THE CONTRIBUTION OF LEARNING STYLE, LEARNING MOTIVATION, AND TEACHER’S CLASSROOM MANAGEMENT TOWARD STUDENT’S ENGLISH WRITING ACHIEVEMENT

THESIS

Submitted to the Department of Language Studies, graduate school of Muhammadiyah University of Surakarta in partial fulfillment of the Requirement for the degree of Master of Education

By
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Supervisor’s Approval:
I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Muhammadiyah University of Surakarta.

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Submitted by

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Has been examined by the board of examiners on 12th March 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

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STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “The Contribution of Learning Style, Learning Motivation, and Teacher’s Classroom Management toward Student’s English Writing Achievement” is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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The Writer
MOTTO

“What you do now is yours tomorrow”

“Do what you love, and Love what you do”

“Learn from yesterday, live for today, hope for tomorrow. The important thing is never stop questioning”. (Albert Einstein)

“Start where you are, use what you have, do what you have”. (Arthur Ashe)
DEDICATION

This thesis is dedicated to:

My beloved Mom and Dad

My beloved brother and sister
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Surakarta, March 12th, 2018

The writer

Handayani Setiowati
S2 0016 0069
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ABSTRAK


Penelitian ini bertujuan untuk mengetahui kontribusi dari gaya belajar siswa, motivasi belajar siswa, dan menejemen kelas guru terhadap prestasi menulis siswa dalam bahasa inggris pada kelas X semester dua di SMA Batik 2 Surakarta.

Jenis penelitian ini adalah penelitian kuantitatif asosiatif. Sampel dalam penelitian ini berjumlah 129 siswa yang didapatkan dengan cara undian. Teknik pengumpulan data menggunakan dua instrumen, yaitu kuesioner dan tes. Kuesionar berisi tentang variabel bebas yang meliputi gaya belajar siswa, motivasi siswa, dan menejemen kelas guru, sedangkan tes berisi tentang variabel terikat yaitu menulis siswa dalam bahasa inggris. Peneliti menggunakan SPSS Versi 21.0 untuk analisis data yang terdiri dari statistik deskriptif, uji asumsi klasik, regresi berganda dan pengujian hipotesis yang terdiri dari uji-t (partial), uji-f (simulasi), koefisien determinasi, kontribusi prediktor.

Hasil penelitian ini menunjukkan bahwa $F_{hitung}$ menunjukkan hasil sebesar 58,277 dengan signifikan sebesar 0,000. Hasil dari $R^2$ adalah 58,3%. Hasil diatas menunjukkan bahwa ada kontribusi yang positif dan signifikan antara variabel variabel bebas terhadap variabel terikat secara terpisah maupun secara bersamaan. Secara statistik, sensori mempunyai hasil kontribusi tertinggi di variabel gaya belajar siswa, ekstrensik mempunyai hasil kontribusi tertinggi di variabel motivasi belajar siswa, dan physical presence mempunyai hasil kontribusi tertinggi di variabel menejemen kelas guru.

Kata Kunci: Gaya Belajar Siswa, Motivasi Siswa, Menejemen Kelas Guru, Prestasi Menulis Siswa Dalam Bahasa Inggris
ABSTRACT


This research is aimed to know the contribution of student’s learning style, student’s learning motivation, and teacher’s classroom management toward student’s English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta.

The type of this research is associational quantitative research. The sample of this research was 129 students which are chosen by using cluster random sampling. The techniques of collecting data used questionnaire and test. The questionnaires are dealing with student’s learning style, student’s learning motivation, and teacher’s classroom management, while the test is dealing with student’s English writing achievement. The researcher used SPSS version 21.0 to analyze the data which consist of descriptive statistic, classic assumption test, multiple regressions and hypothesis testing such as t-test (partial), f-test (simulation), coefficient of determination, predictor contributions.

The result of this research shows that $F_{\text{result}}$ is 58.277 with the significant is 0.000. The result of $R^2$ is 58.3%. The result above shows that there are positive and significant contributions of independent variables toward dependent variable individually and simultaneously. Statistically, sensory has the high contribution in student’s learning style, extrinsic motivation has the high contribution in student’s learning motivation, and physical presence has the high contribution in teacher’s classroom management.

Keywords: Student’s Learning Style, Student’s Motivation, Teacher’s Classroom Management, Student’s English Writing Achievement
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