

**LEARNING STYLES IN RELATION TO WRITING
ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF
UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get the title of
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by

Agung Kurniawan

NIM. 13250003

ENGLISH EDUCATION STUDY PROGRAM

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**LEARNING STYLES IN RELATION TO WRITING ACHIEVEMENT OF
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This thesis was written by **Agung Kurniawan**, Student Number 13250003 was defended by the writer in the Final Examination and was approved by the examination committee

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Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Examination Committee Approval



Hj. Lenny Marzulina, M. Pd.

NIP. 19710131 201101 2 001

Member: Dr. Dian Erlina, M. Hum.

Member: Janita Norena, M. Pd.

Secretary,



M. Holandiyah, M. Pd.

NIP. 19740507 201101 1 001


(.....)
(.....)

Certified by,

Dean of Tarbiyah Faculty



Prof. Dr. H. Kasinyo Harto, M. Ag

NIP. 19710911 199703 1 004



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Palembang, 25 Juli 2017

Agung Kurniawan

13250003

Hal : Pengantar Skripsi

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah dan Keguruan

UIN Raden Fatah Palembang

Di

Tempat

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi yang berjudul **“LEARNING STYLES IN RELATION TO WRITING ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG”** yang ditulis oleh saudara **AGUNG KURNIAWAN** telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah UIN Raden Fatah Palembang

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Palembang, May 2017

Pembimbing 1

Pembimbing 2

Dr. Dewi Warna, M.Pd.

Nova Lingga Pitaloka, M.Pd.

NIP. 19740723 199903 2 002

NIK. 14020110992/BLU

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ABSTRACT

Theoretically, learning styles influence the academic success of students. Therefore, the aims of the study were to find out whether learning styles had any significant correlation to writing achievement of EFL students at UIN Raden Fatah Palembang in the academic year 2013-2016; whether learning styles influenced their writing achievement; and style that became the best predictor of writing achievement. The study was in the form of correlational research method. The population of the study was 466 active EFL students. By using purposive sampling technique, there were 87 students involved as participants in this research. The data was gained by using two instruments which were Barsch Learning Styles Questionnaire and academic writing test. To answer the first problem, Pearson Product Moment Correlation Coefficient was used. From the data analysis, it was found that there was no significant correlation between students' learning styles and their writing achievement since the p-value was (.967) greater than significance value (.967 > .005). As the result, the second and the third problem were eliminated. In short, learning styles did not have any relation to writing achievement of undergraduate EFL students of UIN Raden Fatah Palembang.

Keywords: *Learning Styles, Writing Achievement, EFL Students.*

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CHAPTER I

INTRODUCTION

This chapter presents the following subheadings: (1) background, (2) the problems the study, (3) the objectives of the study, (4) limitation of problem and (5) the significance of the study.

1.1 Background

Education is a very important thing for human's life as it plays a pivotal role for someone's success whether in team, network, or company. Boersma (2009) states that when people do something it always deals with their education. Wagner (2010) also proposes that having a good education can be one of the factors that ensures the future life. Gardner (2010) says that people have education because they hope someday the knowledge they have gained could be used in the life. In Indonesia, even the number of graduates increase year by year, but the number of unemployment is otherwise. Based on the data obtained from Statistical Yearbook of Indonesia (2015), the rate of unemployment has increased from February 2014 to February 2015, which is from 5.70% to 5.94%. It means that if university students including undergraduate EFL students want to be employed, they have to maximize their knowledge and skills.

Nowadays, there has been a shift within the field of learning and teaching in which there is a greater emphasis being put on students rather than on teacher (Attard, Ioio, Geven & Santa, 2010, p. 6). Related to this, it is known that every student is unique. They have different characteristics and individualities (Akbar, 2011, p.1). On the other hand, now on, most of teachers still think that the intelligence of students is all the same. As a matter of fact, they perceive that the standard for good students has already been set (The Jakarta Post, 2009). It means that some teachers view that learning means sitting down

quietly, reading or writing, memorizing the book, and all of them run in calm situation (Majalah Ummi, 2013). However, they must realize that people have different kinds of mind and strength. Because of that diversity, they have their own way on thinking, behaving, and learning. In order to respond the heterogeneity of the students, teachers must treat them in different ways. It is supported by Gardner (2010) who states that an education that treats everybody the same is an unfair education.

Furthermore, according to Manktelow and Carlson (2012), and ELT Education Foundation (2011), individual learns something in different ways. Based on Gardner's theory, some students need to see the lesson, others need to hear it, and others learn best from hands-on activities, some of which have need of active movement such as acting, dancing, pantomiming or singing (The Jakarta Post, 2009). That is why, some people learn and achieve better through certain ways (Martin, 2013). Thus, these differences are literally related to learning styles.

The concept of the learning styles is the way people perceive, interact, process, remember and respond the academic matters and bring them to the best way they learn (Babu, 2015, p. 766; Gilakjani, 2012, p. 105; Romanelly, Bird & Ryan, 2009, p. 1; and Csapo & Hayen, 2006, p. 129). There are at least three styles of learning, namely, visual, auditory and kinesthetic (Taylor, 2012). Students generally have a preference for a particular learning style (Hatami, 2013, p. 1; Gilakjani, 2012, p. 469; Rau, 2012, p. 565; Cekiso, 2011, p. 1300; Collin, 2007, p. 251; Hawk & Shah, 2007, p. 1; and Kolb, 1984, p. 21), but there is neither better nor worse than each other (Kazu, 2009, p. 85). Theoretically, learning styles influence one's success in higher education (Burhan, 2016; Mkonto, 2015, p. 212; and Cavas, 2010, p. 47).

Furthermore, Brown (2007, p. 8) persuades that the understanding of how learner learns will determine the philosophy of education. Then, the theory of teaching, along with the complete understanding of learners and of the subject matters to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning. Supporting the statement, Othman and Amiruddin (2010, p. 654) emphasize that learning is also a process that is experienced by an individual through experience, knowledge, sense and skill, where by, it brings cognitive changes to an individual's behavior.

Moreover, as stated by Brown (2007, p.120) that learning styles are one of the variables which may influence the learning of a language. Research shows that if teachers can give students instructions relevant to their learning styles, the performances are usually better (Dunn and Price 1979; O'Brien 1989; Oxford & Ehrman 1993). When the learners' learning styles are matched congenial with the instructional styles, their motivation, performances, and attainments will be enhanced (Brown 1994). Therefore, it can be concluded that learning styles could become one of the factors that alter language learning process.

In studying language, including English, there are four skills which must be mastered by every student. They are listening, speaking, reading and writing (Megaiab, 2014, p.187). Focusing on writing, it is defined as the transmission of ideas from an addressee to an addresser via text. It could be said that writing is the kind of communication textually (Abram, 2012). Therefore, writing is an activity in which a writer conveys meaning which is intended to be said to other people, readers, through text.

In the term of English language teaching and learning, there is no doubt that writing is one of the fundamental aspects which must be excelled in. Furthermore, when discussing about someone's future, writing is always taken into account as it is one of the crucial parts for future life (Huy, 2015, p. 53; Searle, 2012; and Spelkova & Hurst, n.d, p. 1-2). Moreover, “the biggest difference between civilize and more primitive form of human society is written language”, said Searle (2012). Manktelow & Carloson (2012) also add that someone can make a great impression to the people in case s/he can write well. Furthermore, Obama (2009) says that knowing how to write is a good thing in getting job.

Somehow, writing is really a big challenge for both native and non-native students. In general, the challenge is much bigger with the students of English as a foreign language (Muslim, 2014, p. 105; and Chang & Goswami, 2011, p. 3). When it is compared to listening and speaking skills, writing is more complex in that its involves constructing a new text rather than dealing with an already created one (Mohammadnia & Ayaz, 2015, p. 169; and Spelkova & Hurst, n.d, p. 1).

For EFL students, writing is hard in term of expressing ideas using language aspects (Septarini, 2015; Manktelow & Carlson, 2012; and Indrawati, 2009, p. 1), which involves planning, organizing, spelling, punctuating and choosing word (Hedge, 2011, p. 7). Last but not least writing contains high degree of organization, accuracy, complex grammatical pattern, self-expression, flow of ideas and confidence. The process of concocting a good writing is also very solid. It cannot be done in one-shot attempt. There are at least four steps in writing (Chang & Goswami, 2011, p. 3), they are generating the idea, drafting, redrafting and editing.

In relation to the education, most of the tests used to measure students' proficiency is done through writing. Based on the *Surat Dirjen Dikti No. 152/E/T/2012*, to pass the education, in Indonesia, every university student, including undergraduate EFL students, must publish their paper. Unfortunately, the position of publication of Indonesia in international level is still low, at rank 52 (Scimago, 2014). Compared to Malaysia and Singapore, Indonesia is left behind, where Malaysia is at rank 23 and Singapore is at 33.

The factors related to the low publication can be from people themselves (Zulkarnain, 2016), bad bureaucracy system (Khomsan, 2014) and less appreciation from either government or university (Mudasir, 2014). However, to reduce this problem, the government makes some new policies, and one of them is that the government stimulates the lecturer to write and publish their work by giving incentive as an award.

Based on preliminary study, it was found that there were various problems found in English Education Study Program of UIN Raden Fatah Palembang. First of all, based on researcher's observation, it was found that the publication of students was relatively bad. To make it worse, there are still many senior students who had not graduated yet because they did not finish their thesis yet. It indicates that they had problems in their writing. In fact, based on Course Syllabus of English Education Study Program (2014), the students must finish their writing subject, Writing I, Writing II, Writing III, and Writing IV in order to finish their degree. It means that they still had problems in writing even though they had been already taught how to make a good writing.

And then, from informal interview with undergraduate EFL students of UIN Raden Fatah Palembang, it was found that some of them were not satisfied with their writing score and ability. It could be due to the different lecturers who taught them in almost each semester. Moreover, there were less activities related to students' learning styles

employed during the writing class. Even though the students knew about learning styles, and could identify their own learning style, they did not know the best way for them to learn. Hence, it is critically essential to illuminate the correlation between learning styles of the students and their writing achievement, and to identify the best predictor of their writing achievement.

Regarding the problems above, several related studies have been undertaken to investigate the correlation between students' learning styles and students' outcomes. Pratiwi, Arifin, and Novita (2011) found that there was no significant correlation between students' learning styles and students' reading comprehension of the fourth semester students of English education program of FKIP UNTAN Pontianak. In addition, Naning and Hayati (2011) found that there was no correlation between learning styles of English Education Study Program Students of Sriwijaya University and their listening achievement. On the other hand, Akbar (2011) discovered that there was a positive correlation between learning styles and academic achievement. Furthermore, Almigbal (2015) found that there was significant correlation between learning style preferences and students in different teaching curricula. The findings from the previous studies take an important role in designing this research. This current study is different from the mentioned studies as this study involves undergraduate EFL students of UIN as participant and writing as the independent variable. Therefore, based on the background above, the researcher would like to conduct a study to prove whether learning styles correlate to writing achievement or not.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between students' learning styles and writing achievement of EFL students of UIN Raden Fatah Palembang?
2. Is there any significant influence between students' learning styles and writing achievement of EFL students of UIN Raden Fatah Palembang?
3. Which type of students' learning styles is the best predictor of writing achievement of EFL students of UIN Raden Fatah Palembang?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out if there is a significant correlation between students' learning styles and writing achievement of EFL students of UIN Raden Fatah Palembang.
2. To find out if there is significant influence between students' learning styles and writing achievement of EFL students of UIN Raden Fatah Palembang.
3. To identify which type of students' styles is the best predictor of writing achievement of EFL students of UIN Raden Fatah Palembang.

1.4. Significance of the Study

The study is hoped to give much significance for many parties. First of all, by this research, students can identify what their learning style is. Thus, they can enhance their self-awareness. Moreover, it will make them aware about their strength and weaknesses, so that they can apply appropriate strategies for their learning process. In relation to this, teachers, by knowing and considering the students' strengths and weaknesses, can synchronize the students' characteristics, specifically students' learning styles, class situation, teaching methods and strategies they use in order to achieve the intended learning outcomes.

The study is also expected to be beneficial for future research in which it can be one of the references related to the discussed variables. Furthermore, it is hoped that the further research can investigate more deeply about relationship between learning styles and writing achievement. However, if the result of the study reveals that learning styles does not have any correlation to writing achievement, there must be other factors that have correlation to writing achievement and influence it. Thus, further analysis and research should be conducted in order to elicit the elements that alter the students' writing achievement.

CHAPTER II

LITERATURE REVIEW

This chapter describes (1) the concept of learning styles, (2) models of learning styles, (3) pedagogical implication, (4) the concept of writing, (5) student's writing achievement, (6) previous related studies, (7) hypotheses, and (8) criteria for testing hypotheses.

2.1. Concept of Learning Styles

The term of style refers to consistent and rather enduring tendencies or preferences within an individual (Brown, 2007, p. 119). Styles are those general characteristics of intellectual that differentiate an individual to the other. Therefore, styles are the things that make a difference between one individual to other individuals. Fleming (2012, p. 1) states that learning style is a distinctive and habitual manner of acquiring knowledge, skills or attitudes through study or experience. Moreover, learning styles are also defined as the composite of characteristics of individual interacts with and responds to the learning environment (Penger, Tekavcic, & Dimovski, 2008, p. 3). Pritchard (2009, p. 41) states that it is “an individual’s preferred means of acquiring knowledge and skills”. It is “a person’s typical approach to learning activities and problem solving”. Liu (2008, p. 88) defines learning styles as “approaches to learning which refer to information processed in a preferred way in accordance to learner’s habitual characteristics”. Sarasin (2006) describes it as “a certain specified pattern of behavior and /or performance according to which the individual approaches a learning experience”. Hence, learning styles can be defined as the most appropriate approach learners use in their learning process in order to achieve their goal, in which different for each individual.

The above definitions assert that learning styles have some characteristics; each learner has a preferred way of learning. Understanding this idea includes realizing that it is misleading to limit a person's learning styles to only one certain type or category. Šabatová (2008, p. 15) states that human beings naturally possess different learning styles and are capable of learning in almost any style; but, they adopt the one which they feel most comfortable with. The terms "approach", "way" and "preference" have been used to refer to environmental, affective and physical conditions under which a student is likely to learn (Pritchard, 2009, p. 55-56). In brief, everyone has a particular learning style, but there is a possibility that someone is capable to have more than one learning styles, even all which known as multi-modal.

2.2. Models of Learning Styles

Theories about learning styles are based on the assumption that everyone has a preferred learning style. There are a number of approaches and models that seek to map and explain different learning styles. In their research, Coffield, Moseley, Hall, and Ecclestone (2004) state that there are about 71 different models of learning styles. Based on BECTA report on learning styles (2005, p. 19), it is found that even though there are many options on learning styles exist, no model of learning styles is universally accepted. However, there are some widely known models of learning styles, such as learning styles inventory proposed by Kolb, Dunn and Dunn learning style models formulated by Rita and Ken Dunn, and VAK (visual, auditory, and kinesthetic) learning styles which is codified by Flemming.

2.2.1. Kolb Learning Style Inventory

Wragg (2004, p. 75), in his book, explains that Kolb (1976) believes that the learning process is separated into two distinct components. They are perception (how the

information is taken in) and processing (how the information is internalized). In terms of perception (how the information is taken in), an individual would either have a preference for (Bentham, 2002, p. 102):

Concrete experience (CE; experiencing): participating in specific situations. Relating to people with an emphasis on feeling.	or	Abstract conceptualization (AC; thinking): an emphasis on analyzing, thinking and planning, rather than feeling.
---	----	--

In terms of processes (how the information is internalized), an individual would either have a preference for:

Active experimentation (AE; doing): preference for doing something with the information, emphasizing risk taking and being involved in practical application that influence people.	or	Reflective observation (RO; reflecting): preference for thinking about the information rather than doing, with an emphasis on understanding, searching for meaning, and seeing the situation from different perspective.
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These two dimensions of perceiving and processing information result in four types of learners (Kolb, 2005, p. 5) which can be figured out as the diagram below:

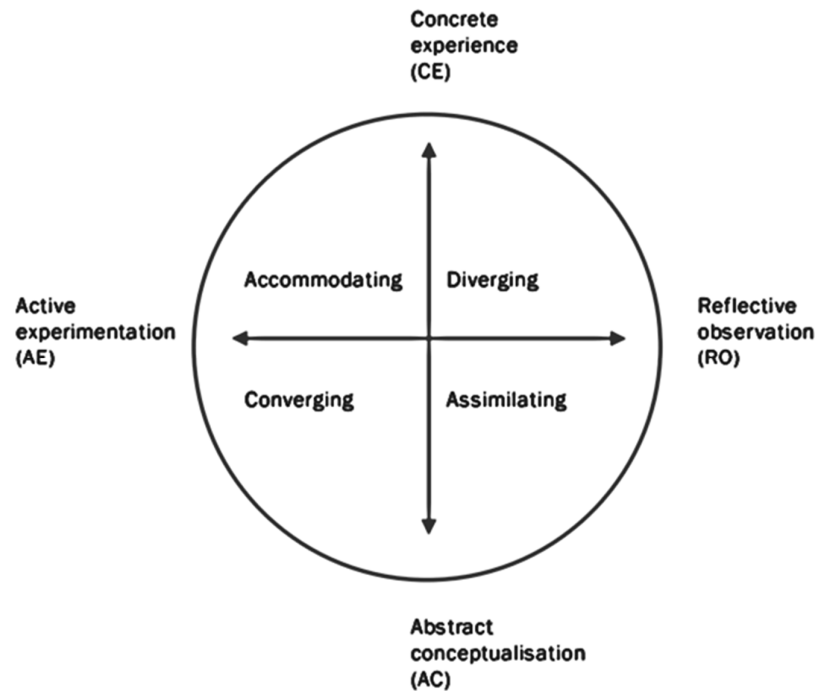


Figure 1. Kolb's Four Learning styles

- Type 1 : the converging style (abstract, active) relies primarily on abstract conceptualization and active experimentation; is good at problem solving, decision making and the practical application of ideas; does best in situations like conventional intelligence tests; is controlled in the expression of emotion and prefers dealing with technical problems rather than interpersonal issues.
- Type 2 : the diverging style (concrete, reflective) emphasizes concrete experience and reflective observation; is imaginative and aware of meanings and values; views concrete situations from many perspectives; adapts by observation rather than by action; interested in people and tends to be feeling-oriented.
- Type 3 : the assimilating style (abstract, reflective) prefers abstract conceptualization and reflective observation; likes to reason inductively and to create theoretical models; is more concerned with ideas and abstract concepts than with people; thinks it more important that ideas be logically sound than practical.

Type 4 : the accommodating style (concrete, active) emphasizes concrete experience and active experimentation; likes doing things, carrying out plans and getting involved in new experiences; good at adapting to changing circumstances; solves problems in an intuitive, trial-and-error manner; at ease with people but sometimes seen as impatient and ‘pushy’.

2.2.2. Dunn and Dunn Learning Styles Models

Rita and Ken Dunn describe learning style as individuals' personal reaction to each 21 elements when concentrating on new and difficult academic knowledge or skill (Dunn & Griggs, 2000, p. 9) as figure below:

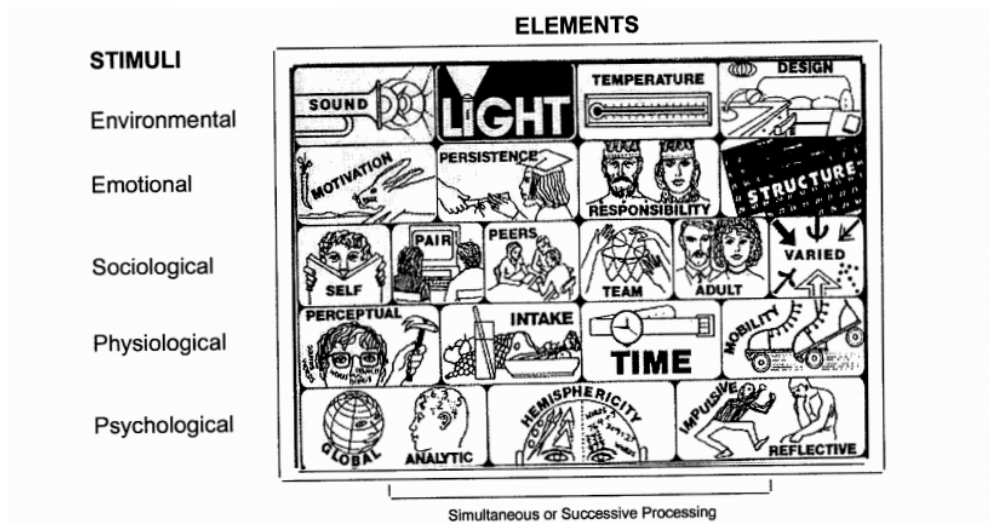


Figure 2. Dunn and Dunn's Learning styles

To capitalize on their learning style, students need to be made aware of their:

1. Reaction to the immediate instructional environment; sound versus silence, bright versus soft lighting, warm versus cool temperature, and formal versus informal seating;
2. Own emotionality; motivation, persistence, responsibility (conformity versus non-conformity), and preference for structure versus choices;

3. Sociological preferences for learning; alone, with peers with either collegial or authoritative adult, and/or in a variety way as opposed to patterns or routines;
4. Physiological characteristics; perceptual strengths (auditory visual, tactual, and/ or kinesthetic strengths), time-of-day energy levels, intake (snacking while concentrating), and/ or mobility needs; and
5. Global versus analytic processing as determined through correlations among sound, light, design, persistence, sociological preference and intake.

2.2.3. VAK (Visual, Auditory, and Kinesthetic) Learning Styles

One of the most accepted understanding of learning styles is that student's learning styles fall into three categories; visual learners, auditory learners, and kinesthetic learners (TEACH, 2016). This learning styles model, abbreviated as VAK (visual, auditory, and kinesthetic) and also known as VARK (Visual, auditory, read, and kinesthetic), was developed by a teacher and lecturer, Neil. D. Fleming, to classify the most common ways that people learn (Magenta Sky Media, 2011). The model acknowledges that students have different approaches to how they process information, referred to as "preferred learning modes". The main ideas of the theory are:

1. Visual

Visual learners tend to prefer reading and studying charts, drawings, and other graphic information (Brown, 2007, p.129). According to Tuan (2011, p. 4), visual learners will be able to recall what they see and will prefer written instructions. These students are sight readers who enjoy reading silently. They prefer to process and learn information in visual forms such as pictures, charts, or other printed information, such as lists or paragraphs. They learn and remember best by seeing and visualizing information. Therefore, the visual learner will achieve the best achievement when they can maximize

their eye skill. The following are additional characteristics of visual learners (Wong, 2010, p. 9):

- a. Can easily recall information in the form of numbers, words, phrases, or sentences
- b. Can easily understand and recall information presented in pictures, charts, or diagrams
- c. Have strong visualization or visual memory skills and can look up (often up to the left) and “see” information
- d. Make “movies in their minds” of information they are reading
- e. Have strong visual-spatial skills that involve sizes, shapes, textures, angles, and dimensions

Moreover, Fleming (2012) suggests some advice for the visual learners;

- a. Utilize graphic organizers such as charts, graphs and diagrams.
- b. Redraw your pages from memory.
- c. Replace important words with symbols or initials.
- d. Highlight important key terms in corresponding colors.

2. Auditory

Auditory learners prefer listening to lectures and audiotapes. Learner with an auditory style will prefer to use their hearing to learn (Al-Hebaishi, 2012, p. 512). They listen to a lecture about a certain topic rather than to read about it, talk about material with other or through “self-talk” (Rohliah, 2015). They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements (Pritchard, 2009, p. 44). The following are additional characteristics of auditory learners (Wong, 2010, p. 11):

- a. Can accurately remember details of information heard in conversations or lectures

- b. Have strong language skills, well-developed vocabularies, and an appreciation of words
- c. Have strong oral communication skills and are articulate
- d. Have “finely tuned ears” and may find learning a foreign language relatively easy
- e. Hear tones, rhythms, and notes of music, and often excel in areas of music
- f. Have keen auditory memories

Furthermore, in order to get the best in learning, the visual learners should follow some steps (Fleming, 2012). They are;

- a. Record the summarized notes and listen to them on tape.
- b. Talk it out. Have a discussion with others to expand upon your understanding of a topic.
- c. Reread your notes and/or assignment out loud.
- d. Explain your notes to your peers/fellow “aural” learners.

3. Kinesthetic

Kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement. They are the movers of the educational world. In this type, learners do best while touching and moving. They need to walk around or stand up while working. They enjoy physical activities, field trips, manipulating objects and hands-on experiences. All Kinesthetic learners need to interact with learning materials and resources (Al-Hebaishi, 2012, p. 512). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures, they may want to take notes for the sake on the hand. When reading, they like scan the material first, and then focus on the details. They typically use color highlighters and takes notes by drawing

pictures, diagrams, or doodling (Pritchard, 2009, p. 52). The following are additional characteristics of kinesthetic learners (Wong, 2010, p. 11):

- a. Learn best by doing or manipulating physical objects and engaging in “hands-on” learning
- b. Learn well through movement, such as working at large charts, role-playing, or dancing
- c. Learn well in activities that involve performing (athletes, actors, dancers)
- d. Work well with their hands in areas such as repair work, sculpting, or art
- e. Are well coordinated, with a strong sense of timing and body movements
- f. Often wiggle, tap their feet, or move their legs when they sit

Based on Fleming (2012), he believes that the kinesthetic learners should do the following activities;

- a. Use real life examples, applications and case studies in your summary to help with abstract concepts.
- b. Redo lab experiments or projects.
- c. Utilize pictures and photographs that illustrate your idea.

2.3. Pedagogical Implication

A knowledge of learning styles can be used to increase the self-awareness of students and tutors about their strengths and weaknesses as learners. In other words, all the advantages claimed for metacognition (being aware of one’s own thought and learning processes) can be gained by encouraging all learners to become knowledgeable about their own learning and that of others. According to Sadler-Smith (2001, p. 300), the potential of such awareness lies in ‘enabling individuals to see and to question their long-

held habitual behaviors'; individuals can be taught to monitor their selection and use of various learning styles and strategies.

Moreover, as Apter (2001, p. 306) suggests, an understanding of the various elements which produce different states of motivation in different contexts can 'allow people to come more in control' of their motivation and hence of their learning. Learners can become more effective as learners if they are made aware of the important qualities which they and other learners possess. Such knowledge is likely to improve their self-confidence, to give them more control over their learning, and to prevent them attributing learning difficulties to their own inadequacies. The upshot could be that students and teachers choose the strategy most appropriate for the task from a 'toolbox of strategies' (Adey, Fairbrother & Wiliam 1999, p. 30).

Moreover, as stated in *THE JOURNEY TO EXCELLENT*, greater awareness of learning preferences and styles helps teacher to be more flexible in their teaching and to utilize a wider range of classroom methodologies. The aim is not to match teaching style to learner preferences, but to help people build their skills and capacities to learn well in both preferred and less preferred modes of learning. Therefore, the main message for the teachers, schools and learners are:

1. Most students have elements of more than one learning style. They may have a preference for one way of learning, but can also learn in other ways although it may be harder to do so. Knowing their preferred learning styles may help students develop strategies to compensate for weaknesses and build on strengths.
2. Teacher should avoid trying to categorize or confine individual pupils to one learning style. The aim of learning style theory is to help people to build their skills and capacities to learn well in both preferred and less preferred modes of learning.

3. A teachers' own learning style often becomes their predominant teaching style. Teachers who are aware of their preferred teaching style and the preferred learning styles of each of their learners, are more likely to adopt student-center learning experiences, even if it is not the way they learned or prefer to learn.
4. Teacher should attempt to use a variety of materials and delivery methods to allow students to at least have their learning style preference partly addressed.
5. It is important that learners are able to make use of all their senses when gathering, processing and recalling information. Teacher should be able to vary their approaches when presenting information and contexts for learning.
6. Some research suggests that the most able learners are those with reasonably plastic learning styles who can adopt their ability to learn to the prevailing materials and circumstances. In other words, making people move out of their preferred learning style gives them the possibility of developing new learning strategies.
7. Teacher should also be aware of the importance of feelings and emotions in learning, as well as the nature of feedback that they give to learners. This can markedly affect the motivation and achievement of young people.

2.3. Concept of Writing

According to Ghabool (2012, p. 134), writing is an intentional, social communication that involves literacy as well. Writing is also defined as a way of using letters and symbols to represent sounds and words of a language. It is also required to express, elaborate, and communicate thoughts, feelings, ideas, and information. Torrance, Waes and Galbraith (2007, p. 2) define writing as a higher mental process involved in creating a permanent and extended text, which is adapted to an absent readers' needs and which satisfies the writer's communicative goals. Therefore, writing can be

defined as an intentional social communication to express, elaborate, and communicate thoughts, feelings, idea and information that involves literacy by using letters and symbols to represent sound and words of a language.

A student's writing is not only used to evaluate the English proficiency, but also to assess the understanding of other subjects such as social studies, law, economics, and physical and natural sciences. Moreover, writing has been considered as a supporting skill which was previously done to reinforce the grammar acquisition, support the memorization of language structures and emphasize, lately, on even oral proficiency as in grammar- translation, audio lingual and communicative methods respectively (Laqaei, 2015, p. 179-180). Writing is also considered as an important part of almost all university level courses (Rezaei & Lovorn, 2010, p. 19).

Harmer (2007, p. 4-6) suggests that writing process has four main elements, they are planning, drafting, editing, final version.

1. Planning: Before write, the writers make plan about what they are going to write. It involves making detailed notes. When do a planning, writers must consider about the purpose, the audience, and the content structure.
2. Drafting: It is the first version of piece of writing and it will be amended later.
3. Editing: After making a draft, then the writers check it again. Then, they should do some revision in order to improve the writing quality. This process can take a help from another people, by asking them to give comment and suggestion.
4. Final version: If editing process is finish, the work can be, now, considered as final version. It could be different from the original one and the first draft, because it has been already altered in the editing process. However, this work is readily to provide to the audience/ reader.

2.4. Student's Writing Achievement

Writing achievement (Wijaya, 2014, p. 35) is the students' ability in expressing their ideas, thoughts, and feelings in writing which is measured by a writing test. The result of the test is assigned in the form of grades. In this study, student's writing achievement is the result of writing achievement test of undergraduate EFL student of UIN Raden Fatah Palembang in the academic year 2014. It will be given in the form of an academic essay writing test. It will be conducted to those who have finished with all the writing courses (Writing I, Writing II, Writing III, and Writing IV).

Academic writing is the kind of writing in high school and college classes. Academic writing is different from creative writing, which is the kind of writing made when someone write a story. It is also different from personal writing, letter, e-mail, for instance. However, academic writing is formal. Thus, writers are not allowed to use slang, abbreviations, and incomplete sentence (Oshima & Hogue, 2007, p. 3).

2.5. Previous Related Studies

Srijongjai (2011) conducted a research which aims were to identify Thai university level English majors' learning styles and to determine whether there were significant differences of English majors' learning styles based on their achievement levels in a writing class. The participants of the study were 88 second-year English majors in the B.A. Program at the Faculty of Humanities, Srinakharinwirot University, Thailand. The participants were between 19-22 years of age and 16 were male and 72 were female.

The results exhibited the average learning styles of English majors based on their achievement levels. The data indicated that the general tendency of the English majors' primary and secondary learning styles were social (12.98) and aural (11.66), followed by verbal (11.53), visual (10.65), physical (10.39), and solitary (10.20) respectively. The

least preferred style was logical (9.76). The mean scores also revealed that the social style was the primary learning style of students in all three achievement levels. The students with low and medium achievement preferred aural as their secondary style, followed by verbal, whereas the students with high achievement preferred verbal as their secondary style. The data also showed that the least preferred learning style of low and medium achievement groups was logical while the least preferred style of the high achievement group was visual.

The interviews revealed the same tendencies in the predominant learning style preferences of the students. Most of the participants were likely to be social and aural learners. While studying in class, they normally preferred listening to lectures and were willing to participate in group work. They also valued peer review activities and perceived them as an important step in the writing process.

Gappy (2013) did an investigation which its objectives were to describe the learning style preferences of the students, to find out whether learning style preference of the students differ with age, gender and academic program, and to determine the relationship between the learning style preferences and the students' academic performance.

Participants The participants of the study consisted of all the freshman students who were accepted during the first trimester of the academic year 2012-2013. The participants were composed of 84 males and 47 females; 23 of them are taking Diploma in Informatics Engineering, 16 are in the Diploma in Computer Studies and 92 are enrolled in the program of Diploma in Business Informatics.

The research shown that the students were in general fairly well-balanced learners in terms of the dimensions used in the questionnaire. There were no significant differences between learning Style preferences and the profile variables of the students.

There was no significant correlation between the academic achievement and the learning style preferences of the participants. While it was established that the learning styles preferences of the students were not correlated to the academic achievement of students, large scale studies are recommended to further investigate on the influence of the learning styles on the teaching- learning progression.

Vaishnav (2013) examines a research which objectives are to know the types of learning style prevalent among secondary school students, to study the relation between learning styles and academic achievement of secondary school students, and to compare the effect of different learning style on academic achievement secondary school students. The research was conducted on three learning styles; they are visual, auditory, and kinesthetic (VAK).

The sample of 200 students of class 9th, 10th and 11th standard of Maharashtra state was selected for the research. The findings of the research revealed that kinesthetic learning style was found to be more prevalent than visual and auditory learning style. There existed positive high correlation between kinesthetic learning style and academic achievement of students. Very negligible positive correlation was found between visual learning style and academic achievement of students. Whereas positive low correlation between auditory learning style and academic achievement of students. The main effects of the three variables, visual, auditory and kinesthetic, are significant on academic achievement.

Chermahini, Ghandari, and Thalab (2013) conducted a study in title Learning Styles and Academic Performance of Students in English as a Second-Language Class in Iran. The purpose of this research was to investigate the relationship between learning styles

and the academic performance of students who attend an English class to learn English as a second language in Iran.

A randomly selected group of 488 high school students (248 male and 240 female) participated in this research. They were asked to fill out the Kolb's Learning Styles Inventory to identify four basic learning types: Accommodating, Diverging, Assimilating, and Converging. Academic performance evaluated by achievement test in the English language.

The survey results indicated significant relationships between the different learning styles and the performance in an English test, and the performance resulted differently in four groups with different preferred learning styles. The finding leads to conclude that learning styles can be considered as a good predictor of any second language academic performance, and it should be taken into account to enhance students' performances specifically in learning and teaching the second language.

2.6.Hypotheses

The hypotheses of this study are proposed in the forms of null and alternative hypotheses below:

1. H₀: There is no significant correlation between students' learning styles and their writing achievement.

H_a: There is a significant correlation between students' learning styles and their writing achievement.

2 H₀: There is no significant influence of students' learning styles over their writing achievement.

H_a: There is significant influence of students' learning styles over their writing achievement.

3. H_0 : There is no type of students' styles becoming the best predictor of their writing achievement.

H_a : There is a type of students' styles becoming the best predictor of their writing achievement

2.7. Criteria for Testing Hypothesis

To test the hypothesis above, the researcher will use these criterions;

1. If p- value is higher than 0.05 ($p > 0.05$), the level of significance is 5%, H_0 is accepted and H_a is rejected.

If p- value is less than 0.05 ($p < 0.05$), the level of significance is 5%, H_0 is rejected and H_a is accepted.

2. If F-obtained is lower than or the same as F-table ($F\text{-obtained} \leq F\text{-table}$), at significance level 5%, H_0 is accepted and H_a is rejected.

If F-obtained is higher than F-table ($F\text{-obtained} > F\text{-table}$), at significance level 5%, H_0 is rejected and H_a is Accepted.

CHAPTER III

METHODS AND PROCEDURES

This chapter describes (1) the method of research, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collection, (6) validity and reliability, and (7) data analysis.

3.1. The Method of Research

The researcher used correlational research in conducting the study. Creswell (2012, p. 338) says that correlational designs provide an opportunity to predict scores and explain the relationship among variables. There is correlation coefficient, which is a numerical index that provides information about the strength and the direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. It implies that high scores on one go with high scores on the other, mediums with mediums, and lows with lows (Aron, Coups, & Aron, 2011, p. 70). If the number is less than zero, there is a negative correlation. It refers to the definition in which one of the variables scores decrease as the other variable increases (Heiman, 2011, p. 142). If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. The meaning of a given correlation coefficient can be seen below based on Fraenkel, Wallen, and Hyun, (2012, p. 340):

1. Correlation coefficients below 0.35 show only slight relationship between variables. These relationships have almost no value in any predictive sense.

2. Correlation coefficients between 0.4 and 0.6 may have theoretical or practical value depending on the context.
3. Correlation coefficients that is 0.65 or higher will make accurate prediction for most purpose.
4. Correlation coefficients over 0.85 indicate a close relationship between the variable correlated and are useful in predicting individual performance.

The research was in the notions of explanatory and prediction research design in order to find out the correlation between variables and explain and interpret the results will be found. However, the procedures were, first; researcher identified the students' learning styles by using questionnaire. Then, the students' writing achievement was obtained by using writing test. Third, SPSS 23 was used in order to find out the correlation between the variables based on the result of questionnaire and writing test, the influence, and the predictor of the variable(s). At last, the researcher discussed the explanation and interpretation of the results. The research design was as follows:



Figure 3. Research Design

X = Students' Learning Styles

Y = Students' Writing Achievement

3.2. Research Variables

A common and useful way to think about variables is to classify them as independent or dependent. Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable

does to it, how it affects it (Fraenkel, Wallen, & Hyun, 2012, p. 80). The independent variable, in this study, was learning styles of EFL students of UIN Raden Fatah Palembang. In the other hand, the dependent variable was the students' writing achievement.

3.3. Operational Definitions

There were some terms in this study were defined in order to avoid the possibility of misinterpretation. First, in this study, *correlational research* design was used. It was used in order to find out the correlation between the variables, and explain and interpret the result. In this research, there were two variables which the relationship between them were tried to be found out, they were undergraduate EFL students' learning styles and writing achievement.

Afterward, *students' learning styles* refers to the most appropriate approach learners use in their learning process in order to achieve their goal, in which different for each individual. There were three kinds of learning styles (i.e. visual, audio, and kinesthetic) which will be measured by Barsch Learning Style Inventory.

In the other hand, *writing achievement* is the ability of students to express their ideas and thoughts in the written form in form of scores which is obtained from the writing test on the given topic. The test is in the form of academic essay writing. As the indicators; ideas, organization, sentences, mechanics and vocabulary.

Finally, *undergraduate EFL students* refers to the undergraduate students whose major is English Education Study Program at UIN Raden Fatah Palembang in the academic year 2013-2016.

3.4. Subject of the Study

3.4.1. Population

Population is the larger group to which one hopes to apply the results. (Fraenkel, Wallen & Hyun, 2012, p. 91). The population of this study was all the active students of EFL students of UIN Raden Fatah Palembang in the academic year 2013-2016. It consisted of 16 classes which the number of students from each class were varied. The distribution of population of the study can be seen below.

Table 1. Distribution of Population

No.	Semester	Number of Students
1	I	152
2	III	128
3	V	103
4	VII	83
Total		466

Source: (Documentation of Administration Staff, 2016)

3.4.2. Sample

The purposive sampling method was used in order to take the sample. In purposive sampling, investigators use personal judgement, based on previous knowledge of population and the specific purpose of the research, to select a sample (Fraenkel, Wallen & Hyun, 2012, p. 100).

In this study, the students' learning styles and their writing achievement were correlated. Somehow, in order to know the students' writing achievement, a group of students who have already taken all the writing courses (Writing I, Writing II, Writing III, and writing IV) from the population was considered as the sample. Nonetheless, most of the seventh semester students have been doing PPLK II at the school and almost all of

them have already finished all of the lectures in the class. Consequently, it was quite difficult for the researcher to collect the data from them. For this reason, only the fifth semester students were contemplated as the sample. As the result, there were 103 students who considered as the participant. But, when the research was conducted, there were only 87 students who came and participated, hence the one who came when the research was conducted were plotted as the sample. The distribution of the sample can be seen below.

Table 2. Distribution of Sample

No.	Class	Number of Students	
		Male	Female
1	PBI A	9	16
2	PBI B	7	16
3	PBI C	4	21
4	PBI D	1	13
Total		21	66
		87	

3.5. Data Collection

There were two kinds of instruments used to collect the data, which were questionnaire and writing test.

3.5.1. Questionnaire

Questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study (Johnson & Christensen, 2012, p.162). Barsch Learning Style Inventory (BLSI) from Barsch (1996) was used as the instrument to identify the preferred learning style of students. BLSI is self-reporting instrument that provides the high school or college-level student with an indication of the relative strengths and weaknesses in learning through different sensory channels: visual, auditory,

kinesthetic. It is a simple and convenient set of 24 Likert-scale questions which takes approximately 10-15 minutes to complete. There were 24 statements each of which has been assigned scores: 5 points for often true, 3 points for sometimes true and 1 point for seldom preferred. The following is the table of learning styles questionnaire specification.

Table 3. Barsch Learning Style Inventory (BLSI) Specification

No.	Learning Styles	Items in the Questionnaire
1	Visual	1, 2, 3, 4, 5, 6, 7, 8
2	Auditory	9, 10, 11, 12, 13, 14, 15, 16
3	Kinesthetic	17, 18, 19, 20, 21, 22, 23, 24

3.5.2. Writing Test

Then, writing test was conducted in order to obtain the students' writing achievement. The students had to choose one of the topics given and write an academic essay. The topics were; (1) *The Role of ICT in Teaching and Learning Process*; (2) *The Problem in Educational System*; and (3) *The Essence of English in Today's World*. This lasted in 45 minutes.

3.6. Validity and Reliability

Fraenkel, Wallen, and Hyun (2012, p. 147) state that validity and reliability are important to be considered when it comes to the selection or design of the instruments a researcher intends to use. Validity is based on the view that it is essentially a demonstration that a particular instrument in fact measures what it purpose to measure (Cohen, Manion, & Morrison, 2007, p. 133), whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed (Radhakrishna, 2007). Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items

to another. Fraenkel, Wallen, and Hyun (2012, p. 157) state that to decide if the instrument is reliable, the coefficient should be at least 0.70, preferably higher.

3.6.1. Validity and Reliability of Questionnaire

Korb (2013) says that an instrument in which its reliability and validity have already been proofed from the previous study can be applied to other particular studies. Since the questionnaire, Barsch Learning Styles Inventory, was adopted, there was no need to conduct the validity test anymore. Moreover, Mutua (2015), in his research, stated that the questionnaire was adequate to measure students' learning styles. Furthermore, Mutua (2015) has revealed the reliability of the questionnaire, which was 0.862. Since the coefficient should be at least 0.7, the questionnaire was reliable. Thus, the questionnaire was valid and reliable as the instrument to collect the data.

3.6.2. Validity and Reliability of Writing Test

Content validity was used in order to find out the validity of the writing test by having expert judgement. There was three validators evaluating the test whether it was appropriate or not. Related this, there were some considerations for choosing a rater. They are:

1. The minimum TOEFL score is 550
2. The teaching experience must be more than 5 years
3. The last educational background is at least Master degree of English major

There were 5 evaluated items: instruction, topics, time allocation, content, and rubric. Then, the result, from each rater was calculated to get the mean score. The result showed that instruction, topic and content were very appropriate, and time allocation and rubric were appropriate (see Appendix A).

Further, to get the reliability of the writing test, inter-rater reliability was used. By using Pearson Product Moment Correlation Coefficient, the reliability of the test was obtained since the results from each rater was correlated. It showed that there were very strong correlation among them with correlation coefficient .968, .988, .919 (see Appendix B). Therefore, the writing test was valid and reliable to collect the data.

3.7. Data Analysis

In order to analyze the data which function is to answer the problems, there were five procedures. They were, first; researcher did the pre-requisite test. Then, the learning styles questionnaire and writing test were observed and analyzed. The next step was, after the data from both instrument input to SPSS, answering the first problem by doing the correlation test. Then, if there was a correlation between the variables, the analysis was continued to establish whether there was significant influence between the variables. Afterward, the style that became the best predictor of writing achievement was revealed. At last, there was descriptive analysis in order to answer the result that occur.

3.7.1. Instrument Analysis

The instrument, both learning styles questionnaire and writing test, was analyzed in order to gain the data of the study. First of all, the researcher analyzed the data from questionnaire to determine the students' learning style. It was done by calculating the scores of each style, then the style which has the best score was decided as the student's learning style. For instance, if the greatest score was in kinesthetic, it showed that s/he was a kinesthetic one. Then, the students' types of learning styles were classified and the frequency and the percentage of each style were revealed.

Second, the students' writing test was analyzed by the three raters, the ones who validated the writing test, by using the rubric for essay writing assessment from Diablo

Valley College (2012). There were five aspects of the writing scoring system and the scale of each aspect was from one to six. As a result, the highest point of all was 30. Since there were three raters, the total points from them was calculated and the mean score was considered as the students' writing achievement. The following is the category of the students' writing achievement.

Table 4. Score Interval

No.	Score Interval	Category
1	25 – 30	Very Good
2	20 – 24	Good
3	13 – 19	Average
4	7 – 12	Poor
5	0 – 6	Very Poor

As the result, the data obtained from the questionnaire and students' writing test were analyzed by using SPSS 23 in order to find out the correlation and influence of each variable and the best predictor of the variable.

3.7.2. Pre-requisite Analysis

However, before conducting the further analysis, it is better to find out the Z-Score of the data first. A Z- score is the number of standard deviations of the actual score is above or below the mean. If the actual Z- score is above the mean it is positive. If the actual score is below the mean, the Z- score is negative (Aron, Coups, & Aron, 2011, p. 44; and Salkind, 2014, p. 158). Heiman (2011, p. 110) proposes that, it is needed to do this because researcher usually do not know how to interpret someone's raw score, whether a score should be considered high or low, good, bad or what. Instead the best way to do this is compare a score to the other scores in the distribution. Moreover, it can

be the easiest way to decide whether the respondents do not answer the instrument seriously. Therefore, if there are any respondents whose Z-score is not in the range of -2.5 until +2.5, it is better for the researcher to eliminate them for the further analysis, since they can alter the normal curve (Sufren & Natanael, 2014, p. 50-51). As the matter of fact, it was essential to do pre-requisite test since the study was in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher tried to find out whether the data distribution between the variables was normal and linear or not.

3.7.2.1. Normality Test

A normality test is used to determine whether sample data has been drawn from a normally distributed population or not. It was conducted due to many parametric statistical methods, including Pearson correlation test and multiple linear regression test, require an approximately normally distributed dependent variable (Lofgren, 2013). Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 23. The data is distributed normally if the p-value is greater than 0.05 ($p > 0.05$).

3.7.2.2. Linearity Test

The type of relationship that is present in a set of data is the overall direction in which Y scores change as the X score change. There are two general types of relationships namely, linear and nonlinear relationship. In a linear relationship, as the scores increase, the scores tend to change in only one direction. In contrast, in a no linear, the other name is curvilinear, as the X score changes, the Y score does not tend to only increase or only decrease: at some point, the Y score changes the direction of change (Heiman, 2011, p. 139-141).

The linearity test was conducted in order to recognize whether the correlation between the variables was linear or not. The test was established as the prerequisite test of multiple linear regression test (Puriyatno, 2010, p. 73). Hence, test for linearity by using SPSS 23 was conducted in order to recognize whether the correlation of the variables was linear or not. Therefore, if the p- value (linearity) is less than 0.05 (p-value < 0.05), the data correlation is linearly.

Then, after the researcher conduct those tests and the data was normal and linear, the further analysis was able to be administered.

3.7.3. Correlation Analysis

To find out whether learning styles of students, as whole, have any correlation with students' writing achievement or not, the researcher applied Pearson- Product Moment Correlation Coefficient. Still, by using the same statistical method, Pearson-Product Moment, the correlation between each type of students' learning styles; visual, auditory, and kinesthetic, and their writing achievement was established. After that, if there was any correlation between the variables, the analysis was continued to see if there was any significant influence between the variables.

3.7.4. Multiple Linear Regression Analysis

As there was a probability of correlation, thus, the analysis was continued by using Multiple Linear Regression test in relation to see if students' learning styles had significant influence to their writing achievement. It was determined by comparing the score of F-obtain to F-table. If the score of F-obtain is greater than F-table, it means that students' learning styles influenced their writing achievement significantly.

3.7.5. The Analysis of the Best Predictor

Since the learning styles in the study were divided into three (i.e.: visual, auditory and kinesthetic) there was a probability that one style was more dominant than the others. Therefore, after finding the influence of the learning styles as whole, the researcher examined the score of *Standardized Coefficient Beta* from the test result. This procedure was conducted in order to recognize what was the style which became the best predictor of writing achievement. The style which had the biggest score was considered as the best predictor of the writing achievement. At last, after all of the tests were conducted and the results were found, then, the descriptive analysis was discussed in order to answer and explain why the result occur.

CHAPTER IV

FINDING AND INTERPRETATION

This chapter presents (1) research finding, and (2) interpretation.

4.1. Research Finding

4.1.1. Pre-Requisite Analysis

Before doing the further analysis, correlation analysis, the researcher conducted the pre-requisite analysis toward the data. First of all, the Z score was determined in order to improve the quality of the result of the study. From the test, it was revealed that there were nine participants whose one of their scores, either the learning styles (visual, auditory, and kinesthetic) or the writing achievement score, were not between +2.5 and -2.5 hence, they were not included for the further research. Therefore, there were only 78 participants whose scores analyzed (see Appendix C).

The next step was that the writer conducted normality test to find out whether the data were normally distributed or not for the further analysis. Furthermore, from the result of Kolmogorov-Smirnov Test, it was illuminated that the data, both learning styles and writing achievement, were distributed normally since the p-values were greater than 0.05 in which .099 for the learning styles ($0.099 > 0.05$), and .200 for writing achievement ($0.200 > 0.05$) (see appendix Test of Normality on Appendix D), thus the data could be processed to correlational analysis. The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 4. Distribution of Learning Styles Data

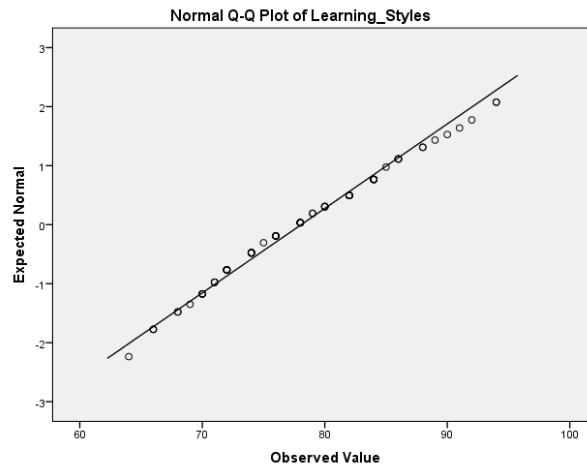
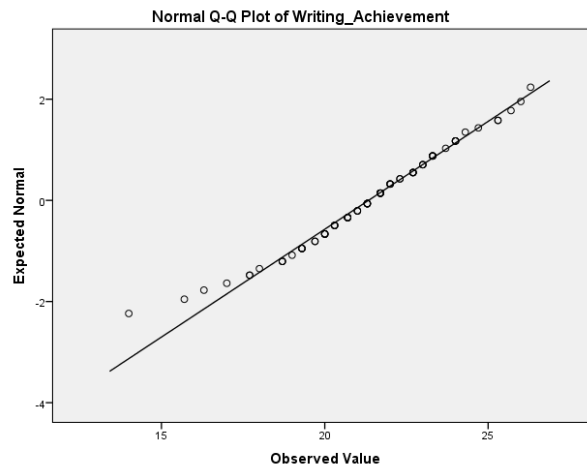


Figure 5. Writing Achievement Data



4.1.2. Instrument Analysis

4.1.2.1. Result of Questionnaire

The result of the questionnaire revealed that the majority of students, 38 out of 78 (48.72%), had auditory preference followed by visual style as much as 24 out of 78 participants (30.77%). Moreover, there were only three participants (3.85%) whose learning style were kinesthetic. As a matter of fact, the result showed that there were 13 students who preferred multiple learning styles (multimodal), of which 12 participants

were bi-modal, 8 (10.26%), 3 (3.85%), and 1(1.28%) that were Visual-Auditory, Auditory-Kinesthetic, and Visual-Kinesthetic, hence, the rest, 1 (1.28%) participant preferred tri-modal learning styles (Visual-Auditory-Kinesthetic) (see Appendix G & H). The details are as followed.

Table 5. Distribution of Students' Learning Styles

No.	Learning Styles	Class	Frequency	Total	Percentage
1	Visual	PBI A	8	24	30.77
		PBI B	5		
		PBI C	10		
		PBI D	1		
2	Auditory	PBI A	10	38	48.72
		PBI B	11		
		PBI C	10		
		PBI D	7		
3	Kinesthetic	PBI A	1	3	3.85
		PBI B	2		
		PBI C	0		
		PBI D	0		
4	Visual-Auditory	PBI A	3	8	10.26
		PBI B	2		
		PBI C	1		
		PBI D	2		
5	Auditory-Kinesthetic	PBI A	0	3	3.85
		PBI B	0		
		PBI C	1		
		PBI D	2		

6	Visual-Kinesthetic	PBI A	0	1	1.28
		PBI B	1		
		PBI C	0		
		PBI D	0		
7	Visual-Auditory-Kinesthetic	PBI A	0	1	1.28
		PBI B	0		
		PBI C	0		
		PBI D	1		
Total			78	100	

4.1.2.2. Result of Writing Test

The result of the writing test exposed that the lowest score was 14 whereas the highest was 26.3 out of 30 (see Appendix H). Moreover, related to the category, 56 (70.51%) participants out of 78 were in good category followed by 17 (21.79%) subjects were average, but only 5 (6.41 %) students were very good. Last but not least, there was no one categorized as poor or very poor.

Table 6. Distribution of Students' Writing Achievement

No.	Category	Class	Frequency	Total	Percentage
1	Very Poor	PBI A	0	0	0.00
		PBI B	0		
		PBI C	0		
		PBI D	0		
2	Poor	PBI A	0		0.00
		PBI B	0		
		PBI C	0		
		PBI D	0		
3	Average	PBI A	3	17	21.79
		PBI B	5		

		PBI C	4		
		PBI D	5		
4	Good	PBI A	19	56	71.79
		PBI B	15		
		PBI C	14		
		PBI D	8		
5	Very Good	PBI A	0	5	6.41
		PBI B	1		
		PBI C	4		
		PBI D	0		
Total			78		100

4.1.2.3. The Students' Learning Styles and Their Writing Achievement

Furthermore, related to the result of questionnaire and writing test, it could be concluded that most of the students whose score classified as very good were visual learners. Even though auditory was the most dominant preference but there were about 68.42% (26) students who tended to learn by "listening" that had a good score in writing test and only one student got very good score. Furthermore, there were 11 (28.94%) auditory students whose writing score categorized as average. In addition, most of the participants whose learning styles were bi-modal, obtained a good writing score. There was only one subject who owned visual-auditory that got average and all of the ones who had auditory-kinesthetic preference were in average category. Then, for the visual-auditory learner, she achieved a very good score in writing. At last, the one who was categorized as the tri-modal (visual-auditory-kinesthetic), she got a good score. The detail can be seen in the table below (see Appendix I for the classification per classes).

Table 7. Distribution of Students' Learning Styles
and Their Writing Achievement

No.	Writing Category	Learning Styles							Total
		V	A	K	VA	AK	VK	VAK	
1	Very Good	3	1	0	0	0	1	0	5
2	Good	19	26	3	7	0	0	1	56
3	Average	2	11	0	1	3	0	0	17
4	Poor	0	0	0	0	0	0	0	0
5	Very Poor	0	0	0	0	0	0	0	0
Total		23	38	3	8	3	1	1	78

4.1.3. Hypothesis Testing

Related to the first problem in the research which aim was to seek the significant correlation between students' learning styles and their writing achievement, the researcher used Pearson Product Moment Correlation Coefficient to answer the first question. Moreover, based on the correlational analysis which can be seen in the Table 8, it was revealed that the correlational coefficient of the test was $-.005$ in which based on Fraenkel, Wallen, and Hyun (2012, p. 340), the level of correlation was very slight and the correlation was in the negative direction since the correlation coefficient almost reached zero point hence it also could be inferred that approximately there was no correlation between the variable. Moreover, from the statistical analysis, it was also unveiled that the p-value was $.967$ which was greater than $.05$ ($.967 > .05$). Therefore, these scores explicitly indicated that it was insufficient to reject the null hypothesis that is in the other words, there was no significant correlation between students' learning styles and their writing achievement.

Table 8. The Correlation between Students' Learning Styles and Their Writing Achievement
Correlations

		Learning _Styles	Writing _Achievement
Learning _Styles	Pearson Correlation	1	-.005
	Sig. (2-tailed)		.967
	N	78	78
Writing _Achievement	Pearson Correlation	-.005	1
	Sig. (2-tailed)	.967	
	N	78	78

Additionally, because there was no significant correlation between learning styles (total) and the writing achievement, each style of students' learning preferences was analyzed and correlated with the writing achievement by the same formula, Pearson Product Moment Correlation Coefficient. Still, the same results were obtained, there were no any significant correlation among the visual, auditory, and kinesthetic learning styles of students and their writing achievement (see Appendix J).

Moreover, the researcher continued the investigation by analyzing whether the learning styles as total and each style has any significant correlation with the aspects of writing (idea, organization, sentences, mechanics, vocabulary). But, still it was found that there was no any correlation either among learning styles as total and the aspects of writing or each style and the aspect of writing (see Appendix K).

Therefore, since the data provided that there was no significant correlation between the variables, the further analysis was not conducted in the term of finding the significant influence between the variables and the style which might be the best predictor of writing achievement. In the other words, the second and third problems were automatically eliminated.

4.2. Interpretation

The finding in the study is in line with the study of Suwarni (2014). She also found that the most dominant learning style of the nursing students of Universitas Muhammadiyah Palembang was auditory style. It also agrees with the study conducted by Naqeeb and Awad (2011) that the dominant learning style as perceived by Arab American University EFL students was auditory. Furthermore, Kara (2009) also revealed that auditory and visual were the most prominent learning styles among the students of Anadolu University.

However, this result is contrary to the finding of Novriantini (2011). She revealed that learning styles influenced the speaking achievement of students at English Education Study Program of Universitas PGRI Palembang. As a matter of fact, related to the academic achievement (including writing), there are a lot of researchers that failed to prove that learning styles are the variable that give contribution to the students' achievement (Al-Migbal, 2015; Alkubaidi, 2014; Fahrudin & Nugroho, 2012; Pratiwi, Arifin & Novita, 2011; and Naning & Hayati, 2011). The result of the study also supports the work of Venita (2013) in which learning styles were not the factor that can influence students' proficiency. Rayani (2014) also could not find that learning styles correlate to the speaking achievement of students of English education study program of Universitas Muhammadiyah Palembang.

Therefore, this insignificant correlation denies the theories which believed that learning styles is the independent variable that has big influence in predicting students' achievement (including writing achievement) (Oxford, 2003; Dunn & Dunn, 2000, p. 107; and Keefe, 1979). This finding is supported by many antithesis of learning styles theory in which many researchers and theorists believe that learning styles is just a bunk,

and there is an absence of evidence related to the learning styles (Bjork, 2015; Willingham, 2008; and Pashler, McDaniel, Rohrer, & Bjork, 2008); hence this current research could become one of the sources that enhance the belief of the inexistence of someone's learning styles.

Based on the finding above, it was gained that students' learning styles did not correlate significantly to their writing achievement. Thus, it did not matter whether the learning styles of the students were high or low, even more, it did not mean anything if the students were visual, auditory or visual learner toward their writing achievement, because the differentiation among their learning styles did not give any differences in their writing achievement score. This insignificant correlation could be caused by some reasons. First of all, the distribution of the data was scattered that was even though the auditory learner was the most dominant one, but not all of the auditory had good writing score in which there were also 11 (28.94%) auditory learners out of 38 were in average category. And not all of the ones who had good writing were auditory learner, there were only 26 (46.42%) auditory learners who had good writing and there were also 19 (33.92%) out of 56 were visual learner that also had good writing achievement. These findings occur because even someone has a good visual memory, it does not mean that they are a visual learner and so on. The main point here is that the one who has a good auditory memory does not always learn best by listening but rather in some particular subject they must learn it by seeing and some by doing it directly which is well known as meaning based (Willingham, 2008).

Somehow, undoubtedly there is any independent variable that might give the significant influence toward the students' writing achievement. In the writer perspective, the language learning strategies are the factor that might correlate to the students' score,

especially in writing, and influence it significantly. Because, related to the theory, students use their learning styles unconsciously, contrast with it, students use their language learning strategies consciously. Therefore, the students could choose the most appropriate strategies to be used related to the material learned.

Moreover, the other factors that could have the most influential effect to students' writing achievement are their prior knowledge and reading habit. Because, logically, it is almost impossible for the students to make a good writing or even to write any single thing if there is no information they know. The information they may need could be gained by reading book. But, as a matter of fact, the reading habit of Indonesian still in the low level (Baswedan in The Jakarta Post, 2016), it also could occur in EFL students of UIN Raden Fatah Palembang that is they show a tendency that they do not like reading book even for their course book.

Furthermore, based on the BLSI questionnaire analysis (see Appendix L), item number 8 which provided information related to their reading, the result showed that there were only 24 (30.76%) out of 78 students who stated that they obtain information on an interesting subject by reading related materials. And then, when it compared to their preference in gaining information by listening since the most of the students were auditory learners, the data provided that the item number 14 was in the second rank in the term of the total point. There were 48 (61.53%) out of 78 students stated that they would rather often listen to a good lecture or speech rather than read about the same material. If the questionnaire was not analyzed deeper, it can be inferred that they prefer to gain the information, including their lecture material by listening, to read the book, but when the item number 15 was asked if they prefer listen to the news on the radio than reading about it in the newspaper, there were only 19 (24.35%) out of 78 students who stated that they

often did that. This finding meant that they actually did not like reading or listening a source in order to enrich their knowledge, the reason that they would rather listen a lecture than read a book was just they were too lazy to read book; hence it could indicate that they were idle in learning. Therefore, it was not surprising that most of their writing score were not in satisfactory level of which 17 (21.79%) out of 78 students were below the good level. And even from 56 students whose score were categorized as good, there were 30 students whose score were approximately categorized below good.

Related to the writing achievement of the students, there is no doubt that writing is the hardest skills among the other three skills in language learning even more for the non-native learner. It indicates that the factor influences the students writing is their mother language (Muslim, 2014, p. 105; and Chang & Goswami, 2011, p. 3). Moreover, related to the contrastive analysis hypothesis (Fries, 1945; & Lado, 1957), the acquisition of second language is altered by the structure of the first language. Since the structure of mother tongue of participants are different to the structure of English, it could give the significance impact to their writing performance. Furthermore, when it is linked back to their performance in writing test, it was true that the main problem of their writing was in their sentences which was most of them had lacks sentence variety and contains error in structure that was the errors appeared due to their inability to write compound or complex sentences.

As a matter of fact, the second problem of the students' writing were their mechanics. It was also in line with Hedge (2011), he states that it is difficult for the students to make a good writing because they face the problem in planning their idea, organizing content, deciding right spelling and punctuation, and choosing the most appropriate diction. Although, the highest score of the majority of the participant in the

writing was the idea, they still needed a lot of time which about 10 minutes to think about the writing were going on.

As Chang and Goswami (2011, p. 3) state that writing is not an instant process, the students need a lot of practice and do exercise related to writing in order to make a sophisticated product. This also indicated that the writing of students is also altered by their writing habit and activity. This finding is also true that is proved by the experiment conducted by Chase and Simon in 1973 in which they tested the memory of the people to recall the picture of pawn in the chessboard game which was in process. Then, the result showed the fact that the one can recall almost exactly the same as the picture was the expert one. In addition, based on Willingham (2008), he did an experiment to some people with different learning preference. The exercise was asking them to remember as much the thing given as possible. In instance, for the visual learner, he gave it in the form of picture, and for the auditory one, it was given in the form of sound. Surprisingly, there was no difference between the visual, auditory and another in the term of number of items they remembered. Hence, rather than their learning styles, students' mastery is more essential for their writing achievement.

4.3. Limitation of Study

Related to the result of the research which was not line with theory of learning styles, there were some factors that could alter the finding. It might because of the mistakes occurred during the research conducted. The number of subject could be one of the factors that alter the result of the study. It is related to the nature of the research design used in the study which was quantitative research design in which the bigger sample size, the better and the more accurate the result will. Since the number of sample was very

limited which was only 87, and there were only 78 that were qualified, it could be the most logical factor that cause the insignificant correlation between the variables.

Moreover, it also could because some of students answer the questionnaire not seriously, therefore the result of the questionnaire did not reflect who they really were. Additionally, some of them could be not in their best condition while doing the writing test, therefore their writing was not optimal.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion and suggestion which are laid from all of the description, explanation and discussion from all of the previous chapters.

5.1. Conclusions

From the summary of the answer of the research problems, it was found that the finding refused the theory that students' learning styles are factors that affect their writing achievement significantly. The finding indicated that the null hypothesis was accepted while the alternative hypothesis was rejected as the correlation coefficient was $-.005$ and the p-value was $.967$ which was greater than $.05$ ($.967 > .05$). It can be implied that there was no significant correlation between students' learning styles and writing achievement of EFL students at UIN Raden Fatah Palembang. This result also means that the students with good understanding and management of their learning styles, and applying it effectively in the learning process (writing) will have no guarantee that they will have satisfactory writing achievement. And it also could not be proved that the students whose knowledge and application of learning styles is bad will have bad writing achievement. Therefore, the student could give their concentration more to other things rather than learning styles since it does not affect their writing achievement at all, and there is the theory which states that learning styles actually do not exist.

5.2. Suggestions

Due to the fact, since learning styles do not impact students' writing achievement, there must be other factors which influence their writing achievement, such as the use of the most appropriate language learning strategy, the level of their reading habit, and their practice and exercise in the writing. Thus, it is suggested for the further research to

investigate deeper about the independent variable that might influence students' writing achievement especially the mentioned ones above.

Moreover, for the teachers, it is really hoped that they can be the guidance for the students to choose the most appropriate language learning strategies for the students. They also must have plenty of approach, methodology, technique, and strategy in teaching learning process which is suitable for that kind of subject. The good preparation of teachers toward the particular material is needed since it is very essential for the success in the study. And then, the teacher must always remember their role to enforce their students to maintain the reading habit and always keep practicing and do more exercise related to the writing.

Furthermore, it is really suggested for the students to understand the purpose of the study in case they could choose the most appropriate learning strategy for that particular material and subject in writing to gain the best performance and achievement. They also should realize that the success of all lessons, not only writing, is related to the reading habit, thus they should make reading as their habitual activity. And the most important thing is that in order to gain the best writing achievement, they must keep practicing and make writing as their hobby.

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Appendix A

Validity of Writing Test

Level of appropriateness is categorized as follows:

Scale	Categories
1	Very Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Very Appropriate

Result of the expert judgement:

No	Test Item	Level of Appropriateness of Writing Test Items					Category
		1	2	3	4	5	
1	Instruction				1	2	Very Appropriate
2	Topic				1	2	Very Appropriate
3	Time Allocation				3		Appropriate
4	Content				1	2	Vey Appropriate
5	Rubric			1	2		Appropriate

Appendix B

Reliability of Writing Test

Correlations

		Rater_I	Rater_II	Rater_III
Rater_I	Pearson Correlation	1	.968**	.988**
	Sig. (2-tailed)		.007	.002
	N	5	5	5
Rater_II	Pearson Correlation	.968**	1	.919*
	Sig. (2-tailed)	.007		.028
	N	5	5	5
Rater_III	Pearson Correlation	.988**	.919*	1
	Sig. (2-tailed)	.002	.028	
	N	5	5	5

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix C

Students' Z-Score

NIM	V	A	K	LS	W. A	Status
14250001	0.03498	0.6636	0.66794	0.80098	-0.5448	Yes
14250002	-0.5183	0.6636	1.04285	0.80098	-0.307	Yes
14250003	0.58829	-2.2863	-1.2066	-1.7756	0.37256	Yes
14250006	0.03498	0.6636	-0.0819	0.33251	0.47449	Yes
14250007	0.03498	1.50643	0.29303	1.03522	0.13473	Yes
14250008	-3.2849	-1.8649	1.04285	-1.7756	-0.9865	No
14250009	-0.5183	-0.1792	1.79267	0.80098	0.0328	Yes
14250010	0.58829	-2.2863	1.04285	-0.3702	0.27063	Yes
14250011	-0.5183	-0.1792	-0.4568	-0.6044	-0.307	Yes
14250012	0.03498	0.24219	0.29303	0.33251	0.0328	Yes
14250013	-0.2417	-0.6006	0.66794	-0.0189	-0.0691	Yes
14250015	0.58829	-0.1792	-1.2066	-0.6044	-0.307	Yes
14250016	0.58829	-1.8649	-0.0819	-0.8387	-0.0691	Yes
14250017	0.03498	0.24219	-1.2066	-0.6044	0.13473	Yes
14250018	2.80155	0.6636	1.04285	2.2064	0.71232	No
14250019	0.03498	-0.6006	-0.4568	-0.6044	-0.0691	Yes
14250021	-0.2417	-0.1792	-1.5815	-1.19	-0.307	Yes
14250022	1.69492	1.08502	0.66794	1.73793	0.81425	Yes
14250024	2.24824	-1.4435	-1.5815	-0.8387	-0.0691	Yes
14250025	0.58829	-0.1792	-0.4568	-0.136	0.27063	Yes
14250026	0.58829	0.24219	-1.5815	-0.6044	-0.4089	Yes
14250027	0.03498	0.24219	0.29303	0.33251	-0.4089	Yes
14250028	0.58829	1.08502	1.41776	1.73793	-0.205	Yes
14250029	2.80155	-0.1792	2.16758	2.44063	0.81425	No
14250030	0.03498	-0.1792	0.29303	0.09827	1.05208	Yes
11250071	0.03498	0.24219	-0.8317	-0.3702	-0.7486	Yes
14250031	1.14161	1.50643	2.54249	2.90911	-1.2243	No
14250032	2.24824	1.50643	1.41776	2.67487	0.0328	No
14250033	0.58829	0.24219	0.29303	0.56674	1.154	Yes
14250034	-0.5183	-0.6006	0.29303	-0.3702	0.61039	Yes
14250035	0.03498	0.6636	-1.5815	-0.6044	0.13473	Yes
14250036	-1.0717	-0.1792	-1.5815	-1.5414	-0.205	Yes
14250037	1.69492	-1.8649	0.66794	0.09827	-0.205	Yes
14250038	0.03498	-1.0221	-0.4568	-0.8387	0.37256	Yes
14250040	-1.0717	-1.6542	0.66794	-0.9558	0.37256	Yes
14250041	0.03498	-1.8649	-0.0819	-1.0729	0.95015	Yes

14250042	0.03498	0.24219	0.66794	0.56674	-1.5641	Yes
14250043	-1.9016	2.34926	0.29303	0.68386	1.05208	Yes
14250045	0.03498	-1.4435	1.04285	-0.136	1.73159	Yes
14250046	0.03498	0.6636	-0.8317	-0.136	0.27063	Yes
14250047	-0.795	-1.0221	0.10558	-0.8387	0.27063	Yes
14250048	-1.0717	-1.4435	0.66794	-0.8387	0.0328	Yes
14250050	-0.5183	0.24219	-1.5815	-1.0729	0.37256	Yes
14250051	0.58829	-1.4435	-0.0819	-0.6044	-0.9865	Yes
14250056	-1.625	-0.1792	-0.8317	-1.3072	-0.0691	Yes
14250057	0.03498	0.6636	-1.2066	-0.3702	-0.7486	Yes
14250059	-2.1783	1.92784	-0.4568	-0.136	0.81425	Yes
14250060	-0.5183	0.24219	-0.6442	-0.4873	-0.5448	Yes
14250063	-1.0717	1.08502	-0.4568	-0.136	-2.3455	Yes
14250064	0.03498	-0.6006	0.66794	0.09827	1.62966	Yes
14250065	-0.5183	-1.0221	-1.2066	-1.5414	0.81425	Yes
14250066	-1.0717	-0.3899	-0.4568	-0.9558	0.13473	Yes
14250067	0.03498	-0.8113	0.66794	-0.0189	-1.7679	Yes
14250068	-1.0717	0.24219	-0.4568	-0.6044	0.81425	Yes
14250071	1.14161	-0.6006	-0.4568	-0.136	0.61039	Yes
14250072	0.58829	1.50643	0.48049	1.38657	0.71232	Yes
14250073	-0.5183	-0.6006	-0.0819	-0.6044	0.27063	Yes
14250074	-0.5183	0.6636	-0.8317	-0.3702	1.05208	Yes
14250075	-1.0717	0.24219	1.41776	0.56674	-0.5448	Yes
14250076	0.03498	-0.6006	-0.0819	-0.3702	0.13473	Yes
14250077	0.03498	0.6636	-0.8317	-0.136	0.13473	Yes
14250078	-1.0717	-0.1792	-0.8317	-1.0729	-1.0884	Yes
14250079	-1.625	0.24219	-0.4568	-0.8387	1.05208	Yes
14250081	0.03498	0.24219	-2.3313	-1.3072	1.49376	Yes
14250082	1.69492	0.24219	-0.0819	0.80098	0.71232	Yes
14250083	0.03498	-0.6006	-1.2066	-1.0729	0.61039	Yes
14250084	-0.5183	1.50643	1.04285	1.26945	-0.307	Yes
14250085	0.03498	-0.6006	2.9174	1.50369	-1.5641	No
14250086	0.03498	-1.0221	-0.4568	-0.8387	-3.3648	No
14250087	1.14161	0.24219	0.66794	1.03522	1.49376	Yes
14250088	-0.5183	0.24219	0.29303	0.09827	0.27063	Yes
14250089	0.58829	-1.0221	0.29303	-0.136	1.83352	Yes
14250090	-0.5183	0.6636	-0.2693	-0.0189	-3.3648	No
13258001	-0.5183	1.50643	-0.8317	0.09827	-1.0884	Yes
14250092	-1.0717	-0.1792	-1.5815	-1.5414	0.61039	Yes
14250093	0.31164	-0.6006	-1.2066	-0.9558	0.61039	Yes
14250094	0.58829	0.6636	-0.0819	0.56674	0.81425	Yes

14250099	-0.5183	-0.1792	1.04285	0.33251	-1.3262	Yes
14250103	-0.5183	1.50643	-0.0819	0.56674	-0.5448	Yes
14250105	0.03498	-0.1792	0.66794	0.33251	0.27063	Yes
14250107	1.69492	1.08502	0.29303	1.50369	1.28991	Yes
14250108	-0.5183	-0.1792	1.04285	0.33251	-0.6467	Yes
14250111	0.03498	1.50643	-0.4568	0.56674	-0.7486	Yes
14250112	0.58829	1.29572	0.29303	1.15233	0.47449	Yes
14250116	0.58829	0.6636	0.29303	0.80098	-2.5833	No
14250119	0.03498	0.6636	0.29303	0.56674	-0.205	Yes
14250120	0.03498	-0.1792	1.04285	0.56674	0.71232	Yes

Appendix D

Result of Normality Test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Writing_Achievement	78	100.0%	0	0.0%	78	100.0%
Learning_Styles	78	100.0%	0	0.0%	78	100.0%

Descriptives

		Statistic	Std. Error
Writing_Achievement	Mean	21.338	.2656
	95% Confidence Interval for Mean		
	Lower Bound	20.810	
	Upper Bound	21.867	
	5% Trimmed Mean	21.401	
	Median	21.300	
	Variance	5.500	
	Std. Deviation	2.3453	
	Minimum	14.0	
	Maximum	26.3	
	Range	12.3	
	Interquartile Range	3.0	
	Skewness	-.408	.272
	Kurtosis	.662	.538
Learning_Styles	Mean	78.08	.791
	95% Confidence Interval for Mean		
	Lower Bound	76.50	
	Upper Bound	79.65	
	5% Trimmed Mean	77.96	
	Median	78.00	
	Variance	48.799	
	Std. Deviation	6.986	
	Minimum	64	
	Maximum	94	
	Range	30	
	Interquartile Range	12	

Skewness	.242	.272
Kurtosis	-.508	.538

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing_Achievement	.066	78	.200*	.984	78	.432
Learning_Styles	.092	78	.099	.981	78	.310

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix E

Rubric for Essay Writing Assessment

	6	5	4	3	2	1
	A level 6 essay will be characterized by most of the following features	A level 5 essay will be characterized by most of the following features	A level 4 essay will be characterized by most of the following features	A level 3 essay will be characterized by most of the following features	A level 2 essay will be characterized by most of the following features	A level 1 essay will be characterized by most of the following features
Ideas	Displays originality and depth of thought. Expresses ideas fluently and gracefully.	Displays clear thinking. Expresses ideas clearly.	Conveys basically intelligible ideas. Style is bland, pedantic or formulaic	Conveys simplistic ideas. Lack of vocabulary hinders clarity of expression.	Reveals confusion or takes an extremely simplistic approach to the prompt.	Demonstrates confusion or inability to comprehend the prompt.
Organization	Shows a sophisticated sense of paragraph and essay organization and links paragraphs smoothly with effective transitions.	Shows competence in organization but lacks sophistication. Paragraphs are well developed but lack appropriate transitions	Shows attempt to organize an essay with a thesis. Demonstrates ability to organize individual paragraphs although organization unevenly developed or formulaic and transitions generally lacking.	Shows attempt to organize an essay and limited ability to organize individual paragraphs but paragraphs are formulaic, underdeveloped and repetitive. Transitions generally lacking.	Shows inability to organize an essay. Paragraphs are not carefully and logically developed. Transitions are missing or inappropriate so that relationships between ideas are illogical.	Shows inability to organize thoughts into paragraphs. Essay may be one rambling paragraph or a series of insubstantial paragraphs.
	Shows ability to structure sentences to	Uses some varied sentence patterns with only	Uses basically the same sentence patterns	Lacks sentence variety and contains errors in structure.	Uses simple sentences excessively. Contains	Contains frequent fundamental sentence

Sentences	advantage, exhibiting a sophisticated command of sentence variety. (Errors, if any, appear to be proofreading lapses.)	occasional errors in structure. (Errors appear due to carelessness or to mishandling of such features as colons or semicolons.)	throughout the essay with some errors in structure. (Errors appear due to confusion with compound or complex sentences.)	(Errors appear due to inability to write compound or complex sentences.)	frequent errors in structure. (Errors appear due to confusion with boundaries.)	errors. May contain many run-ons and fragments. (Errors appear due to inability to write simple sentences.)
Mechanics	Virtually free of punctuation, capitalization, spelling, usage and ESL errors	Contains only occasional punctuation, capitalization spelling, usage and ESL errors.	Contains some common punctuation, capitalization spelling, usage and ESL errors.	Contains many common punctuation, capitalization spelling, usage and ESL errors, though the errors are not frequent enough to be distracting.	Contains serious punctuation, capitalization spelling, usage, and ESL errors which interfere with meaning.	Contains frequent intrusive punctuation, capitalization spelling, usage and ESL errors which hinder communication.
Vocabulary	Displays sophisticated vocabulary range and exceptional facility with the language.	Shows a good vocabulary range and good command of the language.	Exhibits generally competent language use with some awkwardness in syntax.	Exhibits some problems in diction and syntax but they do not interfere with readability.	Lacks control over diction and syntax which interferes with meaning.	Diction and syntax are so garbled as to render the writing nearly incomprehensible.

Appendix F

Result of Questionnaire

NIM	Visual								To tal	Auditory								To tal	Kinesthetic								To tal
1425 0001	1	3	5	5	1	5	5	3	28	5	1	5	5	3	5	3	5	32	3	5	1	1	5	5	5	1	26
1425 0002	3	3	3	5	1	5	5	1	26	3	3	3	5	3	5	5	5	32	5	3	1	1	5	3	5	5	28
1425 0003	5	3	1	3	5	3	5	5	30	3	5	1	3	1	3	1	1	18	3	3	3	1	1	1	3	1	16
1425 0006	1	3	3	5	3	5	5	3	28	5	3	5	3	3	5	3	5	32	3	5	3	1	1	3	3	3	22
1425 0007	3	5	3	5	1	5	5	1	28	5	3	3	5	5	5	5	5	36	3	3	3	3	3	3	5	1	24
1425 0008	3	3	3	1	1	3	5	5	24	5	5	3	3	5	5	5	5	36	5	3	5	1	3	3	5	3	28
1425 0009	1	3	5	5	1	5	5	1	26	5	1	3	5	3	5	3	3	28	1	5	5	1	5	5	5	5	32
1425 0010	5	1	1	5	5	5	5	3	30	1	1	1	1	3	5	1	5	18	1	5	3	1	3	5	5	5	28
1425 0011	5	3	1	1	5	3	5	3	26	1	5	3	1	5	5	3	5	28	1	3	5	3	1	3	3	3	22
1425 0012	3	5	1	3	5	5	3	5	30	3	3	3	3	5	3	5	5	30	3	1	3	5	3	3	3	3	24
1425 0013	5	3	1	5	5	5	5	3	32	5	3	3	3	1	5	1	5	26	3	1	5	1	3	5	3	5	26
1425 0015	3	5	3	3	5	3	3	5	30	5	5	3	3	1	5	3	3	28	3	1	5	3	1	1	1	1	16

1425 0032	3	5	3	5	5	5	5	5	36	3	5	3	5	5	5	5	5	36	5	3	5	5	3	3	3	3	30
1425 0033	3	5	3	3	3	5	3	5	30	3	3	1	5	5	5	3	5	30	3	3	5	1	3	3	3	3	24
1425 0034	3	5	3	3	3	5	3	1	26	1	3	3	5	3	3	3	5	26	5	1	5	1	3	3	1	5	24
1425 0035	3	5	3	5	3	5	1	3	28	5	5	3	3	3	3	5	5	32	1	1	5	1	1	3	1	1	14
1425 0036	3	5	1	1	5	3	3	3	24	5	5	1	3	5	3	3	3	28	3	1	3	1	1	3	1	1	14
1425 0037	3	5	1	5	5	5	5	5	34	3	5	1	3	1	3	1	3	20	1	5	5	3	3	5	1	3	26
1425 0038	3	5	1	3	5	3	5	3	28	5	5	1	3	1	3	1	5	24	5	1	5	1	1	3	1	3	20
1425 0040	3	5	1	1	3	5	3	3	24	3	3	1	3	3	3	3	3	22	3	3	5	3	5	3	1	3	26
1425 0041	3	3	3	5	5	3	1	5	28	3	1	1	5	3	3	1	3	20	5	1	3	1	1	3	5	3	22
1425 0042	3	3	1	3	5	5	5	3	28	3	5	3	3	3	3	5	5	30	3	3	3	5	3	3	3	3	26
1425 0043	3	3	1	1	5	3	5	3	5	5	5	5	5	5	5	5	5	40	3	5	1	1	3	5	5	1	24
1425 0045	3	5	3	3	5	3	3	3	28	3	3	1	3	3	5	1	3	22	1	3	5	3	5	3	3	5	28
1425 0046	3	5	3	1	5	5	3	3	28	3	5	3	5	5	5	1	5	32	3	3	5	1	1	1	1	3	18
1425 0047	3	3	1	5	5	5	5	3	30	3	3	5	3	1	3	3	3	24	3	3	5	1	3	3	1	1	20
1425 0048	3	1	1	3	3	5	5	3	24	3	3	5	1	5	3	1	1	22	3	5	5	3	1	3	1	5	26

1425 0050	3	5	1	1	3	5	5	3	26	5	5	1	5	5	3	3	3	30	3	1	3	1	1	3	1	1	14
1425 0051	3	5	1	3	5	5	5	3	30	3	5	1	3	1	3	1	5	22	3	3	5	3	1	3	1	3	22
1425 0056	3	5	1	1	3	3	3	3	22	3	5	1	5	5	3	3	3	28	1	1	3	3	1	3	1	5	18
1425 0057	3	1	3	5	3	5	5	3	28	5	3	3	5	3	5	5	3	32	1	3	1	3	3	3	1	1	16
1425 0059	3	1	1	1	1	3	5	5	20	5	5	3	5	5	5	5	5	38	3	1	5	1	1	5	1	3	20
1425 0060	3	5	1	3	3	5	3	3	26	5	5	3	3	3	3	3	5	30	3	1	5	1	1	3	1	1	16
1425 0063	1	5	1	1	3	5	5	3	24	5	5	3	3	5	5	5	3	34	5	1	5	3	1	3	1	1	20
1425 0064	3	5	1	5	3	5	5	5	32	3	5	5	3	1	1	3	5	26	3	5	5	1	1	3	5	3	26
1425 0065	1	5	3	3	5	5	3	1	26	3	1	5	1	5	3	3	3	24	3	1	3	1	1	1	3	3	16
1425 0066	5	5	1	1	5	5	1	1	24	5	3	3	5	5	5	1	5	32	3	3	5	1	1	1	1	5	20
1425 0067	3	3	1	5	5	5	5	1	28	3	5	5	3	3	5	1	3	28	5	5	5	1	1	5	3	1	26
1425 0068	1	5	3	3	3	5	3	1	24	5	3	5	3	5	3	3	3	30	3	5	3	1	1	3	1	3	20
1425 0071	3	3	5	3	5	3	5	5	32	3	3	5	3	3	3	3	3	26	3	1	3	1	3	3	5	1	20
1425 0072	3	3	5	5	1	5	5	3	30	5	3	5	5	3	5	5	5	36	3	3	5	5	3	5	3	1	28
1425 0073	3	5	3	1	3	5	1	5	26	5	3	5	1	1	3	3	5	26	3	1	5	1	3	5	3	1	22

1425 0074	1	5	1	3	5	5	3	3	26	5	5	5	5	3	5	1	3	32	3	1	5	1	1	1	1	5	18
1425 0075	3	5	1	1	3	5	3	3	24	3	3	5	3	3	5	3	5	30	1	5	5	3	3	5	3	5	30
1425 0076	3	3	1	5	5	5	3	3	28	3	5	3	3	3	5	1	3	26	3	5	5	1	1	3	3	1	22
1425 0077	5	5	3	1	5	5	3	1	28	5	5	3	3	3	5	5	3	32	3	1	5	1	1	3	1	3	18
1425 0078	3	3	5	3	3	5	1	1	24	3	3	5	3	3	5	3	3	28	3	1	3	1	1	5	3	1	18
1425 0079	1	3	1	3	3	5	3	3	22	5	3	1	3	5	5	3	5	30	3	3	1	3	1	3	3	3	20
1425 0081	3	5	3	1	5	5	1	5	28	5	3	3	5	1	5	3	5	30	3	1	1	1	1	1	1	1	10
1425 0082	3	3	5	5	5	5	3	5	34	5	3	5	5	1	5	3	3	30	3	5	5	1	1	1	1	5	22
1425 0083	3	5	1	3	3	5	5	3	28	3	3	3	3	3	5	3	3	26	1	3	3	1	1	1	3	3	16
1425 0084	1	5	3	3	1	5	5	3	26	5	3	3	5	5	5	5	5	36	3	5	5	1	1	5	3	5	28
1425 0085	3	5	5	1	1	5	5	3	28	5	1	3	3	3	5	3	3	26	5	5	3	5	5	5	5	5	38
1425 0086	5	3	1	5	3	5	5	1	28	3	3	5	3	1	5	1	3	24	5	3	1	1	1	3	3	3	20
1425 0087	5	5	5	3	3	5	3	3	32	3	5	3	5	1	5	3	5	30	3	5	5	1	3	5	1	3	26
1425 0088	3	5	3	3	3	5	3	1	26	3	5	3	3	3	5	3	5	30	3	5	5	1	1	3	1	5	24
1425 0089	3	3	5	3	5	5	3	3	30	3	1	5	3	1	3	5	3	24	3	3	5	1	1	5	3	3	24

1425 0090	3	5	1	1	3	5	3	5	26	5	5	5	5	1	5	3	3	32	3	3	5	1	1	5	1	1	20
1325 8001	5	1	3	5	1	5	3	3	26	5	3	5	3	5	5	5	5	36	1	1	5	1	1	3	3	3	18
1425 0092	3	3	1	3	3	5	5	1	24	5	5	5	3	3	3	3	1	28	3	1	3	1	1	3	1	1	14
1425 0093	3	5	3	5	1	5	3	3	28	3	3	1	3	5	3	3	5	26	1	3	3	1	1	3	1	3	16
1425 0094	3	5	1	3	5	5	3	5	30	5	3	5	5	3	5	1	5	32	3	1	5	1	1	5	5	1	22
1425 0099	5	1	3	1	3	5	5	3	26	3	5	3	1	5	3	3	3	26	5	3	5	1	1	5	3	5	28
1425 0103	3	3	1	3	3	3	5	5	26	5	3	5	5	3	5	5	5	36	3	5	3	1	5	3	1	1	22
1425 0105	3	5	1	1	5	5	5	3	28	3	1	5	3	5	3	3	5	28	3	1	3	5	3	5	3	3	26
1425 0107	3	5	5	5	3	5	5	3	34	5	3	1	5	5	5	5	5	34	3	1	5	1	1	5	3	5	24
1425 0108	3	1	1	5	3	5	5	3	26	5	3	1	3	5	5	3	3	28	1	3	3	5	5	1	5	5	28
1425 0111	3	5	1	3	3	5	5	3	28	5	5	3	5	5	5	3	5	36	3	3	3	3	1	3	1	3	20
1425 0112	3	5	1	5	3	5	5	3	30	3	5	5	3	5	5	3	5	34	3	1	5	3	1	5	1	5	24
1425 0116	5	3	3	5	1	5	5	3	30	3	5	5	3	3	5	3	5	32	3	5	5	1	1	3	3	3	24
1425 0119	3	5	1	1	5	5	5	3	28	1	5	5	1	5	5	5	5	32	3	1	5	3	1	5	1	5	24
1425 0120	3	5	3	1	5	5	3	3	28	1	5	1	3	5	5	3	5	28	3	3	5	3	3	3	5	3	28

Total	273	345	205	277	319	401	343	291	2435	321	327	285	307	311	369	263	349	2532	249	237	343	173	179	287	225	253	1946
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Appendix G

Distribution of Students' Learning Styles

NIM	Visual	Auditory	Kinesthetic	Category
14250001	28	32	26	A
14250002	26	32	28	A
14250003	30	18	16	V
14250006	28	32	22	A
14250007	28	36	24	A
14250008	16	20	28	K
14250009	26	28	32	K
14250010	30	18	28	V
14250011	26	28	20	A
14250012	28	30	24	A
14250013	27	26	26	V
14250015	30	28	16	V
14250016	30	20	22	V
14250017	28	30	16	A
14250018	38	32	28	V
14250019	28	26	20	V
14250021	27	28	14	A
14250022	34	34	26	VA
14250024	36	22	14	V
14250025	30	28	20	V
14250026	30	30	14	VA
14250027	28	30	24	A
14250028	30	34	30	A
14250029	38	28	34	V
14250030	28	28	24	VA
11250071	28	30	18	A
14250031	32	36	36	AK
14250032	36	36	30	VA
14250033	30	30	24	VA
14250034	26	26	24	VA
14250035	28	32	14	A
14250036	24	28	14	A
14250037	34	20	26	V
14250038	28	24	20	V
14250040	24	21	26	K
14250041	28	20	22	V

14250042	28	30	26	A
14250043	21	40	24	A
14250045	28	22	28	VK
14250046	28	32	18	A
14250047	25	24	23	V
14250048	24	22	26	K
14250050	26	30	14	A
14250051	30	22	22	V
14250056	22	28	18	A
14250057	28	32	16	A
14250059	20	38	20	A
14250060	26	30	19	A
14250063	24	34	20	A
14250064	28	26	26	V
14250065	26	24	16	V
14250066	24	27	20	A
14250067	28	25	26	V
14250068	24	30	20	A
14250071	32	26	20	V
14250072	30	36	25	A
14250073	26	26	22	VA
14250074	26	32	18	V
14250075	24	30	30	AK
14250076	28	26	22	V
14250077	28	32	18	A
14250078	24	28	18	A
14250079	22	30	20	A
14250081	28	30	10	A
14250082	34	30	22	V
14250083	28	26	16	V
14250084	26	36	28	A
14250085	28	26	38	K
14250086	28	24	20	V
14250087	32	30	26	V
14250088	26	30	24	A
14250089	30	24	24	V
14250090	26	32	21	A
13258001	26	36	18	A
14250092	24	28	14	A
14250093	29	26	16	V
14250094	30	32	22	A

14250099	26	28	28	AK
14250103	26	36	22	A
14250105	28	28	26	VA
14250107	34	34	24	VA
14250108	26	28	28	AK
14250111	28	36	20	A
14250112	30	35	24	A
14250116	30	32	24	A
14250119	28	32	24	A
14250120	28	28	28	VAK

Appendix H

Result of Students' Writing Test

Rater I

NIM	I	O	S	M	V	Total
14250001	4	4	4	4	4	20
14250002	4	4	4	3	4	19
14250003	5	4	5	5	5	24
14250006	5	4	4	4	4	21
14250007	5	5	5	4	5	24
14250008	4	4	4	4	4	20
14250009	5	4	4	4	5	22
14250010	4	4	4	4	4	20
14250011	5	4	4	4	4	21
14250012	5	5	5	5	5	25
14250013	4	5	4	4	4	21
14250015	5	6	5	5	5	26
14250016	5	5	5	5	5	25
14250017	6	6	5	5	5	27
14250018	5	5	4	4	5	23
14250019	6	6	5	4	5	26
14250021	5	5	4	4	4	22
14250022	6	6	5	5	5	27
14250024	5	5	4	4	5	23
14250025	6	6	5	5	5	27
14250026	6	5	4	4	5	24
14250027	5	4	5	4	5	23
14250028	4	4	3	3	4	18
14250029	6	5	5	4	5	25
14250030	6	6	5	4	5	26
11250071	4	4	4	4	4	20
14250031	6	5	4	4	5	24
14250032	6	6	5	5	5	27
14250033	6	6	5	5	6	28
14250034	5	5	4	4	5	23
14250035	6	5	5	5	5	26
14250036	5	5	5	5	5	25
14250037	6	6	5	4	5	26
14250038	6	6	5	5	6	28
14250040	6	6	5	4	6	27

14250041	6	6	5	5	6	28
14250042	5	5	4	4	5	23
14250043	6	5	4	4	6	25
14250045	6	6	5	5	5	27
14250046	6	6	5	4	5	26
14250047	5	5	4	4	5	23
14250048	6	6	5	4	5	26
14250050	5	5	4	4	5	23
14250051	6	6	4	5	5	26
14250056	5	5	5	4	5	24
14250057	4	4	3	3	4	18
14250059	5	5	4	4	5	23
14250060	5	4	4	4	5	22
14250063	4	4	4	4	4	20
14250064	6	6	6	5	6	29
14250065	6	6	5	5	6	28
14250066	6	6	5	5	5	27
14250067	4	5	4	3	4	20
14250068	6	6	5	5	6	28
14250071	5	5	4	4	5	23
14250072	6	6	5	5	6	28
14250073	6	5	5	5	6	27
14250074	6	5	5	4	5	25
14250075	6	6	5	5	6	28
14250076	6	5	4	4	5	24
14250077	6	6	5	5	6	28
14250078	5	5	4	4	5	23
14250079	6	6	5	5	6	28
14250081	6	6	5	5	5	27
14250082	6	6	5	4	5	26
14250083	5	6	4	4	5	24
14250084	5	5	4	4	4	22
14250085	4	5	4	3	4	20
14250086	3	3	3	3	3	15
14250087	6	6	5	5	5	27
14250088	6	6	5	5	5	27
14250089	6	6	5	4	6	27
14250090	3	2	3	2	3	13
13258001	4	5	4	3	4	20
14250092	5	5	4	4	4	22
14250093	5	5	4	4	4	22

14250094	6	5	5	5	5	26
14250099	6	6	5	4	5	26
14250103	5	5	4	4	4	22
14250105	5	5	4	4	5	23
14250107	6	6	5	4	5	26
14250108	5	5	4	4	4	22
14250111	5	4	4	4	4	21
14250112	6	6	5	5	5	27
14250116	4	4	3	3	4	18
14250119	6	5	5	4	5	25
14250120	5	5	4	4	4	22

Result of Students' Writing Test

Rater II

NIM	I	O	S	M	V	Total
14250001	3	5	4	3	4	19
14250002	3	5	3	3	4	18
14250003	4	5	3	3	4	19
14250006	4	5	3	4	4	20
14250007	4	5	3	3	3	18
14250008	3	5	2	3	3	16
14250009	3	4	2	5	4	18
14250010	4	5	2	4	4	19
14250011	4	5	3	4	4	20
14250012	4	5	3	5	4	21
14250013	5	5	5	5	5	25
14250015	5	5	4	4	5	23
14250016	4	4	3	4	4	19
14250017	4	5	3	4	4	20
14250018	4	4	3	4	4	19
14250019	4	5	3	4	4	20
14250021	4	5	3	4	4	20
14250022	4	5	2	5	4	20
14250024	5	5	4	3	4	21
14250025	4	4	2	5	4	19
14250026	4	3	3	3	4	17
14250027	4	5	2	3	3	17
14250028	4	5	3	4	4	20
14250029	4	4	3	4	4	19
14250030	5	5	4	4	5	23
11250071	4	3	4	5	4	20
14250031	3	2	2	3	3	13
14250032	4	4	3	3	4	18
14250033	4	5	3	3	4	19
14250034	4	5	3	4	4	20
14250035	4	5	3	4	5	21
14250036	4	4	5	5	4	22
14250037	4	5	3	4	4	20
14250038	4	5	3	5	4	21
14250040	3	4	3	5	4	19
14250041	4	5	4	5	5	23

14250042	4	4	2	2	3	15
14250043	4	4	3	4	5	20
14250045	6	6	5	5	6	28
14250046	4	4	2	3	4	17
14250047	4	5	3	4	4	20
14250048	4	5	3	4	4	20
14250050	5	5	5	4	5	24
14250051	4	5	3	4	4	20
14250056	5	5	4	5	5	24
14250057	4	4	4	3	4	19
14250059	5	4	4	3	5	21
14250060	4	4	3	3	4	18
14250063	4	3	3	2	4	16
14250064	4	5	3	4	4	20
14250065	5	4	4	5	4	22
14250066	4	5	2	4	4	19
14250067	4	5	2	2	4	17
14250068	4	5	4	5	4	22
14250071	4	5	3	3	4	19
14250072	5	5	4	5	5	24
14250073	5	5	3	5	4	22
14250074	5	5	3	5	4	22
14250075	3	4	3	4	5	19
14250076	5	5	3	5	4	22
14250077	4	4	3	4	4	19
14250078	4	3	3	4	4	18
14250079	5	6	4	4	5	24
14250081	6	6	5	5	6	28
14250082	5	5	4	5	5	24
14250083	5	4	4	4	5	22
14250084	4	5	4	4	5	22
14250085	3	4	3	3	4	17
14250086	2	1	3	3	3	12
14250087	5	5	4	5	5	24
14250088	5	5	3	4	4	21
14250089	6	6	5	5	5	27
14250090	2	2	2	3	3	12
13258001	3	4	2	3	4	16
14250092	5	6	4	5	4	24
14250093	5	5	4	4	4	22
14250094	5	6	4	4	5	24

14250099	3	4	3	2	4	16
14250103	5	5	3	4	4	21
14250105	4	5	4	4	5	22
14250107	5	5	4	4	5	23
14250108	4	3	4	4	4	19
14250111	4	5	4	5	4	22
14250112	3	4	4	4	4	19
14250116	4	4	2	3	4	17
14250119	4	5	4	4	5	22
14250120	4	5	4	5	4	22

Result of Students' Writing Test

Rater III

NIM	I	O	S	M	V	Total
14250001	5	4	3	3	4	19
14250002	6	5	4	3	5	23
14250003	6	5	3	4	5	23
14250006	6	6	5	5	4	26
14250007	3	5	4	5	5	22
14250008	4	4	3	4	3	18
14250009	4	5	4	5	5	23
14250010	6	5	5	5	5	26
14250011	5	4	3	3	4	19
14250012	5	4	2	3	3	17
14250013	5	3	2	2	4	16
14250015	3	2	2	2	2	11
14250016	4	3	3	4	4	18
14250017	3	3	4	4	3	17
14250018	5	5	5	6	6	27
14250019	5	3	3	2	3	16
14250021	6	4	2	3	3	18
14250022	4	5	5	5	4	23
14250024	5	4	3	3	3	18
14250025	6	5	2	3	3	19
14250026	5	4	2	4	3	18
14250027	4	5	3	4	3	19
14250028	6	6	3	4	4	23
14250029	6	6	4	5	5	26
14250030	5	4	4	5	5	23
11250071	4	3	3	3	3	16
14250031	2	3	3	3	4	15
14250032	3	2	5	5	3	18
14250033	6	5	5	5	5	26
14250034	5	6	5	5	4	25
14250035	3	3	4	4	3	17
14250036	3	3	3	2	3	14
14250037	4	3	2	3	3	15
14250038	5	4	2	3	3	17
14250040	6	2	4	4	4	20
14250041	3	4	5	4	4	20

14250042	3	2	2	2	2	11
14250043	5	6	5	5	6	27
14250045	5	5	4	4	5	23
14250046	5	5	4	4	4	22
14250047	5	5	4	4	4	22
14250048	4	3	2	4	4	17
14250050	4	4	3	4	4	19
14250051	2	2	1	1	2	8
14250056	3	3	3	2	3	14
14250057	4	5	3	4	3	19
14250059	6	5	5	5	5	26
14250060	5	3	3	3	4	18
14250063	2	1	1	1	1	6
14250064	6	6	5	5	6	28
14250065	5	4	3	3	5	20
14250066	3	3	4	3	5	18
14250067	2	2	2	2	2	10
14250068	6	5	2	4	3	20
14250071	6	5	5	5	5	26
14250072	4	2	3	4	4	17
14250073	3	3	3	3	4	16
14250074	6	6	3	5	5	25
14250075	4	2	1	2	2	11
14250076	5	5	2	2	4	18
14250077	6	5	1	1	4	17
14250078	4	3	1	1	3	12
14250079	6	5	2	3	4	20
14250081	5	4	4	4	4	21
14250082	5	3	4	3	4	19
14250083	5	3	4	5	5	22
14250084	6	3	2	2	3	16
14250085	4	3	1	2	2	12
14250086	2	1	1	1	1	6
14250087	5	6	5	4	5	25
14250088	4	5	3	2	3	17
14250089	5	5	4	5	6	25
14250090	3	1	1	1	2	8
13258001	6	4	1	3	3	17
14250092	5	6	3	4	4	22
14250093	6	6	4	4	4	24
14250094	6	6	2	3	3	20

14250099	3	3	1	1	1	9
14250103	3	3	3	3	3	15
14250105	4	5	3	5	3	20
14250107	6	6	5	4	4	25
14250108	4	2	4	3	3	16
14250111	2	4	3	2	2	13
14250112	5	5	5	3	3	21
14250116	1	1	1	1	1	5
14250119	3	4	2	2	3	14
14250120	6	6	4	4	5	25

Average Result of Students' Writing Test

Rater I, Rater II, Rater III

NIM	I	O	S	M	V	Total	Category
14250001	4	4.3	3.7	3.3	4.0	19.3	Average
14250002	4.3	4.7	3.7	3.0	4.3	20.0	Good
14250003	5.0	4.7	3.7	4.0	4.7	22.0	Good
14250006	5.0	5.0	4.0	4.3	4.0	22.3	Good
14250007	4.0	5.0	4.0	4.0	4.3	21.3	Good
14250008	3.7	4.3	3.0	3.7	3.3	18.0	Average
14250009	4.0	4.3	3.3	4.7	4.7	21.0	Good
14250010	4.7	4.7	3.7	4.3	4.3	21.7	Good
14250011	4.7	4.3	3.3	3.7	4.0	20.0	Good
14250012	4.7	4.7	3.3	4.3	4.0	21.0	Good
14250013	4.7	4.3	3.7	3.7	4.3	20.7	Good
14250015	4.3	4.3	3.7	3.7	4.0	20.0	Good
14250016	4.3	4.0	3.7	4.3	4.3	20.7	Good
14250017	4.3	4.7	4.0	4.3	4.0	21.3	Good
14250018	4.7	4.7	4.0	4.7	5.0	23.0	Good
14250019	5.0	4.7	3.7	3.3	4.0	20.7	Good
14250021	5.0	4.7	3.0	3.7	3.7	20.0	Good
14250022	4.7	5.3	4.0	5.0	4.3	23.3	Good
14250024	5.0	4.7	3.7	3.3	4.0	20.7	Good
14250025	5.3	5.0	3.0	4.3	4.0	21.7	Good
14250026	5.0	4.0	3.0	3.7	4.0	19.7	Average
14250027	4.3	4.7	3.3	3.7	3.7	19.7	Average
14250028	4.7	5.0	3.0	3.7	4.0	20.3	Good
14250029	5.3	5.0	4.0	4.3	4.7	23.3	Good
14250030	5.3	5.0	4.3	4.3	5.0	24.0	Good
11250071	4.0	3.3	3.7	4.0	3.7	18.7	Average
14250031	3.7	3.3	3.0	3.3	4.0	17.3	Average
14250032	4.3	4.0	4.3	4.3	4.0	21.0	Good
14250033	5.3	5.3	4.3	4.3	5.0	24.3	Good
14250034	4.7	5.3	4.0	4.3	4.3	22.7	Good
14250035	4.3	4.3	4.0	4.3	4.3	21.3	Good
14250036	4.0	4.0	4.3	4.0	4.0	20.3	Good
14250037	4.7	4.7	3.3	3.7	4.0	20.3	Good
14250038	5.0	5.0	3.3	4.3	4.3	22.0	Good
14250040	5.0	4.0	4.0	4.3	4.7	22.0	Good
14250041	4.3	5.0	4.7	4.7	5.0	23.7	Good

14250042	4.0	3.7	2.7	2.7	3.3	16.3	Average
14250043	5.0	5.0	4.0	4.3	5.7	24.0	Good
14250045	5.7	5.7	4.7	4.7	5.3	26.0	Very Good
14250046	5.0	5.0	3.7	3.7	4.3	21.7	Good
14250047	4.7	5.0	3.7	4.0	4.3	21.7	Good
14250048	4.7	4.7	3.3	4.0	4.3	21.0	Good
14250050	4.7	4.7	4.0	4.0	4.7	22.0	Good
14250051	4.0	4.3	2.7	3.3	3.7	18.0	Average
14250056	4.3	4.3	4.0	3.7	4.3	20.7	Good
14250057	4.0	4.3	3.3	3.3	3.7	18.7	Average
14250059	5.3	4.7	4.3	4.0	5.0	23.3	Good
14250060	4.7	3.7	3.3	3.3	4.3	19.3	Average
14250063	3.3	2.7	2.7	2.3	3.0	14.0	Average
14250064	5.3	5.7	4.7	4.7	5.3	25.7	Very Good
14250065	5.3	4.7	4.0	4.3	5.0	23.3	Good
14250066	4.3	4.7	3.7	4.0	4.7	21.3	Good
14250067	3.3	4.0	2.7	2.3	3.3	15.7	Average
14250068	5.3	5.3	3.7	4.7	4.3	23.3	Good
14250071	5.0	5.0	4.0	4.0	4.7	22.7	Good
14250072	5.0	4.3	4.0	4.7	5.0	23.0	Good
14250073	4.7	4.3	3.7	4.3	4.7	21.7	Good
14250074	5.7	5.3	3.7	4.7	4.7	24.0	Good
14250075	4.3	4.0	3.0	3.7	4.3	19.3	Average
14250076	5.3	5.0	3.0	3.7	4.3	21.3	Good
14250077	5.3	5.0	3.0	3.3	4.7	21.3	Good
14250078	4.3	3.7	2.7	3.0	4.0	17.7	Average
14250079	5.7	5.7	3.7	4.0	5.0	24.0	Good
14250081	5.7	5.3	4.7	4.7	5.0	25.3	Very Good
14250082	5.3	4.7	4.3	4.0	4.7	23.0	Good
14250083	5.0	4.3	4.0	4.3	5.0	22.7	Good
14250084	5.0	4.3	3.3	3.3	4.0	20.0	Good
14250085	3.7	4.0	2.7	2.7	3.3	16.3	Average
14250086	2.3	1.7	2.3	2.3	2.3	11.0	Poor
14250087	5.3	5.7	4.7	4.7	5.0	25.3	Very Good
14250088	5.0	5.3	3.7	3.7	4.0	21.7	Good
14250089	5.7	5.7	4.7	4.7	5.7	26.3	Very Good
14250090	2.7	1.7	2.0	2.0	2.7	11.0	Poor
13258001	4.3	4.3	2.3	3.0	3.7	17.7	Average
14250092	5.0	5.7	3.7	4.3	4.0	22.7	Good
14250093	5.3	5.3	4.0	4.0	4.0	22.7	Good
14250094	5.7	5.7	3.7	4.0	4.3	23.3	Good

14250099	4.0	4.3	3.0	2.3	3.3	17.0	Average
14250103	4.3	4.3	3.3	3.7	3.7	19.3	Average
14250105	4.3	5.0	3.7	4.3	4.3	21.7	Good
14250107	5.7	5.7	4.7	4.0	4.7	24.7	Good
14250108	4.3	3.3	4.0	3.7	3.7	19.0	Average
14250111	3.7	4.3	3.7	3.7	3.3	18.7	Average
14250112	4.7	5.0	4.7	4.0	4.0	22.3	Good
14250116	3.0	3.0	2.0	2.3	3.0	13.3	Average
14250119	4.3	4.7	3.7	3.3	4.3	20.3	Good
14250120	5.0	5.3	4.0	4.3	4.3	23.0	Good

Appendix I

**Distribution of Students' Learning Styles
and Their Writing Achievement
per Classes**

Class	Type																	
	V					Total	A					Total	K					Total
	VP	P	A	G	VG		VP	P	A	G	VG		VP	P	A	G	VG	
PBI A	0	0	0	8	0	8	0	0	2	8	0	10	0	0	0	1	0	1
PBI B	0	0	1	4	0	5	0	0	4	7	0	11	0	0	0	2	0	2
PBI C	0	0	1	6	3	10	0	0	2	7	1	10	0	0	0	0	0	0
PBI D	0	0	0	1	0	1	0	0	3	4	0	7	0	0	0	0	0	0
Total	0	0	2	19	3	24	0	0	11	26	1	38	0	0	0	3	0	3

Type																	
VA					Total	AK					Total	VK					Total
VP	P	A	G	VG		VP	P	A	G	VG		VP	P	A	G	VG	
0	0	1	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	1	1
0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0
0	0	0	2	0	2	0	0	2	0	0	2	0	0	0	0	0	0
0	0	1	7	0	8	0	0	3	0	0	3	0	0	0	0	1	1

VAK						Total	Total
VP	P	A	G	VG	al		
0	0	0	0	0	0	22	
0	0	0	0	0	0	21	
0	0	0	0	0	0	22	
0	0	0	1	0	1	13	
0	0	0	1	0	1	78	

Appendix J

Correlation between Students' Learning Styles (total) and Their Writing Achievement

Correlations

		Learning_Styles	Writing_Achievement
Learning_Styles	Pearson Correlation	1	-.005
	Sig. (2-tailed)		.967
	N	78	78
Writing_Achievement	Pearson Correlation	-.005	1
	Sig. (2-tailed)	.967	
	N	78	78

**Correlation between Students' Learning Styles (Visual, Auditory, and Kinesthetic)
and Their Writing Achievement**

Correlations

		Visual	Auditory	Kinesthetic	Writing_Achievement
Visual	Pearson Correlation	1	-.199	.044	.156
	Sig. (2-tailed)		.080	.700	.171
	N	78	78	78	78
Auditory	Pearson Correlation	-.199	1	.000	-.093
	Sig. (2-tailed)	.080		.999	.420
	N	78	78	78	78
Kinesthetic	Pearson Correlation	.044	.000	1	-.014
	Sig. (2-tailed)	.700	.999		.906
	N	78	78	78	78
Writing_Achievement	Pearson Correlation	.156	-.093	-.014	1
	Sig. (2-tailed)	.171	.420	.906	
	N	78	78	78	78

Appendix K

**Correlation between Students' Learning Styles (total)
and the Aspects of Writing
(Idea, Organization, Sentence, Mechanic, and Vocabulary)**

Correlations

		Learning_Styles	I	O	S	M	V
Learning_Styles	Pearson Correlation	1	-.159	-.019	-.103	-.180	-.202
	Sig. (2-tailed)		.165	.868	.372	.116	.076
	N	78	78	78	78	78	78
I	Pearson Correlation	-.159	1	.783**	.579**	.671**	.742**
	Sig. (2-tailed)	.165		.000	.000	.000	.000
	N	78	78	78	78	78	78
O	Pearson Correlation	-.019	.783**	1	.611**	.671**	.619**
	Sig. (2-tailed)	.868	.000		.000	.000	.000
	N	78	78	78	78	78	78
S	Pearson Correlation	-.103	.579**	.611**	1	.755**	.726**
	Sig. (2-tailed)	.372	.000	.000		.000	.000
	N	78	78	78	78	78	78
M	Pearson Correlation	-.180	.671**	.671**	.755**	1	.738**
	Sig. (2-tailed)	.116	.000	.000	.000		.000
	N	78	78	78	78	78	78

V	Pearson Correlation	-.202	.742**	.619**	.726**	.738**	1
	Sig. (2-tailed)	.076	.000	.000	.000	.000	
	N	78	78	78	78	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix M

BLSI Questionnaire Analysis

No.	Questions	Often	Sometimes	Seldom
1	Follow written directions better than oral directions.			
2	Like to write things down or take note for visual view.			
3	Am skillful and enjoy developing and making graphs and charts.			
4	Can understand and follow directions on map.			
5	Can better understand a news article by reading about than by listening to it on the radio.			
6	Feel the best way to remember is to picture it in your head.			
7	Grip objects in your hands during learning periods.			
8	Obtain information on an interesting subject by reading related materials.			
9	Can remember more about a subject through listening than reading.			
10	Require explanation of graphs, diagrams, or visual directions.			
11	Can tell if sound match when presented with pairs of sounds.			
12	Do better at academic subjects by listening to tapes and lectures.			
13	Learn to spell better by repeating the letters out loud than by writing the word on paper.			
14	Would rather listen to a good lecture or speech rather than read about the same material in a book.			
15	Prefer listening to the news on the radio than reading about it in the newspaper.			
16	Follow oral direction better than written ones.			
17	Bear down extremely hard when writing.			
18	Enjoy working with tools or working on models.			
19	Remember best by writing things down several times.			
20	Play with coins or keys in pockets.			
21	Chew gum, snack, or smoke during studies.			

22	Do a lot of gesturing, am well coordinated.			
23	Am good at working and solving jigsaw puzzles and mazes.			
24	Feel very comfortable touching others, hugging handshaking, etc.			

Barsch, J. R. (1996). *Barsch learning style Inventory*. Novato, CA: Academic Therapy Publication.

Appendix M

BLSI Questionnaire Analysis

No	Questions	Often	Sometimes	Seldom	Mean	Rank
1	Follow written directions better than oral directions.	13	56	9	3.10	16
2	Like to write things down or take note for visual view.	44	28	6	3.97	4
3	Am skillful and enjoy developing and making graphs and charts.	12	27	39	2.31	22
4	Can understand and follow directions on map.	27	29	22	3.13	15
5	Can better understand a news article by reading about than by listening to it on the radio.	37	31	10	3.69	9
6	Feel the best way to remember is to picture it in your head.	62	15	1	4.56	1
7	Grip objects in your hands during learning periods.	46	25	7	4.00	3
8	Obtain information on an interesting subject by reading related materials.	24	43	11	3.33	12
9	Can remember more about a subject through listening than reading.	36	36	6	3.77	8
10	Require explanation of graphs, diagrams, or visual directions.	34	37	7	3.77	7
11	Can tell if sound match when presented with pairs of sounds.	28	32	18	3.26	14
12	Do better at academic subjects by listening to tapes and lectures.	28	43	7	3.54	11
13	Learn to spell better by repeating the letters out loud than by writing the word on paper.	35	29	14	3.54	10
14	Would rather listen to a good lecture or speech rather than read about the same material in a book.	48	27	3	4.15	2
15	Prefer listening to the news on the radio than reading about it in the newspaper.	19	41	18	3.03	17
16	Follow oral direction better than written ones.	42	31	5	3.95	5
17	Bear down extremely hard when writing.	11	52	15	2.90	18
18	Enjoy working with tools or working on models.	19	27	32	2.67	20
19	Remember best by writing things down several times.	44	26	8	3.92	6

20	Play with coins or keys in pockets.	9	20	49	1.97	24
21	Chew gum, snack, or smoke during studies.	11	19	48	2.05	23
22	Do a lot of gesturing, am well coordinated.	24	40	14	3.26	13
23	Am good at working and solving jigsaw puzzles and mazes.	15	30	33	2.54	21
24	Feel very comfortable touching others, hugging handshaking, etc.	22	28	28	2.85	19