



**THE EFFECT OF LEARNING STYLE ON THE ABILITY TO WRITE
NARRATIVE TEXT IN SMPN 4 GRESIK**

SKRIPSI

By

DIANITA DWI JAYANTI

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UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION DEPARTMENT

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ABSTRACT

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(I)Prof. Drs. H. Junaidi Mistar, M.Pd., Ph.D. (II) Dr. Imam Wahyudi Karimullah, S.S, M.Pd.

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In the era of globalization, it takes the ability to speak English as an international language in order to compete with others. One of the skills learned is the ability to write. There are various methods that teachers can use in learning. One of the factors that influence the learning process is learning style. Learning style is the way students absorb and process information. In general, learning styles are divided into three, namely visual, audio, and kinesthetic learning styles. Every student has a different learning style. This difference in learning styles has the potential to provide varied writing results, depending on how students absorb and process information. This study aims to see whether there is a significant difference in the ability to write narrative texts on students' learning styles.

This study uses a comparative research method with a quantitative approach. The population used is all 9th grade students at SMPN 4 Gresik. While sampling using simple random sampling method so that all populations have the opportunity to be a sample. The variable used is the dependent variable (Y), namely the ability to write narrative texts and the independent variable (X) is learning style. The data was collected using a questionnaire with a Likert scale of 4 alternative answers and the report card scores for the ability to write narrative texts in semesters 4 to 5. Data analysis used ANOVA.

The results of filling out the questionnaire by students were 23 students using visual learning styles, 28 students using visual learning styles, and 11 students using kinesthetic learning styles. Meanwhile, from the results of data analysis using ANOVA, it was found that the F-statistic value was $(5,469) > F.05(2;59)=3.153$, so reject H_0 . In addition, judging from the p-value $(0.007) < (0.05)$ then reject H_0 . So that there is a significant difference in the ability to write narrative texts on students' learning styles. The learning style that produces the highest narrative text writing score is visual with an average score of 81.13 and a standard deviation of 4.08. The learning style that produces the highest narrative text writing score is kinesthetic with an average score of 78.09 and a standard deviation of 6.16. And the learning style that produces the lowest score in writing narrative text is audio with an average value of 76.64 and a standard deviation of 4.88.

The conclusion from this research is that there are significant differences in the ability to write narrative texts on students' learning styles due to differences in absorbing and processing information. It is hoped that this research will be able to help students recognize and understand learning styles so that they are able to maximize their potential. Meanwhile, teachers are expected to be able to maximize the methods and media used in learning so that all student learning styles are facilitated.

CHAPTER I

INTRODUCTION

This chapter elaborates the background of the study, research question of the study, objective of the study, the scope and limitation of the study, the significance of the study, and definition of key terms.

1.1 Background of Study

In the era of globalization that is increasingly developing today, the role of education is very important. To compete with other countries, good language skills are needed. As an international language, English is included in student learning materials in Indonesia. English language education taught to students has been introduced since early childhood education. The purpose of learning English as stated in Permendiknas No. 22 of 2006 is to communicate effectively and efficiently following applicable ethics, speak, and in writing.

Students use the four basic abilities when learning English, which will be used as standards for evaluating students' language skills. English skills consist of speaking, listening, reading, and writing skills. These four skills are called "macro-skills". Supporting skills that are also important are called "micro-skills" which consist of grammar (grammar), vocabulary (vocabulary), pronunciation (pronunciation), and spelling (spelling).

Writing is a creative process that requires the exchange of ideas in the form of written language to achieve a goal, convincing, entertaining, or informing others (Dahlan, 2016). Writing can express ideas, feelings, and experiences

(Kumalasari et al, 2013). Writing skills in English are the most difficult skill because in writing several other skills must be considered such as grammar, vocabulary, grammar, and spelling. Certain types of essays often make it difficult for students to compile concepts and ideas, including certain grammar used in the narrative essay (Fatah, 2018), descriptive, or exposition (Kartono, 2018). According to Harmer (2007), writing allows students to spend more time thinking than speaking.

Writing skills are one of the skills in English which aims to assess students' psychomotor. One of them is narrative text. A narrative text is a type of essay in the form of a fictional story, a fabricated true story, or a fairy tale that has a chronological sequence of events. The narrative text has the purpose of entertaining, educating, or telling, add to the writer's reflection on an experience and expanding the reader's imagination (Derewinka, 1991).

Based on Gerot (1994), the structure of a narrative text consists of orientation, which is a character introduction or a character introduction such as character type, location, and time description. Second, there is complexity, which is the appearance of issues or the development of the conflict in the plot. Third, a resolution is either problem solving or action done to resolve conflict. Fourth, re-orientation, which is the use of a closing statement to mark the end of a story. In narrative text, re-orientation will be either operative or non-existent. And coda is the characters and lessons that can be learned from the story or changes in moral values coda is also optional.

The linguistic elements involved in a narrative are nouns that are used as pronouns for animals, humans, or other objects in the story, past tense, time connective, action verbs that indicate events or activities, and saying and verb think.

There are many methods that teachers can use in teaching English. Learning Approach, Discovery Learning Technique, Gentle Technique, as well as Communicative Reaction are some of them. As a teacher who has the main task of teaching, educating, training, directing, a student in early childhood education, primary school, secondary education, and formal education are assessed guided and evaluate a teacher must know what factors influence students' ability to receive the material.

One of the internal factors that are overlooked during the learning process is learning style. According to Eitwistle at al (1981) in Indiaty (2006), even though in the learning process each student has different characteristics in receiving information. The method or learning power is a tendency to adopt a particular learning strategy by actively seeking and trying so that in the end individuals get a learning approach that is following learning demands. Meanwhile, DePorter B (2010) learning style is defined as a mixture of how a person absorbs, organizes, and processes information.

DePorter B (2010) classify learning styles into three types, namely kinesthetic, visual and auditory learning styles. Because they are more focused on what they see, students with visual learning styles will find it easier to absorb the topic through observation. Students with auditory learning styles gain an understanding of what they hear. Meanwhile, students who learn with a kinesthetic learning style will respond more quickly through touch or gestures. Learning styles are related to the way a person learns, as well as the preferred way of learning. Students will experience different easy learning styles. Each student will experience different easy learning styles. Each of the students has a unique learning style, regardless of the method used; distinct learning styles demonstrate the quickest and most effective manner for each individual to absorb information from outside for himself.

Based on research conducted by Bire (2014) in his article entitled "The Influence of Kinesthetic, Visual and Audio Learning Styles on Learning Pretenses", it was explained that there was a significant influence on kinesthetic, visual and auditory learning styles on learning achievement. The outcome of the determination test showed the relative contribution of auditory, kinesthetic, and visual learning styles to learning styles by 34.8%, with each relative contribution to learning achievement, namely, visual learning styles 26.4%, auditory 24.2%, and kinesthetic 26.2%.

Differences in learning styles that have the potential to affect learning achievement will also affect the writing ability of each student due to differences in information absorbed by students. The structure of information written in the text will also differ depending on how each student is processing information, so there will be many variations of writing. What needs to be evaluated is how much information the students can write down from the content that the teacher has presented. Therefore students and teachers can mutually evaluate what learning style groups need to be optimized and need to be facilitated again in learning.

1.2 Research Question of the Study

Consider the preceding discussion on the use of the learning style in writing ability. The purpose of this research is to address the following issues:

Is there a difference in writing narrative skills between students who use kinesthetic, audio, and visual learning styles?

1.3 Objective of the Study

The objectives of this research are:

1. Looking at student's writing narrative skills based on their learning styles.
2. Assessing the effect of learning styles on students writing narrative skills.

1.4 Scope and Limitation of the Study

The scopes of the study are limited to the subject and object investigated.

1.4.1 Subject

Students in grade 9 SMPN 4 Gresik are the focus of this research

1.4.2 Object

The object of this study is the difference in writing narrative skills between kinesthetic, audio, and visual learning styles.

1.5 The Significance of the Study

The result of the study is expected to be used theoretically and practically:

1.5.1 Theoretically

1. The results of this study are expected to assist the teacher in following learning strategies that can facilitate students with different learning styles.
2. As a reference for other research that wants to study the relationship between writing skill and learning style.

1.5.2 Practical

1. The result of study are expected to improve reading comprehension.

1.6 Definition of Key Term

Some definitions were added to the key terms used in this study to help clarify them

1. Writing skill

The process of expressing ideas in written language for a specific aim, such as informing, convincing, or entertaining.

2. Narrative text

Types of essays in the form of imaginary stories fabricated true stories, or fairy tales and have a chronological sequence of events.

3. Learning style

The combination of how it takes in organizes and processes information.



CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents conclusions and suggestions.

5.1 Conclusions

Based on the results and discussion of the research stated in the previous chapter, the conclusions that can be put forward in this study follows are:

- a. There is a significant effect of learning styles on writing narrative skills students in grade 9 of SMPN 4 Gresik.
- b. The learning style that produces the highest writing narrative skill score is the visual learning style with an average of 81.13 and a standard deviation of 4.08.
- c. The learning style that produces the second highest writing narrative skill score is the kinesthetic learning style with an average of 78.09 and a standard deviation of 6.15.
- d. The learning style that produces the lowest writing narrative skill score is audio with an average of 76.64 and a standard deviation of 4.87.

5.2 Suggestion

Based on the conclusions and implications described in this study, the researcher will recommend research results that can be used as input for several parties with an interest in the result of the research on the effect of learning styles on writing narrative skills of grade 11 students of SMPN 4 Gresik. Recommendations that can be put forward by the research are:

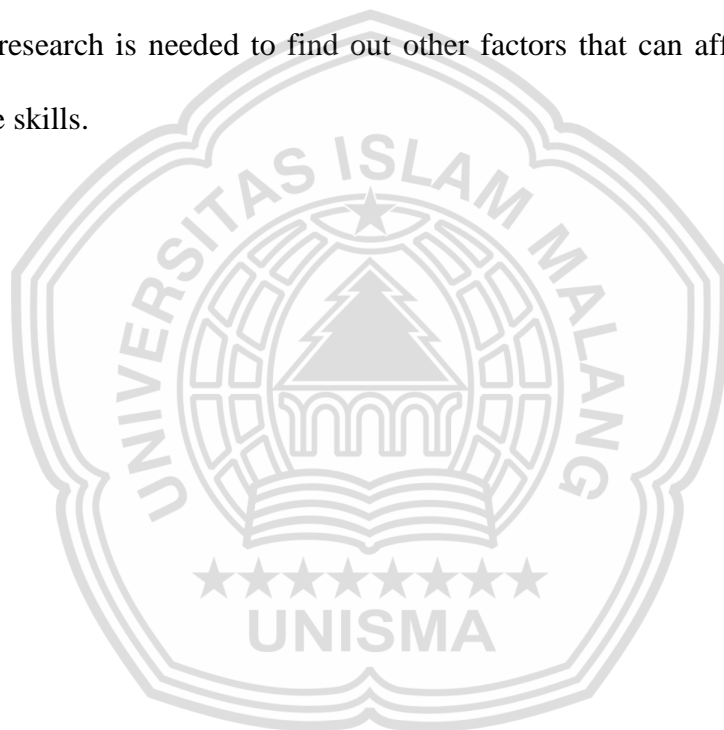
- a. For student
Students need to know and understand their learning styles and optimize these learning styles in the learning process, so the students can maximize the results of writing narrative skills.

b. For teacher

Teachers are also predicted so that they will understand and recognize the learning styles of their students. In addition, teachers are also expected to know what learning styles need to be considered in learning so that teachers can optimize the methods and media used in learning and produce evenly distributed writing narrative skills.

c. For the next research

This study only focuses on learning style variables that affect writing narrative skills. Further research is needed to find out other factors that can affect students writing narrative skills.



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