percentage of often and always category is Physical Presence (PP) with 60,5%. It means that Physical Presence (PP) is teacher's classroom management type which has many contribution in writing achievement. Based on the result of T-test, the result of regression coefficient of teacher's classroom management variable is 0,423 with the result of t_{result} is 6,294 which is more than t_{table} ($>1,960$) and the significant is 0,000 which is less than 0,05. Then, the contribution value can be known based on the calculation effective contribution (EC) and relative contribution (RC). From table 4.18, it can be seen that student's learning style gives 18,8% as effective contribution (EC) and gives 32,3% as relative contribution (RC). This result also consistent to Djigic and Stojiljkovic (2011) and Fowlera and Şaraplıa (2010) which stated that teachers' classroom management style is very important factor of effective teaching, especially students' school achievement. The teacher must determine the time for teacher talking time and students talking time. The teachers give occasion for the students to practice the English conversation.

4. CONCLUSION

After showing the result of the research and discuss them above, this research concludes the research, as follow:

There is a positive and significant contribution of student's learning style, student's learning motivation, and teacher's classroom management toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018 which consist

of 58,3%. It means that the students can get good achievement in English writing, if they increase their motivation and use their learning style which makes them easier in learning. The teacher also should give assignments which can develop student's learning style to make their learning easier, faster, enjoyable and effective. Besides that, the teacher should organize/manage the classroom which can make the students more comfortable in learning.

There is a positive and significant contribution of student's learning style toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018 which consists of 30,3%. It means that when the students use suitable learning style such as cognitive preference, sensory preference, and personality preference, they will get the higher achievement in English writing. Otherwise, when the students don't use suitable learning style, their achievement in English writing is not higher or maximal.

There is a positive and significant contribution of student's learning motivation toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018 which consists of 9,2%. It means that, if the students have motivation, they will do something which can reach their goal in learning, especially their achievement in English writing.

There is a positive and significant contribution of teacher's classroom management toward student's English writing achievement at the tenth Grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018 which consists of 18,8%. It means that the comfortable classroom will give direct affect in student's English writing achievement. If they are comfortable in the class, they can write their feeling easily and they can make a good written text.

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