

**THE CONTRIBUTION OF EXAMPLE NON-EXAMPLE  
STRATEGY, STUDENTS' MOTIVATION AND STUDENTS  
LEARNING STYLE TOWARD STUDENTS' WRITING  
ACHIEVEMENT OF DESCRIPTIVE TEXT**



Submitted to the Department of Language Studies,  
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**APPROVAL**

**THE CONTRIBUTION OF EXAMPLE NON-EXAMPLE STRATEGY,  
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A handwritten signature in black ink, appearing to be 'Anindita Helsha Faradiba', written over a faint star-shaped watermark.

**Anindita Helsha Faradiba**

**S200160031**

# **THE CONTRIBUTION OF EXAMPLE NON-EXAMPLE STRATEGY, STUDENT'S LEARNING MOTIVATION AND STUDENT'S LEARNING STYLE TOWARD STUDENTS' WRITING ACHIEVEMENT OF DESCRIPTIVE TEXT**

## **ABSTRAK**

Hasil kemampuan menulis dipengaruhi oleh beberapa faktor. Penggunaan strategi dalam pengajaran Bahasa Inggris membuat siswa lebih mudah dalam menulis. Dalam penelitian ini, strategi yang digunakan adalah Example Non-Example. Strategi ini menggunakan gambar sebagai media. Sehingga siswa dapat menganalisa dan mendeskripsikan dari gambar. Selain penggunaan strategi faktor internal juga member pengaruh yang besar. Faktor internal tersebut adalah motivasi belajar dan gaya belajar.

Penelitian ini menggunakan metode kuantitatif asosiatif. Variabel dalam penelitian ini ada 2 yakni variabel bebas dan varibael terikat. Instrumen penelitian menggunakan kuisisioner dan tes. Hasil penelitian ini adalah (1) Ada pengaruh positif dan kontribusi yang signifikan dari Example Non-Example terhadap hasil menulis sebanyak 19,4%. Berarti penggunaan Example Non Example membuat hasil menulis meningkat. (2) Ada pengaruh positif dan kontribusi yang signifikan dari motivasi belajar terhadap hasil menulis sebanyak 18,1%. Berarti adanya motivasi siswa dalam belajar membuat hasil menulis meningkat. (3) Ada pengaruh positif dan kontribusi yang signifikan dari gaya belajar terhadap hasil menulis sebanyak 16,9%. Berarti penggunaan gaya belajar yang tepat dapat membuat hasil menulis meningkat.

**Kata Kunci:** Example Non-Example strategi, Motivasi Belajar, Gaya Belajar, Hasil Menulis

## **ABSTRACT**

Writing achievement influenced by many factors. The using of strategy in teaching writing make students easier in the writing. The strategy used is Example Non-Example Strategy. This strategy used picture as media, So the students can analyze and describe from the picture. Besides the using of strategy, the internal factors may have big contribution. The internal factor can be seen from student's learning motivation and student's learning style. This research uses quantitative as its approach. The design of this research is associative quantitative research. Then, the research variables consists of two aspects. They are dependent variable which is students' writing achievement and independent variable which are Example Non-Example Strategy, student's learning motivation and student's learning style. Meanwhile, the research instruments, there are questioner and test. The results of the research were: (1) There is positive and significant contribution of Example Non-Example Strategy toward student's writing achievement 19,4%. It means that the raise of Example Non-Example strategy in learning English will make them

get higher achievement in English writing skill. (2) There is positive and significant contribution of student's learning motivation toward student's writing achievement 18,1%. It means that the raise of the students' motivation in learning English will make them get higher achievement in writing skill. (3) There is positive and significant contribution of student's learning style toward student's English writing achievement is 16,9%. It means that the suitable learning style used in learning process of the students will make them get higher achievement in English writing skill.

**Keywords:**Example Non-Example Strategy, Learning Motivation, Learning Style, Writing Achievement

## **1. INTRODUCTION**

### **1.1. Background of the Study**

Writing is one of English learning skills that should be mastered by the students, beside listening, reading and speaking. Writing skill is important in learning English. So, teaching writing becomes an important thing in English Learning. In teaching writing, teacher should understand the ideal condition of students for teaching writing. Based on the researcher's pre observation in SMP Negeri 2 Karangrejo, there are some problems viewed from students and teacher in learning writing. The students' problems are they have some difficulties in writing. First, they are difficult to begin their writing activity. Second, they also difficult found the ideas to start their writing. They also have lack in vocabulary, it means that they weak in using diction. Furthermore, the teachers' problems are the weaknesses in teaching writing in the class. Teacher rarely use strategy to make students more interest in the writing activity.

Based on the difficulties that passed by the students and the weakness of English teacher on writing, the use of media is needed include the strategy that will use in teaching writing. In this case, the strategy that use picture as media is Example Non Example Strategy. According to Huda (2014: 234) Example Non Example is learning strategy that use picture to deliver the material. The using of this strategy that completed with the picture will make the teaching writing descriptive text effective.

Students writing achievement may not only come by using learning strategy. The students' achievement may be influenced by such factors.

Beside the external factors, such as the explanation above, the internal factors may have the biggest contribution of students' achievement. The internal factors can be seen from student's side of learning, which consists of the internal motivation and student's learning style. These can be concluded that learning language depends on who the learners are including their age, how they behave toward the language, their cognitive ability, and also the way they learn the language. So, it can be concluded that the motivation and learning style of students also important factor in reach their writing achievement.

## **1.2.Theoretical Review**

### **1.2.1 Previous Study**

Results of previous research that are relevant to the issue are the basic and important reference that can be used as supporting data in this study. There are several previous studies related to this study. The previous study showed then being critiqued to find the similarities and differences between them. After finding the similarities and differences, this study presents the niece of the study through the similarities and differences between this study and the previous studies.

The First previous study was conducted by Suwanarak (2012). This study is analysed quantitatively. The study findings reveal various beliefs about English language learning as well assimilarities and differences in the students' use of strategies which were all relevant to their learning achievement. Significant correlations between students' beliefs about English language learning and their use of learning strategies indicate that the beliefs to some extent related to strategy use. The findings can be a valuable resource to consider appropriate ways of using students' perceptions to improve English teaching and learning practice. The difference between this study and the previous is that this study tried to investigate not only learning strategy, but also students' learning motivation, and students' learning style.

The second previous study was conducted by Wang (2008). Results indicated that autonomous extrinsic motivation correlated

positively with intrinsic motivation and achievement, while controlled extrinsic motivation correlated negatively with them. The results were discussed from the aspect of self-determination theory and the reference to their relevance in the EFL classroom. The difference this study with the previous is that this study tried to investigate the not only motivation and achievement, but the variable were also students' learning style and learning strategy.

The third previous study was conducted by Kelsen and Liang (2012). This study found that the factors influenced students achievement are: total hours spent studying English per week, first language ability, attendance in class, and reading for pleasure as indicating those students most likely to achieve proficiency in the general university English classes considered in this research. This research is conducted in external factor which still based on students, besides the internal factors. This is wider than current study. The difference with the current study is that current study only focuses in students' side only.

The fourth previous study was conducted by Nosratinia and Shakeri (2013). This study found that there is a statistically significant relationship between Iranian EFL learners' overall reading strategies and their reading comprehension. It was also revealed that all three subscales of reading strategies (Global, Problem Solving, and Support) were significantly correlated with reading comprehension scores of the participants. These outcomes were interpreted regarding the important role of reading strategies in reading comprehension achievement of EFL readers. This study will be outstanding when used in experimental using treatments of strategies in reading by dividing the subjects into several groups. The difference with the current study is that current study uses other factors to know their contribution in writing achievement of the students.

The fifth previous study was conducted by Fateme and Behnam (2013). The results of this study, the learners emphasize employing styles enabling them keep more vocabularies in mind and activate them.

In terms of style also the findings revealed that there is a high correlation between high scores in IELTS and possessing Kinesthetic, Auditory, and Visual styles. It also presented that the learners were interested in individuality rather than group work. The difference with the current study is that the current study uses sensory, personally and cognitive learning style.

### **1.2.2 Writing English Achievement**

Hornby (1995: 10) stated that achievement is a thing done successfully, especially with effort and skill. This definition shows that achievement is considered as the score gained by the students in certain skills.

These definitions show that achievement is related to the ability gotten by someone after he or she learned the knowledge of certain skill, for example in learning language. The skills of accounting, reading, writing a sentence, etc. are some skills which should be taught to students, so the teacher is able to see the progress of students' learning process.

Achievement is something important that you succeed in doing by your own efforts (Longman, 2001: 11). This definition also supports the idea that to attain an achievement, one needs skill, practice and effort. Therefore, teacher needs to teach every skill in learning language to students in order to gain a certain purpose in learning the material.

### **1.2.3 Example Non-Example Strategy**

According to Riyadi (2013: 40) Examples Non-Examples is one of strategy in the cooperative learning. Cooperative learning itself was come from social constructivism theory by Vygotsky. According to Li and Lam (2013: 2) Vygotsky took socio-cultural approach and then this approach described as "cooperative" and "cultural". In cooperative learning there are many strategy, they are: Cooperative Script, Student Team- Achievement Divisions (STAD), Course Review Horey (CRH), Example Non-Example, Picture and Picture, etc. In this research, researcher choose the example non-example strategy because of this

strategy is easy to understand and suitable with learning materials that given.

#### **1.2.4 Students Learning Motivation**

Motivation is one of the important factors in writing comprehension. There are some definitions about learning motivation. According to Jones and Jones in Sunu (2015: 83) learning and students' motivation is the key of the good classroom management. According to Fen (2015: 1) Motivation is known as a stimulant for achieving a specific target. Furthermore Gardner in Fen (2015: 1) motivation can be referred to a kind of central mental engine or energy-centre that includes effort, want or will (cognition) and task-enjoyment (affect). Without motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching.

#### **1.2.5 Students Learning Style**

Learning style is the general approach that used by students to acquire a new language or to learn any other subjects. Based on Cornett (1983: 9) styles are the overall patterns that direct the learners to learning behavior generally. The learners learn the subject differently between one another. They will use the way that suit them on their learning process. Based on Fauziati (2015: 11-12), learning styles used by learners are suit them on their learning and stable which teacher may not influence the use directly. Learning styles can be seen as the learners' characteristics in learning. These will show their preferences on learning.

## **2. RESEARCH METHOD**

This research is quantitative research with associative approach. According to Sugiyono (2015: 14) quantitative research is used to study the certain population or sample. It can be said as quantitative research when the statistic analysis is used to test the hypothesis.

This research studied the correlation between variables which search for the contribution of variables to another variable. Based on Yusuf (2014: 64-66) associational research is sometime called as correlational research which search the correlation between one or more variables with one or more other variables. Based on Sirehar (2013: 7) associational research is the research aimed to know the relation between variables. The main purpose of this kind of research is to know the relation between variables. This research conducted in SMP Negeri 2 Karangrejo from June until October 2017. In this research, the researcher used quantitative approach as the design research, because the problems that researcher found will be answered by using quantitative research. The researcher also used quantitative descriptive as the method in order to describe clearly the result of the research. Then, the research variables consists of two aspects. They are dependent variable which is students' writing achievement and independent variable which are Example Non-Example Strategy, student's learning motivation and student's learning style. Meanwhile, the research instruments, there are questioner and test. For checking accuracy data, the researcher uses validity and reliability. The data analyzed by many test of multiple regression, multicollinearity F test, heterocedascity to check the contribution of the independent variables toward dependent variable.

### **3. FINDING AND DISCUSSION**

#### **3.1. Data Description**

##### **3.1.1. Example Non Example Strategy**

Based on table 4.2 about 0,32% respondents never use the Example Non-Example Strategy, 30,34% seldom use the Example Non-Example Strategy, 64,82% often use the Example Non-Example Strategy, and 4,49% always use the Example Non-Example Strategy. The indicator which has the highest percentage of never and seldom is explore the characteristic of a concept with 35,58% (never 0,95% + seldom 34,63%) which consist of analyze the generic structure, analyze the language, analyze the goal and understand the text of descriptive. Then the indicator which has the highest percentage of often and always is Perform discovery

process with 82% (often 70,5% + always 11,5%) which consist of easier by using the example, make the text suitable with the example, and making a draft for the text.

### **3.1.2. Student's Learning Motivation**

Based on table 4.4 about 1,91% respondents never have motivation in learning, 33,08% seldom have motivation in learning, 50% often have motivation in learning, and 14,99% always have motivation in learning. The indicator which has the highest percentage of never and seldom is extrinsic motivation with 38,44% (never 1,52% + seldom 36,92%) which consist of easy work, pleasing teacher, and dependence on teacher. Then the indicator which has the highest percentage of often and always is intrinsic motivation with 68,46% (often 53,84% + always 16,42%) which consist of challenge, curiosity, and independent mastery.

### **3.1.3. Student's Learning Style**

Based on table 4.5 above, about 0% respondents never use their style in learning, 21,67% seldom use their style in learning, 75,33% often use their style in learning, and 2,99% always use their style in learning. The indicator which has the highest percentage of never and seldom is cognitive with 31,73% (never 0% + seldom 31,73%) which consist of global, analytic, field dependent, and field independent. Meanwhile the indicator which has the highest percentage of often and always is personality with 85,9% (often 78,2% + always 7,7%) which consist of extraverted, introverted.

### **3.1.4. Students' Writing Achievement**

Based on table 4.8 above, about 0% respondents have bad writing skill in English, 21,5% have sufficient writing skill in English, 69,2% good writing skill in English, and 9,2% excellent writing skill in English. The indicator which has the highest percentage of bad and sufficient is punctuation, spelling and mechanics with 34,6% (bad 0,0%+ 0,0% + sufficient 34,6%) which consist of recognizing the punctuation, spelling and mechanics of descriptive text. Meanwhile the indicator which has the highest percentage of good and excellent is style and quality of expression

with 88,5,0% (good 88,5% + excellent 0%) which consist of recognizing the style and expression of descriptive text.

## **3.2. Result of the Research**

### **3.2.1. Classic Assumption**

#### **3.2.1.1 Normality test**

The histogram is not skewed left or right. It means that the distribution of the data is normal.

#### **3.2.1.2 Linearity**

It can see that the dots are not skewed left or right, but they spread around the diagonal line. It means that the distribution of the data is normal.

#### **3.2.1.3. Multicollinearity Test**

The value result of multicollinearity can be seen from tolerance value and variance inflation factor (VIF). The tolerance value of variable Example Non-Example Strategy ( $X_1$ ), Student's Learning Motivation ( $X_2$ ), and Student's Learning Style ( $X_3$ ) are 0,954, 0,905, and 0,871 which is  $>0,10$ . The VIF value of variable Example Non-Example Strategy ( $X_1$ ), Student's Learning Motivation ( $X_2$ ), and Student's Learning Style ( $X_3$ ) are 1,048, 1,105, and 1,148 which is  $<10$ . From the result above, it can be concluded that the independent variables do not have serious multicollinearity problem with the others independent variables.

#### **3.2.1.4. Heteroscedasticity Test**

The probability value can be seen in column Sig. The probability value of each variable can be seen as follow: Example Non-Example Strategy ( $X_1$ ) is 0,980; Student's Learning Motivation ( $X_2$ ) is 0,124; and Student's Learning Style ( $X_3$ ) is 0,489. All probability values of variables are more than 0,05 ( $>0,05$ ). Then, it can be concluded that there is no Heteroscedasticity on the regression model.

### 3.2.2. Multiple Regression

The result of regression coefficient for independent variables are: Example Non-Example Strategy is 0,277, Student's Learning Motivation is 0,183, and Student's Learning Style is 0,244. Constant value of the regression is 11,318. Then, the formulation of multiple regression is  $Y=11,318 + 0,277X_1 + 0,183X_2 + 0,244X_3$ . These mean that :

- 1.) If the variables Example Non-Example Strategy, Student's Learning Motivation, and Student's Learning Style are 0, Student's English Writing Achievement will become 11,318.
- 2.) If the variable Example Non-Example Strategy increases one point while the variables Student's Learning Motivation and Student's Learning Style are assumed constant, the increment of Student's English Writing Achievement will become 0,277.
- 3.) If the variable Student's Learning Motivation increases one point while the variables Example Non-Example Strategy and Student's Learning Style are assumed constant, the increment of Student's English Writing Achievement will become 0,183.
- 4.) If the variable Student's Learning Style increases one point while the variables Example Non-Example and Student's Learning Motivation are assumed constant, the increment of Student's English Writing Achievement will become 0,244.

### 3.3. Discussion

#### 3.3.1. Example Non-Example Strategy ( $X_1$ ) towards Student's English Writing Achievement (Y) in VIII C class of SMP N 2 Karangrejo

From the descriptive statistic result above, it can be concluded that the students almost always use Example Non-Example Strategy. Statistically, the percentage of Example Non Example Strategy is 64,82%. It means that students in the VIIC class of SMP N 2 Karangrejo chose to use this strategy in their writing work. The highest indicator of Example Non-Example strategy is in perform discovery process (82%) which consist of easier writing by using example, making text suitable

with the example, and making draft for the text. Even the highest is perform the discovery process, explore the characteristic of a concept also be considered of the students to learn the materials in the class. Explore the characteristic of a concept is 35,58% in the category almost always too which consist of analyze the generic structure, analyze language feature, understand the goal of the text and understand the communicative function. Example Non-Example strategy is strategy that using a picture as media, the using of the picture in order to make students can analyze and describe the picture. (Huda, 2014: 234). It is about 46,42% differences between perform discovery process and explore the characteristic of a concept. It means that students more using the perform of discovery process when they are using Example Non-Example strategy in their writing work. Even Example Non-Example strategy is not the only factor influenced student's writing achievement, this strategy can help the students in writing.

The calculation result shows that there is positive and significant contribution of Example Non-Example strategy toward student's writing achievement in the VIII C class of SMP N 2 Karangrejo. Based on the result above, the regression coefficient is 0,277. The  $t_{\text{result}}$  is 2,810 which is more than  $t_{\text{table}}$  (>2,064). The significance is 0,010 which is less than 0,05. The contribution of the variable can be known from effective contributions (EC) and relative contributions (RC). Based on table 4.18, the variable of Example Non-Example Strategy gives 14,4% as effective contributions (EC) and gives 35,7% as relative contributions (RC). Then, the contribution of Example Non-Example strategy toward student's English writing achievement in the VIII C class of SMP N 2 Karangrejo 14,4%.

The result of this research is consistent with the research conducted by Kelsen and Liang (2012: 6) which concluded that some learning strategies, such as cognitive strategies, is one of the factors influenced students success in learning. The same result also presented in research proposed by Fahim and Noormohammadi (2014: 1433) which concluded

that the number of learning strategies used by student influence their achievement. It can be understood that the use of English learning strategies is needed to help the students in learning English. Some strategies can be used for mastering writing skill. From the result above, it can be concluded that Example Non-Example strategy deals with writing skill, it can be used to guide the students to perform their discovery process. So, it can be concluded that this strategy can help the students to achieve their writing skill.

### **3.3.2. Student's Learning Motivation ( $X_2$ ) towards Student's Writing Achievement (Y) in the VIII C Class of SMP N 2 Karangrejo.**

From the descriptive statistic result above, it can be concluded that the students often have motivation in learning. Statistically, the percentage of student's motivation is 50%. It means that students of VIII C Class of SMP N 2 Karangrejo are motivated to learn in school. The highest motivation is in Intrinsic motivation (68,46%) which consist of challenge, curiosity and independent mastery. Even the highest is the intrinsic motivation, the extrinsic motivation is also be considered of the students to learn the materials in the class. The extrinsic motivation is 38,44% in the category amost always too which consist of getting easily to pass the exam, pleasing another person, and want to be guided. Motivation can appear from someone's feeling which is relevant with the problem and emotions (Mc. Donald in Kompri, 2015: 2-3). It is about 30% differences between extrinsic and intrinsic motivation. It means that the students are more motivated from their selves. Even learning motivation is not the only factor influenced student's writing achievement, this can encouraging behavior to study will appear trough learning motivation (Yamin in Kompri, 2015: 5)

The calculation result shows that there is positive and significant contribution of student's learning motivation toward student's English writing achievement in the VIII C class of SMP N 2 Karangrejo. Based on the result above, the regression coefficient is 0,183. The  $t_{\text{result}}$  is 2,542 which is more than  $t_{\text{table}}$  (>2,064). The significance is 0,019 which

is less than 0,05. The contribution of the variable can be known from effective contributions (EC) and relative contributions (RC). Based on table 4.18, the variable of student's learning motivation gives 18,1% as effective contributions (EC) and gives 33,3% as relative contributions (RC). Then, the contribution of student's learning motivation toward student's writing achievement in the VIII C class of SMP N 2 Karangrejo is 18,1%.

The result of this research is consistent with the research conducted by Zheng (204: 2078) which concluded that dimensions of motivation are positively correlated with achievements in bilingual learning. The other research proposed by Kelsen and Liang (2012: 6) also give the same result which concluded that motivation, which consist of intrinsic motivation and extrinsic motivation, is one of the factors influenced students success in learning. It can be understood by getting the motivation, the students will do something to get their purpose, such as studying. By having both intrinsic motivation and extrinsic motivation, the students will do something needed because they want to get what they want, such as good score. Through intrinsic motivation, the students will consciously do something they have to do. Meanwhile through extrinsic motivation, the students want to get their purpose because of other people, sch as pleasing teacher. It is good for having both motivations, because they will keep the students in spirit to get their purpose.

### **3.3.3. Student's Learning Style ( $X_3$ ) towards Student's English Writing Achievement (Y) in the VIII C Class of SMP N 2 Karangrejo**

From the descriptive statistic result above, we know that the students almost always use their style in learning. Statistically, the percentage of student's learning style is 75,33%. It means that students in the VIII C class of SMP N 2 know their style in learning and use them. Even learning style is not the only factor influenced student's writing achievement, this can indicate how a student learns and likes to learn (Keefe in Yang, Hwang, & Yang, 2013: 186). The highest percentage of learning style is

personality with 85,9% which consist of extraverted and introverted. Students can be more successful in writing through personality learning style which consist of extraverted and introverted . The writing type can be have experience things at the first and then try to understand them, it is correlated with writing skill and Example Non-Example Strategy, students write by their experience at teacher's Example and then they try to write their own text. (Huda, 2014: 234)

The calculation result shows that there is positive and significant contribution of student's learning style toward student's writing achievement in the VIII C class of SMP N 2 Karangrejo. Based on the result above, the regression coefficient is 0,244. The  $t_{\text{result}}$  is 2,115 which is more than  $t_{\text{table}}$  (>2,064). The significance is 0,046 which is less than 0,05. The contribution of the variable can be known from effective contributions (EC) and relative ccontributions (RC). Based on table 4.18, the variable of student's learning style gives 16,9% as effective contributions (EC) and gives 31% as relative ccontributions (RC). Then, the contribution of student's learning style toward student's writing achievement in VIII C class of SMP N 2 Karangrejo is 16,9%.

The result of this research is consistent with the research conducted by Alharbi (2015: 1261) which conclude that some learning styles (visual and auditory) is correlated to reading comprehension of male students' in Saudi EFL college. The same result also presented in research proposed by Fahim and Noormohammadi (2014b: 1433) which concluded that some learning styles (synoptic driven and ectenic driven) influence students' achievement. These can be understood that the learning style will influece their way in mastering reading skill. Some learners may consider their style in learning to make them feel comfortable in learning. From these, the students will be able to study with enjoy, because the study they do make them feel enjoy and spending more time to study rather than when they feel bored when studying the materials. Some of the learning style which suitable for writing is personality, because writing activity uses the

students' experience and understanding. Meanwhile, it is possible to other learning style to have high achievement in writing.

### **3.3.4. Example Non-Example Strategy ( $X_1$ ), Student's Learning Motivation ( $X_2$ ), and Student's Learning Style ( $X_3$ ) toward Student's Writing Achievement ( $Y$ ) in the VIII C Class of SMP N 2 Karangrejo**

After discussing one by one variable contributed toward student's English writing achievement, this study discuss the contribution of all independent variables, (Example Non-Example Strategy, student's learning motivation, and student's learning style) toward the dependent variable (student's writing achievement). Theoretically, all independent variable is contributed. Huda (2014: 234) stated that Example Non-Example is strategy that using picture in order to students can analyze and describe the picture. Yamin in Kompri (2015: 5) stated that trough learning motivation the students can encourage their behavior to study. Keefe in Yang, Hwang, & Yang (2013: 186) stated that learning style can indicate how a student learns and likes to learn.

The calculation result shows that there is positive and significant contribution of Example Non-Example Strategy, student's learning motivation, and student's English learning style toward student's writing achievement in the VIII C Class of SMP N 2 Karangrejo. Based on the result above,  $F_{\text{result}}$  is 8,760 which more than  $F_{\text{table}}$  ( $>3,05$ ). The significance is 0,001 which is less than 0,05. The contribution of the variables can be known from coefficient determination ( $R^2$ ). Based on table 4.17 above, the result of  $R^2$  is 0,544. It means that the contribution of Example Non-Example Strategy, student's learning motivations, and student's learning style are partially contributed toward student's writing achievement in the VIII C class of SMP N 2 Karangrejo is 54,4% and the other 45,6% are influenced by other factors which are not discussed in this research.

From the result above, we know that the independent variables are partially contributed to dependent variable. The result of this research is

consistent with the research conducted by Perez-Barriga (2013: 923) which concluded that learning motivation, learning style and learning strategies is the factors influenced students' achievement. It can be understood that these factors are important in learning. By using strategy, it can help the students for reach the writing achievement. By having learning motivation, the students will have purpose in learning. By having learning style, the students can find the best way to study and get the best achievement.

#### **4. CONCLUSION**

After showing the result of the research and discuss them above, this research concludes the research. The conclusion is dealing with the answer of the research question.

- 1.) There is positive and significant contribution of Example Non-Example Strategy toward student's writing achievement and the contribution value is 19,4%. It means that the raise of Example Non-Example strategy in learning English will make them get higher achievement in English writing skill. Otherwise, if the students are not used the strategy in learn English, their achievement in English writing skill will not be maximum.
- 2.) There is positive and significant contribution of student's learning motivation toward student's writing achievement and the contribution value is 18,1%. It means that the raise of the students' motivation in learning English will make them get higher achievement in writing skill. Otherwise, if the students are not motivated enough to learn English, their achievement in English writing skill will not be maximum.
- 3.) There is positive and significant contribution of student's learning style toward student's English writing achievement and the contribution value is 16,9%. It means that the suitable learning style used in learning process of the students will make them get higher achievement in English writing skill. Otherwise, the students'

achievement in English writing skill will not be maximal when their learning process is not suitable with their style in learning.

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