

THE DIFFERENCES OF WRITING DESCRIPTIVE TEXT ACHIEVEMENT AMONG VISUAL, AUDITORY AND KINESTHETIC STUDENTS OF SECOND GRADE AT MA AL-ITTIHAD PONCOKUSUMO

Kholis Muzahrotus Tsania¹, Hamiddin², Diah Retno Widowati³

(Mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Malang)

*Corresponding Email: kholistsania@gmail.com¹, hamiddin79@gmail.com²,
d.retnowidowati@unisma.ac.id³*

Abstract

Writing is an activity to express thoughts through written language, as an English skill, writing was one of difficult skill faced by students. This article aims to describe whether there are differences between students of Visual Auditory Kinesthetic (VAK) in improving writing skills at second grade of MA Al-Ittihad Poncokusumo. The research design of this study was quantitative study ex-post facto research. The participants of this study were 45 students. There was two instruments which given to the students. Questionnaire adopted from O'Brien (1985) which was consisted of 30 items and writing essay. The result of the study was there was significant difference in score among visual, auditory and kinesthetic students on writing achievement. The significant value is 0.00 which is lower than 0.05 level. Then, the F value is 37.017

Keywords: Writing achievement, learning style, visual, auditory, kinesthetic

INTRODUCTION

Writing can assist students to study and increase English by expressing science, experience, and ways of thinking in written form. Developing writing skill requires learning and practice. It is necessary to record and remember lest writing is not product, but some processes. Nurfiryalianti, Jamiluddin, and Hastini (2014) said that writing has several elements, including grammar, paragraph organization, and vocabulary. Moreover, there is a mechanism needed to make good writing. It is punctuation, capitalization, spelling, cohesion, unity, and organization. They are very important to master in supporting our writing to be a great writing.

The research focused on descriptive text that has to be known well by students in English. In descriptive writing, writers are to create or animate image communication from words. Theoretically, Oshima & Hogue (2007) stated that descriptive writing is writing about how to tell something looks, smells, feels, and / or sounds. A great description is a picture of a word; the object, place, or person can be imagined by the reader in mind. Generally, writing activities are done based on the necessity, it is seen from the high and low of writing skills among the students. According to students' experience, writing is difficult and boring. Difficulty and boredom arise when students determine ideas, sentences, select materials, and apply spelling errors. The activities of writing experience or writing a story has obstacles such as paragraphs or writing essay, new writers often find difficulty to determine ideas.

Based on the observation on students' writing, there were several obstacles in making good writing. First, they were lack of topical knowledge to write, lack of vocabulary in writing, difficulty in choosing topics and developing their ideas, they would rather imitate an example than expressing their own idea creatively. Next, there were diversities of students' characters such as good learning styles, individual variations, language extents, etc. Which were caused by incompatibility in the application of writing activities in the learning process that can affect student-writing achievement, examples of visual student application dictation or analysis of auditory students.

In addition, the methods and models of traditional teaching were too general in schools to influence the input of knowledge gained by students. Students have his or her own way of learning something new both in class and outside the classroom. This method is called a learning style. It is characteristic of a student who deals with strengths and infirmities in taking and processing of information.

There are three main cognitive learning styles, namely spatial (visual), auditory, and kinesthetic. The visual learners are learning use feeling of eyes through watching, drawing, illustrating, perusing, and utilizing the media and props. An understudy would prefer to take a gander at an image or graph, similar to the show, or watch a video exhibition. The auditory learners are understudies of sound-related discussion about what to do, about the advantages and disadvantages of a circumstance. They show feelings through their tone, tone, and volume. The kinesthetic learners are physical movement and learning through direct commitment. An understudy would like to deal with, move, contact and feel/experience the development of the body (hands-on, physical action).

Vester (1998, as cited in Looss, 2005) declares that the students' approach can perceptually shape the learning profile by using information stored in memory through visual, auditory, and kinesthetic perception.

Another problem of learning style that is faced by students is no guidance application of teaching concept (Evans & Sadler-Smith, 2006). Many teachers in school teach as much as they want, instead of doing what they should do. For example, the teachers apply and treat the same method or concept to many students whereas in fact each student has a difference in learning, use any badly validated test, inappropriate groupings, learning styles that are suitable for only one dimension of style, one course 'learning style training days' for teachers and so on. Traditional teaching methods that continue to use lectures are also one of the obstacles in learning styles, as teaching and economical means in which one academic can spread knowledge to a wide audience, it called didactic (Walkin, 2000, as cited in Walker, 2014)

This study deal with the applications of visual, auditory and kinesthetic (VAK) in writing skill. "Learning is a set of measures designed to support the learning process. Successful learning process necessary techniques, models, and specific approach according to the characteristics of objectives, learners, materials, and resources needed so that appropriate and effective strategies. Once known, there is one learning model that can be used in learning activities by optimizing the potential of students and maximizing the involvement of students, using the VAK model." (Suhara, 2014)

In a nutshell on the study of Callister, Khalaf, & Keller (2000) stated that learning styles which are considered as one of the factors that influence students' diversities, have been well studied. Understanding about students' learning chooses will help teachers in how they organize their style in teaching that are appropriate to student learning performance. Based on explanation above, the researcher was interested in analyzing whether there were differences in the achievement of descriptive text writing for visual, auditory and kinesthetic students.

RESEARCH METHOD

The research used quantitative approach. Specifically, it was conducted through ex-post facto research. The ex-post facto is sometimes called causal comparative, it is ideal for conducting social research when is not possible or acceptable to manipulate the characteristics of human participants (Simon & Goes, 2013). The aim of this study was to comparing the relation of one variable and others by simple examination if the value of dependent variable in one group is differ from other groups. There was no treatment or experiment of any kind to subjects. The researcher gave the questionnaire first, and then followed by free writing descriptive text.

The participants in this study were the students of second grade who were studying at MA Al-Ittihad Poncokusumo. The students were admitted to the same school for full time academic study, but with different majors, all the participating students completed 9 years of study and had

graduated from the junior high school prior to their enrollment in senior high school. There are three classes but the researcher just took 45 students as the sample which is consist of 15 visual students, 15 auditory students, and 15 kinesthetic students by quota sampling.

There were two data-collection instruments used, namely the VAK learning styles self-assessment questionnaire on language learning strategy use, writing test, which was done by giving the worksheets of descriptive essay for students. Those two main data collection instruments were VAK learning styles self-assessment questionnaire for the first that given in printed form which consisted of thirty items asking learners about which is discovering the learning style of students, those learning style are visual, auditory or kinesthetic. The second was test of descriptive essay, which was free writing activity. The researcher gave to the students 30 minutes to fill the questionnaires and 55 minutes to work a worksheet on the research test. There were 3 raters assessing the results of the student worksheet, the researcher itself, the expert, and the writing teacher.

FINDINGS

The results of this study intend to focus on describing a comparison of the achievement of student scores towards visual, auditory and kinesthetic students. This researcher used one-way ANOVA with IBM SPSS version 20 to analyze the results of comparisons in completing data.

The researcher determined the data of student learning style preferences (visual, auditory, and kinesthetic) by using questionnaire consisted of 30 items from 45 learners in second grade MA Al-Ittihad Poncokusumo The author obtained a score from each item in the questionnaire. Deeply, there are three 3 points for answering Often (S); 2 points for answering Sometimes (KK); and 1 point for answering Never (TP). Then, the researcher collected students' writing score and took the mean score between the three assessors as the final score of the student's writing test. Students' writing skill has three qualifications and here as the following table.

Table 1. Distribution of Students' writing accomplishment

Range of Score	Qualification	F
91 – 100	Excellent	11
81 – 90	Good Enough	17
71 – 80	Bad	16
Total		45

Based on the Table 4.2, it can be said that students' writing achievement at second grade in MA Al-Ittihad Poncokusumo is good enough. It can be drawn that the range of excellent qualification is 91-100. There are 11 learners who get 91-100 score. There are 17 students who get 81-90 score, and there are 16 students who get 71-80 score. The students' writing achievement is awesome because there are 17 students' who get 81-90 score. The students' writing skill achievement was from their writing test result. The data was taken from the test that was given. The total score of students' writing skill achievement was 3781 from 45 students. From the table 4.1, it could be seen that the greatest score was 95 and the lowest score was 72. Based on the data, the range score was 23 (95-72), the mean score was 84.02 (3781:45), and the standard deviation score was 7.245.

If the significance data is higher than the level of significant 0.05, it will be called significant in level 0.05 (normality distributed). However, if the significance data is under the level

significance 0.05, it could be said that the data is not significant / normally distributed. The descriptive of ANOVA and the summary of One-Way ANOVA can be seen as follow:

Table 2. The Descriptive of ANOVA

Descriptives								
Achievement								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Visual Students	15	79,87	6,081	1,570	76,50	83,23	72	89
Auditory Students	15	79,47	4,172	1,077	77,16	81,78	73	87
Kinesthetic Students	15	91,80	2,305	,595	90,52	93,08	88	95
Total	45	83,71	7,245	1,080	81,53	85,89	72	95

Based on the output of the SPSS 20.0, it can be seen that the different mean of student's learning style can be describe as follow: Visual learning style score is 79.87, auditory learning style is 79.47, and kinesthetic 91.80 and the total mean of three learning style preferences is 83.71.

Table 3. the summary of One-Way ANOVA

ANOVA					
Achievement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1473,378	2	736,689	37,017	,000
Within Groups	835,867	42	19,902		
Total	2309,244	44			

Based on the presented data in Table 4.4 the F-test Value was (37.017) and the significant value is 0.000. Because the level significance of the students' learning style was lowest than the level significance 0.05. Moreover, it was under the significance level 0.01. It means that there is a significant difference of the students' learning style on students' writing achievement.

Ha: There is significant difference in writing descriptive text achievement score among visual, auditory, and kinesthetic students.

After using SPSS 20.0 program to analysis data, the value of F-test = 37.017 and the significant value was (0.000), because the level significance of the students' learning style was lowest than the level significance 0.05. The mean was declared significantly different. Therefore, Ha is accepted and it means there is significant difference in writing achievement score among visual, auditory, and kinesthetic students.

DISCUSSIONS

Students who have good writing actually have kinesthetic learning styles; it can be proven from the results of writing those who have an average score of 90. It is supported by Gilakjani (2012) that kinesthetic children can focus more on a learning target. From the kinesthetic children's writing, it shows that they are more detailed in explaining a requested theme; it is supported by Suhara (2014) that kinesthetic children explored more in detail and related everything to their experience.

In their achievement of writing skill indicates that most of learners have good accomplishment, several of them have excellent achievement and the rest have enough achievement. The excellent English achievement students were kinesthetic learning style the data shows that the mean of kinesthetic learners (91.80), visual learners (79.87) and the auditory learners

(79.47). It means that highest mean of the students' learning style is found in kinesthetic learners who have good English learning achievement.

According to research-findings that learning styles towards students are balanced. This is different between previous studies from other researchers. Rachma, Sutarsyah, & Yufrizal (2012) found that the dominant student learning style was the kinesthetic learning style. There are also researchers said, like Oksatridywi (2017) that visuals are superior to other learning styles in certain skills.

The result from the calculation of contribution of learning styles and writing achievement, it was obtained kinesthetic learning style gives the most contribution to writing achievement than visual and auditory. It is caused by the data, which showed the scores of kinesthetic learner are high in writing achievement and kinesthetic learning style. It means that if they have higher score in kinesthetic learning style, they also have higher score in writing achievement. For the contribution of visual learning style to writing achievement, it is weaker than kinesthetic. It is proved by the data which showed visual learners have high score in visual learning style but not all of them could get the score of writing achievement is higher. While the contribution of auditory learning style to writing achievement is the weakest from visual and kinesthetic learning style. It means the score auditory learner in kinesthetic learning style has influence but very weak to their score of writing performance.

Based on the results of the above research, we can know that writing can be created when the writer is calm and active, because writing is an activity related to grammar, word processing, and language style and others. Whereas learning style is a way of receiving or obtaining knowledge which is then processed into the brain before being released in the form of writing. In addition, it can be ascertained that everyone has their own learning styles that can influence the different ways of thinking or how to deliver this matter. Because basically the learning style does not change, but can be developed all the time.

In this case, the kinesthetic learning style has a greater influence on the achievement of the results of writing; it could be because their learning methods are a little different, more active and easier to explore everything compared to visual or auditory learning styles. The results of this study have similarity with some previous studies. Language learning styles can be used as a standard to measure students' writing performance.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research described in previous chapter, which was comparing writing achievement of students on their learning style preferences (visual, auditory, and kinesthetic) at MA AL-ITTIHAD Poncokusumo, it can be drawn that the results of comparative analysis of student learning style preferences (visual, auditory, and kinesthetic) as the variable X the achievement of writing them as variable Y. There are 15 students for spatial learning style, there are 15 students for hearing learning style and 15 learners for physical learning style.

According to research findings that the number of student learning styles tends to be balanced. but in this study it was found that kinesthetic tends to be the best learning style among others in influencing student writing achievement, where students who have this kinesthetic learning style put forward their own unique ways of learning such as always remembering and taking notes while the teacher explains about the material or instructions, sometimes they are also more active about movement.

The F-test value is (37.017) and the significant value is (0.000) in the table. Because the significant value is below 0.05 even below 0.01, the average is stated to be significantly different. This means that there are significant differences between students with visual, auditory, and kinesthetic learning styles. Based on the results of this study, the authors found that whatever students' learning styles, they have their own ways to learn in class. The results of this study have

similarities and differences with several previous studies. Language learning styles can be used as a standard for measuring student-writing achievement.

The results of this study are expected to aid students know their learning styles and diminish their weaknesses. Students must find out their learning styles and how they choose to obtain the input in the class. So that learners get their gladness to follow the class and it makes it easier for them to understand the material. Furthermore, for English teachers must (1) be more careful about diversity in student learning styles, (2) know what is needed by students, (3) wise to create various situations and learning models, (4) be creative and innovative to apply various techniques and strategy.

In this study, the researcher hopes that the next researcher should do the research closest to this study and extend it to other variables to reveal every aspect that supports, enhances, and develops the quality of writing skills research. In addition to the limitations of research variables, populations, samples. The author hopes that there will be other researchers who conduct the same research using a wider population and subject.

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