

THE FACTORS OF WRITING ACHIEVEMENT OF STUDENTS AT SMP WAHID HASYIM BASED ON THEIR LEARNING STYLES

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Abstract: The purpose of this study is to find factors of writing achievement based on their learning styles. There are two problems to be solved: (1) What are the factors that cause students to have good writing achievement based on their learning styles (VAK) and (2) what are the factors cause students to have poor writing achievement based on their learning styles (VAK). The method in this study was qualitative study. The subjects of this study were twenty-five students in a second-grade language class at SMP Wahid Haysim. The researcher collected the data from the Perceptual Learning Style Preferences (PLSP) questionnaire from Reid (1984), the interview guide was conducted by using a semi-structural and the type of this interview was opened-ended. The data were analyzed by grouping the students based on their learning styles, explaining the data from the questionnaire and interview sheet, and drawing conclusions based on the research problems and results of the data analysis. The finding of this study shows that the auditory learning style becomes the most learning style preference by the students followed by visual and kinesthetic. Furthermore, the factors that cause students to have good writing achievements are: (1) students' learning preferences, (2) students' different learning styles, and (3) students' internal, external, and Learning Approaches. The factors that cause students to have poor writing achievement are: (1) no skill in writing, uninterested, vocabulary mastery and no ability to write in English (2) Internal, External, and Learning Approaches.

Keywords: factors of students' writing achievement, learning styles.

INTRODUCTION

English in the academy is very important for students to learn. English has four skill languages and three components which have been taught previously during the process of learning English itself. The Four skills are listening, speaking, reading, and writing. The components are grammar, vocabulary and pronunciation. Both of them are important to building students' ability of English academic. Besides that, one of the last steps which students should learn is writing skill, writing skill is the last part of this skill because this skill is difficult to learn by students because students should pay more attention to learn about the structures of English grammar, memorize a lot of vocabularies, understanding the punctuation, etc. Moreover, writing needs critical thinking to understand more means and students have to improve this skill constantly.

Writing is essential for an English student to upgrade their knowledge, ideas, creativity, convey their ideas, experience and thought through writing that will be read by others and the activities of writing can be a story of life, activities, hobbies, achievement, and others. Swandiand Netto-Shek (2016) stated that writing skill is defined as essential skill for students to master for academic purposes and as work and life skill.

In writing, teacher found the problems that happened to students and might cause by their internal, external, and Learning Approaches factors. According to MuhibbinSyah (2013) globally the factors that influence student learning are divided into three, namely: internal factors, external factors, and learning Approaches factors. Internal, external, and learning approaches are very important for both teachers and students should know.

The teacher can help students to improve their skills in writing by knowing their factors and the teacher should know that, why students have good and poor writing achievements and how to find the problem solved. So that, it can assist teachers in providing materials that match their interests, abilities, increase their learning motivation, intelligence, talent, desire to learn, enthusiasm and curiosity.

Writing achievement also has a relationship with their learning styles. According to Warn (2009), learning style refers to the way each individual absorbs learning. Each student has different characteristics, techniques, skills, student habits to acquire knowledge or information in different ways and their learning styles. So, learning styles can help students to adapt to the learning environment and students can understand their abilities and how to improve that. Moussa (2014) explained, "Each person has his/her particular learning style that determines how he/she interacts with his/her learning environment."

There are several previous studies done by Agusta (2019) investigated the correlation between students' learning styles and Students' writing achievement. The result of this study concluded that the correlation between students learning styles and Students' writing achievement there was no significant relationship between students' learning styles and students' writing achievement. Haryati (2016) stated that this study was to investigate the different results of writing achievement between learning styles (introvert and extrovert), differences in writing achievement results in the use of ICT (Blogs and Facebook), and the interaction of learning styles and use of ICT in students' writing. The result of this study was that there were no significant differences in interactions between the use of blogs and Facebook with students'

writing achievement. Even though there was a significant difference between the two students' learning styles (introvert and extrovert students) and the effect for extroverted students was better than for introverted students. In contrast, a study held by Rahmawati, Titisari and Pawenang(2021) indicates that interest in learning, learning motivation, learning style, and learning independence affect student achievement.

Based on some of the results in the previous research above, the researcher believes that the factors of writing achievement of students based on their learning style have a close relationship with each other, therefore the researcher attempts to conduct the research entitled "The Factors of Writing Achievement of Students at SMP Wahid Hasyim Based on Their Learning Styles."

METHOD

In this research, the researcher uses a descriptive-qualitative design as method. According to Latif (2016), qualitative research is used for understanding human behavior, a holistic picture of social and cultural settings in which such behavior occurs. Additionally, according to Kumar (2011) this research is categorized as qualitative research because the purpose of the research is mainly to describe a situation, phenomenon, problem, or event.

The participants of this study was the second-grade students of SMP Wahid Hasyim. The researcher only took the language class as the subject, which consist of 25 students. Five students were selected by researcher based on their learning styles preferences who took from the questionnaire.

The instrument was utilized by researcher to get data in this study. Arikunto (2002) defines an instrument as a piece of equipment used to carry out a method of data collection. To demonstrate this instrument, in order to collect the data accurately and crucial the researcher used two instruments, namely questionnaire and interview. The researcher sets the first questionnaire for students to know the learning style preferences. 36 question items in the questionnaire focused on learning styles that applies in learning English and there was 36-question items will be divided into three parts. The first part was 1-12 question items for investigating the visual learning style. The second part, 13-24 question items for investigating the auditory learning style, and the last part, 25-36 for investigating the kinesthetic learning style.

After Knowing students preference in learning style, the researcher took five students based on learning styles preferences to interviewing them and to know their good and poor factors writing achievement. The researcher then analyzed the data descriptively. Data reduction,

data display, and conclusion drawing/verification are three analysis components in this method. (Milles & Huberman, 1994).

FINDINGS AND DISCUSSIONS

The collecting data was obtained by the researcher, then the findings were presented in this sub chapter. The findings presented following two research questions; First, what are the factors cause students to have good writing achievement based on their learning styles (VAK) and second, what are the factors cause students to have poor writing achievement based on their learning styles (VAK).

The results showed that analyzing of the questionnaire, the most preferred learning style by language students at Wahid Hasyim where 10 students were Auditory Learning Styles, which made it the major learning style preferred by the students and followed by visual with 9 students and 6 students for kinesthetic learning style.

After knowing the learning styles preferences, the researcher took five students to interview. The responses from the interview will be described based on visual learning styles, auditory learning styles, and kinesthetic learning styles. This interview aims to find factors students to have good and poor writing achievements based on their learning styles.

Student interview responses to determine the factors that students have good and bad writing achievements based on their learning styles can be explained below:

A. The factors cause students to have good writing achievement based on their learning styles (VAK).

1. Students' Learning Preference Factors

Based on the first question from the interview responses, students Visual Learning Style, Auditory Learning Style and Kinesthetic Learning Style have the same answer, they agreed using differences learning styles in their class and it can affect to improve their writing achievement.

“Yes, it can effect because I like teacher give the writing material use the picture and I can understand easily.”

“Yes, I think that it will effect because I like teacher explain more, so I can understand.”

“Yes, I think that it can effect because I need practice to get the more attention and understand.”

The findings of this result was different from the previous study conducted Kurniawan (2017) the result was learning styles did not have any relation to writing achievement of undergraduate. Therefore, those result about were contrast with this research where students' visual learning style, auditory learning style and kinesthetic Learning style agreed to use the learning style in their class and can affect their writing achievement.

2. Students' Difference Learning Style Factors

Interview responses to the second question the factors can make your writing achievement will be good in classroom for students' visual learning style agreed to use the material in the book by using pictures, gave them illustrations of what they see in the book and use other learning media such as video, internet and watching films can effect on their writing achievement and progress in classroom. Students' Auditory Learning Style could understand easily by hearing the teacher explain in front of them instead of reading a book because it can make them sleepy and bored. Students Kinesthetic Learning Style can understand easily when the teacher gave them practice directly rather than listen or read a book.

“If the teacher explains using learning media such as videos and pictures it will be even better and of course, it can affect to improve my writing, study hard, don't be lazy, and master English well.”

“For me when the teacher explains on the blackboard I can also focus and understand well. Even if disturbed, the teacher will usually reprimand and re-explain that too, which can make the time easier to understand. The teacher also conveys English with vocabulary that I don't know so I have to ask and memorize it, then writing also has certain techniques and I need to learn too.”

“Explaining is good but without practice, it will be more difficult to understand, the teacher gives assignments and exercises that can improve my writing ability.”

It is in line with previous research by Nicholl & Rose (2014) that visual learning styles learn best in visual image, auditory learner discover information through listening and interpreting information by means of pitch, emphasis and speed. Reid (2005) as cited in Faridah (2014) said that kinesthetic learning students have orientation to do trial-error activity and according to Sarasin in Sugihartono et.al (2013) learning styles are specific behavioral patterns in individual in the process of receiving new information and developing new skills.

3. Internal, External and Learning Approach Factors

Based on the fifth question which asking about are there certain factors that might cause your good in writing achievement (internal, external and learning approach). Based on interview responses, students' visual learning style, Auditory learning style and kinesthetic learning style have the similar answer in the internal factor, if they are not lazy, have motivation, practice English as well, good vocabulary mastery and know a lot about English writing. External factor, friends and parents can help to support and learn together as well on the learning approach. These answers above mean that they have good factors on their writing achievement.

"I often experience internal factors, I am not lazy, I want to try to learn, I have motivation, I want to practice writing English, focus on what the teacher explains in front of me, and memorize a lot of vocabulary. The external factor is that I have friends who support each other and want to learn together and of course, I have the support of my parents. Learning approach if the teacher explains well, can be understood easily and the teaching style is fun."

"for the internal factor itself, it's also like that for me, if I study hard, don't be lazy, want to memorize the vocabulary I need, do lots of practice, have motivation, pay attention to what the teacher says, and do the assignments given by the teacher. Also, external factors such as friendship and encouragement, and support from parents must affect as well on the learning approach."

"for the internal factor, it's also like that for me, if I study hard, don't be lazy, want to memorize the vocabulary I need, do lots of practice, have self-motivation, pay attention to what the teacher says, and do the assignments given by the teacher. External factors such as friendship and encouragement and parental support must affect as well on the learning approach."

It is in line with previous research by Rahmawati, Titisari, and Pawenang (2021) the results of this study indicate that interest in learning, learning motivation, learning style, learning independence have an effect on student.

B. The factors cause students to have poor writing achievement based on their learning styles (VAK).

1. Factor they do not have skill in writing, Interested, vocabulary mastery, ability to write in English and English Writing Knowledge.

Based on the third question from the interview responses, students' visual learning style, Auditory learning style, and kinesthetic learning style have similar and opposite answers with good factor responses above. The question asked about what factors can make your writing achievement will be poor in the classroom. The Mostly of the students answered students writing in English was boring, not interested to write, did not know the new vocabulary they found in the book, did not know how to write in English, lack of vocabulary mastery, could not write in English and low knowledge about writing English.

“When I'm lazy, don't want to learn to write English, have no desire to learn English, don't like English and the teacher is not good at teaching and is boring.”

“Usually, if you don't focus, it will have an effect, especially when the teacher explains in class, is not interested in the topics taught by the teacher, and if writing requires mastery of certain vocabulary, the rules are written in English and are usually boring.”

“for me, my writing ability has decreased because I also only practice writing English when I study English in class. Lack of reading is also certain, vocabulary and of course not a lot of practice.”

It is in line with previous research by Ekorini (2021) the results of her analysis of the data obtained showed that students with high intelligence scores on average have good writing skills.

2. Internal, External and Learning Approach Factors

The fourth which asking about whether are there certain factors that might cause your poor writing achievement (internal, external, and learning approach). Based on responses, most of them answered internal factors, such as they have no motivation, no English skills, lazy, interests, have no desire to learn English, lack of vocabulary and not having the ability to write English well. External factors such as the absence of support from family, classmates who did not help to learn together, did not provide motivation, and the learning approach that was uninteresting and boring, it was affected their writing achievement.

“If I was like that too, I don't have the motivation to study, I just follow the teacher's words, I like English but I'm lazy to study, my vocabulary is also lacking and when the teacher explains I sometimes have difficulty because there are vocabulary that I don't understand. For external factors, I usually prefer to play with my friends rather than study if my parents also support me, but unfortunately, I am not interested in writing. Likewise, the learning approach taught by the teacher is good, but sometimes it is uninteresting.”

“For internal factors, I don't have any particular motivation to learn English as well as writing, am lazy to study, have no desire to learn English, still like to play, and did not master English itself. The external factor itself, I still often play with friends and don't think about English, even if I am motivated by my parents, I'm also happy but it doesn't have any effect. For the learning approach, I like the teacher's way of learning but it seems boring.”

“internal factors for me, I am less motivated in learning English, still lack practice, lack vocabulary too, and of course, English is also sometimes difficult for me. External factors such as friends and parents must also have an effect and so does the learning approach.”

It is in line with previous research by conducted by Abbas & Herdi (2022) the results of this study indicate that there were external and internal factors that hinder students' writing skills.

CONCLUSIONS AND SUGGESTIONS

Based on the finding and discussion above, the researcher then drew conclusions. Firstly, for the good factors: 1) Students' learning preferences, 2) Students' difference learning styles and 3) Internal, external and learning approach Factors. Second, for the poor factors: 1) Do not have skill in writing, Interested, vocabulary mastery and ability to write in English and 2) Internal, external and learning approach Factors.

Finally, the suggestions of this research came up with some ideas addressed to lecturers, students and future researchers. The researcher would like to give some suggestions for Students, hopefully, can improve their writing skills based on their preferred learning style and awareness to improve their writing skills by knowing the internal, external, and learning approaches that are following the factors possessed by each student. For the teachers, teachers need to find learning approaches that suit for students' learning styles to help them improve their writing achievement and need to know what factors cause students to have good and poor writing achievement. For the next researcher hopefully, the results of this research can help further research and can develop this research, so that it can help students and teachers to find out more about what factors are experienced by students in their writing achievement based on their learning styles either by using similar research methods, correlation, experimental and classroom action research.

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