

The Effect of Students' Learning Style on their Writing Achievement

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Abstract

The purpose of this study is to know whether there exists a meaningful variance in students writing Achievement among students with visual, audio, and kinesthetic learning styles. The study was carried out in a population of 120 students of grade XI at MAN 3 BahrulUlumJombang. The researcher was used incidental sampling, incidental sampling is used to classify students' preference in learning particular differentiate from students' learning style learners and as many as 90 students as sample. The questionnaire was prepared to collect the data concerning with the students' major learning preference and the test which designed in the form of writing an essay was used to measure students' writing skill. To achieve the aim of the study, the data were analyzed by using analysis of variance (ANOVA) with help of SPSS 20.0. The researcher found that the result of hypothesis testing F-test Value was (0.578) and the significant value is (0.563). Because the significant value is greater than 0.05 the mean was declared not significantly different. It means that students learning style on their writing achievement did not differ between the visual learners, the auditory learners, and the kinesthetic learners. Approaching the conclusion of this study, the researcher discovered that there is no significant difference in writing achievement among students with visual, auditory, and kinesthetic learning styles.

Keywords: comparison, effect, learning styles, writing achievement

Learning style is an important aspect that needs by the teacher to teach the students, it plays an important role in the identification of proper teaching method, strategies and techniques. The purpose of learning style can be applied for students, because they have a broad of personal and variations. (Felder & Brent, 2005).

Writing has an important use in English skill. It cannot be divided of others integrated ability in case the learners' skill connect each other to support mastering their ability in English. It plays a significant rule in learning English as without writing, one language would not improve. Brown (2015) said that writing

is a skill used as a composition mode for learning writing is something used as a composition mode for learning, reinforcing, or testing the grammatical concepts.

There were several researchers that have been conducted the research about learning styles. Asmari (2013) said that writing is an ability that helps personal communication requirements for their learning, while the writing ability of students increase, they start to utilize their ideas to written expression more and more easily and understand what they have learned

The students who succeed in learning writing can be covered by their achievements. It comes from Students' understanding, understanding moreover mastery concerning knowledge. Ellis (2003) stated that there are several parts affected by students differences like aptitude, motivation, personality.

The one excellent way to learn an ability for students is learning the style. Each student produces an unusual approach to study something. Kolb (1984) as cited in Damrongpanit (2013) defined that learning styles are fiercely established as the proper way of students for managing, obtaining, understanding to enhance awareness.

Some researchers have been conducting the research on learning styles, Ahmed (2012) found that he has conducted the study doing an experimental study, the purpose of this study is to investigate the effectiveness on the use of students' learning style in improving their writing ability. The result showed that the performances of the control group was worse than the experimental one. The researcher suggested for further research to choose Heterogeneous grouping should be encouraged in all ESP courses.

Rohmatulloh (2010) said that the aim of her study is to analyze the English achievement among the learning styles. The result of this research showed that there is a significant variation among students who have visual, audio, and kinesthetic in their English achievement.

On the other hand, Rachma (2011), Sutarsyah (2011), and Yufrizal (2011) said that the aim of their study is to investigate whether there is the effect of learning styles in reading achievement. They concluded that there is no effect on students learning styles on their writing achievement and kinesthetic learning style is the majority of the students have.

However, all of the studies above are focusing on the influence of learning styles in student English fulfillment. From the previous study, they managed the research at public school, so the researcher wants to validate the research at school which has a religious background. One of the results showed that there is no significant difference, but the other previous study showed that there is a significant effect. It means that there is no consistency in the result of the previous studies.

The researcher conducted the research at MAN 3 Jombang, the population and sample of this study were the second-grade students. Based on the explanation of the teacher, there were several students do not aware of learning styles, then the students cannot develop the learning style in the learning process. The teacher of MAN 3 Jombang cannot separate the students learning style because there were big classes. Based on the explanation above, the researcher want to know whether there is a different learning style have a different result in

their writing. The researcher wants to conduct the research about “The Effect of Students’ Learning Style (Visual, Auditory, and Kinesthetic) on Students’ Writing Achievement”.

Method

This study aimed to determine the difference in writing achievement among students with visual, auditory, and kinesthetic learning style. The research method used in the research is a quantitative approach. Causal comparative was used by the researcher. Causal comparative is something called *ex post-facto*, this research design is observing the phenomena that have been occurred. The population was the subject which was determined as the target of research. The researcher was used the second-grade students who studied in MAN 3 BahrulUlumJombangin the academic year of 2018/2019as the population of the study. There were 120 students as the population. Incidental sampling is a technique for determining samples based on coincidence, the sample in this study amounted to 90 students of MAN 3 Jombang.

The beginning step of this research, the researcher has distributed the learning styles preferences (visual, audio, and kinesthetic) questionnaire to identify the student who are visual, audio, kinesthetic learning styles. There were 28 items of the questionnaire and the participants were mainly asked to respond on the basis of a five-point *Likert* scale, ranging from strongly agree, agree, neutral, disagree, and strongly disagree. The score for each item was 5, 4, 3, 2, and 1.

The researcher has conducted the research on 12 December 2018 at MAN 3 BahrulUluJombang. The researcher used the following step. The researcher first met the headmaster of MAN 3 BahrulUluJombang for the purpose of asking permission and legality for conducting the research. He then met the English teacher responsible for implementing English teaching and learning in grade XI and asked him to participate in this study. The researcher (with help of the teacher) distributed the Perceptual Learning Style Questionnaire (PLSPQ) to all the students of grade XI in order to identify their learning style preferences.

In answering the questionnaire, the students were given 30 minutes and asked them to give check (✓). The item of the questionnaire consists of 28 items. Students have to express their opinion and idea in written text based on the topic that has given by the researcher. The topic is recount text. The researcher gave 90 minutes to the students to answer the writing recount test. The first rater was the researcher and the teacher as the second rater. Then, the researcher takes the average score between the two raters as the final score of the students' writing test.

After classification, the researcher makes documentation in the form of writing recount test. There were 5 categories of writing test scoring: Organization, Content, Grammar, Punctuation, and Style. The total score of paragraph writing test is 100. Since there are 5 categories and each score is 5 then the maximum score is 25. The total score divided by maximum score and multiplied by 100 it means that s/he gets 100.

To analyze the data, the researcher used one-way ANOVA on SPSS programs 20. It is because the data were normally distributed and homogenous. So, the researcher is able to use this method.

Finding and Discussion

The researcher conducted this research on 12 December 2018. He took the number of students learning style preferences (visual, audio, and kinesthetic). There was 28 items questionnaire and he took students' writing achievement using student writing recount test. The researcher analyzed the students' score questionnaire doing PLSPQ, the participants were mainly asked to respond on the basis of a five point *Likert* scale, ranging from strongly agree, agree, neutral, disagree, and strongly disagree. The score of each item was 5, 4, 3, 2, and 1.

The students' writing recount test score for the second-grade students of MAN 3 BahrulUlumJombang. The researcher uses two raters to get the students' writing score. The first rater was the researcher and the teacher as the second rater. Then, the researcher takes the average score between the two raters as the final score of the students' writing test.

Based on the output of the SPSS 20.0, it can be described that the different mean of student's learning style can be described as follow: Visual learning style

score is 74.45, auditory learning style is 76.32, and kinesthetic 74.80 and the total mean of three learning style preferences is 75.07.

Table 4.2 the Summary of One-Way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	56.260	2	28.130	.578	.563
Within Groups	4233.340	87	48.659		
Total	4289.600	89			

Based on the data presented in table 4.2 summary table for the one way ANOVA. The elaboration of F-ratio is as following:

The F-test Value was (0.578) and the significant value is (0.563) in the table. Because the value is greater than 0.05 the mean was declared not significantly different. It means that students learning style on their writing achievement did not differ between the visual learners, the auditory learners, and the kinesthetic learners.

The researcher found that visual learning style as the majority of second grade students at MAN 3 Jombang. It was a difference in the previous study. Rachma et al (2011) stated that kinesthetic learning style as a dominant learning style in their study. In this study, the researcher also found that the auditory learning style tends to be the best learning style among others in established students' writing achievement. Then, the theory of learning style by Reid (2005) concluded that the audio learning styles are easy to understand the information and explanation from the teacher.

According to the result of this research, it is also found that the second learning style which is relatively good in students' writing achievement is kinesthetic learning style, the of students who have a kinesthetic learning style that always remembers and make notes while the teacher explains about the material or instructions. This finding is supported by Joy (1998) stated that kinesthetic learners understand and comprehend lesson easily by rewriting the material that they have learned. They also give a response to physical attention and touch people to get their attention.

Gohar&Sadeghi (2014)stated that in their study, the aim of their study is to compare the variance in students final term score among students learning styles showed that there is no statistically significant difference.

Rohmatulloh (2010) said that in which she found that standard errorscores of variables influence the result of the t –test. According to a reference, the researcher found that there is a significant different among students visual, audio, and kinesthetic learning styles in English achievement. While Rambeand Zainuddin (2014) found that the visual, auditory, and kinesthetic has a significant effect on students' achievement in writing recount text because the score of the students in the experimental group was significantly higher than the scores of the students in the control group at the level of significance $\mu = 0.05$.

Based on the result of the study the researcher found that there are some other factors affecting students' visual, auditory, and kinesthetic learning style on their writing achievement at MAN 3 Jombang such as all of the students are female. The findings of this study indicate the need for teachers and educators to

be made aware of the existing students' learning style preferences in order to encourage the development of a balanced learning style

The researcher hopes that the next researcher must conduct the others research which is closest to this research with developing the questionnaire and writing ability test.

Conclusion and Suggestion

Based on the result of the research which has explained in research findings of the effect of students writing achievement among students with visual, audio, and kinesthetic learning styles at MAN 3 Jombang.

According to the result found that the learning style as a majority among others learning styles. The F-test Value was (0.578) and the significant value is (0.563) in the table. Because the value is greater than 0.05 the mean was declared not significantly different. It means that students learning style on their writing achievement did not differ between the visual learners, the auditory learners, and the kinesthetic learners.

In addition to the limitation of the research variable, the population, sample. The writer expects that there will be other researchers who conduct the same research using wider populations and subjects.

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