

ABSTRACT

Susiasih. 8156112096. The Effect of Teaching Strategies and Learning Style on Students' Writing Achievement. A Thesis, English Applied Linguistic Study Program. State University of Medan, 2018.

Writing plays a central role in human life in conveying messages. Unfortunately, most of students just write without knowing how to write well. Teaching strategies (POWER and 3-2-1) and learning styles (read/write and kinesthetic) affect the strategy and way that the students prefer to learn writing. This research examined teaching strategies and learning style as one possible factor affecting the students' writing. The objectives of this research are to see if (1) the students' writing achievement taught by using POWER strategy is significantly higher than that taught by using 3-2-1 strategy, (2) the students with read/write style get higher writing achievement than those with kinesthetic learning style, and (3) there is significant interaction between teaching POWER and 3-2-1 strategies and learning styles on the students' achievement in writing. The subjects for this research were the eleventh grade students of SMKN 1 Kutalimbaru Pasar IX Kutalimbaru, North Sumatra. The instrument of this research was writing paragraph test and questionnaire sheet. The data were analyzed by using ANOVA. Based on the analysis, there were found that (1) the students' writing taught by POWER is higher than those who taught by 3-2-1 strategy. It is proven by the value of $F_{\text{observed}} = 4.44$, $F_{\text{table}} = 4.00$ for df (1.60) and $\alpha = 0.05$ significance level, found that $F_{\text{observed}} = 4.44 > F_{\text{table}} = 4.00$. Thus $F_{\text{observed}} > F_{\text{table}}$, (2) the Read/Write students' writing is higher than the Kinesthetic students' writing in which $F_{\text{observed}} = 4.82$, $F_{\text{table}} = 4.00$ for df (1.60) and $\alpha = 0.05$ significance level, found that $F_{\text{observed}} = 4.82 > F_{\text{table}} = 4.00$, (3) Teaching strategies and learning style interactively affect the students' writing. Generally, POWER is more effective than 3-2-1 but significantly the combination of POWER and read/write style is more effective than the others, so there is interaction between teaching strategies and learning styles.

Keywords: Writing paragraph, Teaching Strategies (POWER and 3-2-1), Learning Styles (Read/Write and Kinesthetic).



ABSTRAK

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Menulis memainkan peran yang penting dalam kehidupan manusia dalam menyampaikan pesan. Sangat disayangkan, sebagian besar murid hanya menulis tanpa mengetahui bagaimana menulis dengan baik. Strategi mengajar (POWER dan 3-2-1) serta gaya belajar (read/write and kinesthetic) mempengaruhi strategi dan cara dimana siswa lebih suka untuk belajar menulis. Penelitian ini menguji strategi mengajar dan gaya belajar sebagai satu kemungkinan faktor yang mempengaruhi penulisan siswa. Tujuan penelitian ini adalah mengetahui apakah (1) hasil penulisan siswa yang diajarkan dengan strategi POWER lebih tinggi daripada yang diajarkan dengan menggunakan strategi 3-2-1, (2) siswa dengan gaya belajar read/write mendapatkan hasil yang lebih tinggi dalam menulis daripada mereka yang gaya belajarnya kinesthetic, serta (3) ada interaksi yang signifikan antara mengajar strategi POWER dan 3-2-1 dengan gaya belajar pada hasil menulis siswa. Subjek penelitian ini adalah siswa kelas sebelas SMKN 1 Kutalimbaru Pasar IX Kutalimbaru, Sumatra Utara. Alat penelitian ini adalah tes menulis paragraf dan lembar kuesioner. Data dianalisis dengan menggunakan ANOVA. Berdasarkan analisis, ditemukan bahwa (1) hasil menulis siswa yang diajarkan dengan strategi POWER lebih tinggi daripada mereka yang diajarkan dengan strategi 3-2-1. Hal itu dibuktikan dengan nilai $F_{\text{observed}} = 4.44$, $F_{\text{table}} = 4.00$ untuk df (1.60) dan taraf signifikan $\alpha = 0.05$, ditemukan bahwa $F_{\text{observed}} = 4.44 > F_{\text{table}} = 4.00$. Jadi, $F_{\text{observed}} > F_{\text{table}}$, (2) hasil penulisan siswa read/write lebih tinggi daripada hasil tulisan siswa kinesthetic dimana $F_{\text{observed}} = 4.82$, $F_{\text{table}} = 4.00$ untuk df (1.60) dan taraf signifikan $\alpha = 0.05$, ditemukan bahwa $F_{\text{observed}} = 4.82 > F_{\text{table}} = 4.00$, (3) Strategi mengajar dan gaya belajar secara interaktif mempengaruhi penulisan siswa, POWER lebih efektif daripada 3-2-1 tapi secara signifikan kombinasi POWER dan gaya belajar read/write lebih efektif daripada yang lainnya, dengan demikian ada interaksi antara strategi mengajar dan gaya belajar.

Keywords: Menulis Paragraf, Strategi Mengajar (POWER dan 3-2-1), Gaya Belajar (Read/Write dan Kinesthetic).