

CHAPTER I

INTRODUCTION

This chapter presents background of the study, identification of the problem, limitation of the study, statements of the problem, objectives of the study, and benefits of the study.

A. Background of the Study

Language is a means of communication in the world. Communication means transmitting information, ideas or feeling from one person to another. According to Holmes (1992: 2) people usually use language to ask for and to express their feeling of indignation, annoyance, happiness, sadness, admiration, respect, etc. Language is an important tool to all people in the world, because it helps them to communicate with others. It can be seen from the function of the language as communication in daily life. Language can bring people into relationship with environment.

Remembering that the importance of language is as a tool of communication and everyone in the world uses language, we must learn one of language in the world especially English. English plays an important role as an international language. It is the most widely spoken language used in the world for communication. Besides, there is a fact that many science books are written in English. Therefore, it is very important for Indonesian people to learn this language. In Indonesia, English as the second foreign language learned. It is very important to absorb and develop science, technology, art and culture, besides for developing relationship with other countries.

In Indonesian education, English is one of the subject matters in school. English is one of the foreign languages for Indonesian students since Kindergarten level until University level. There are four skills that students must master, namely listening, speaking, reading, and writing. For Indonesian students, English is considered as a difficult subject because English is different from Indonesian language. English is not their mother tongue, so it is difficult for them to use correct structure in English.

Writing is one of the important skills in teaching English. However, many students are still weak in writing skill. They still seem to commit errors in all aspects of language. Errors in writing such as tenses, prepositions and vocabulary are the most common and frequent types of errors that are committed by students. The students usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, using of preposition, articles, and correct tenses.

To write well, students must have good capabilities in writing. Moreover, someone who wants to write a text he should know the steps in writing process and aspects of writing. The writer must be able to organize the idea, to construct sentences, to use punctuation and spelling well. Besides, he must be able to arrange his writing into cohesive and coherent paragraphs and texts (Hyland, 2002).

In reality, people always communicate to each other. They do not only communicate with spoken language but also communicate in written language. It is one of the reasons why the people need to master writing-skill well.

Basically, in writing, students are not only realizing information, message or idea into a sentence in correct grammar but also they must be packed in text formulations that conventionally have been agreed by the society, so that the reader or audience will more easily understand the content in the texts. The criteria are; (1) purpose, (2) rhetorical structure, and (3) linguistic realization or grammatical pattern (Pardiyono, 2007). In other words, as consideration of the effectiveness of using language, each written text should include purpose, rhetorical structure, and linguistic realization or grammatical pattern.

In teaching learning, motivation is essential in the aspect of education, especially to carry out the learning process. Azizi in Hanin (2011) stated that motivation is seen as the main factor that plays an important role in determining a student's achievement. Besides, motivation is also one of the main factors which can influence students to have self-encouragement and aspiration to learn. Without motivation, the goal of learning process is difficult to achieve, because students do not effort to achieve their goals.

Therefore, learning motivation is essential for maintaining students' academic performance in realizing the desired success based on good strategy and diligence in learning.

Student's achievement is also influenced by their teacher. Stevick (Fauziati, 2015: 79) stated that success in language teaching depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between people in the classroom. Based on the statement above, one of the factors which influence of success in language teaching is the people in the classroom. It means that teacher is important factor in teaching learning process, because the ways how teacher organize what goes on in the classroom can improve student's learning motivation.

According to Martin (Erdogan, 2015) classroom environment is a complex atmosphere where students and teachers are continuously communicating through discussing, talking, writing and even using gestures like raising and shaking hand. Designing of the classroom has a great impact on teacher and student behaviors and interactions within the classroom. This interaction is to be an important element for teaching and learning process, the teachers are to be an important factor for effective management who act in teaching and learning and have ability to influence student's activities in the classroom. In other words, the teachers must be able to make good classroom organization and management, because it is to be a basic condition for establishing an effective teaching and learning environment.

In spite of student's learning motivation and teacher classroom management, learning style is one of factors which influence the students' English achievement. According to Nunan (2002: 168) learning style is defined as any individual's preferred ways of going about learning. The students must be able to develop the learning style to make their learning easier, faster, enjoyable and effective. The teacher also can help the students to develop their learning style by understanding learners' characteristics. It is very important in foreign language teaching, because it determines how fast or how well the learners are likely to master the foreign language. By understanding learners' characteristics, the teacher can give information to the students about appropriate learning styles.

There are many factors that influence students' learning achievement, such as students' motivation, teacher, teaching and learning process in the classroom. The students will be successful in learning if they have achievement, so learning achievement is important because it can determine student's success in learning with effort and skill. Achievement is a proof for students whether the students are successful in learning or not. Achievement also is a measurement of the quality or quantity from students' success in the mastery of knowledge, skills, or understandings. According to Hornby (1995: 2) achievement is a thing done successfully, especially with an effort and skill. And then, achievement is what a pupil has learned (Norman, 1981: 331). In other words, achievement is the students' result from the students' learning.

In this research, the researcher observes the important factors which influence students' learning achievement such as student's motivation, teacher's classroom management, and student's learning style. As we know that students can get good achievement if they have good motivation to learn. Motivation is internal and external drive which pushes someone to do or achieve something what they want. It means that teacher is one of the factors which influences students' motivation. Teachers should make good classroom management by interacting in the classroom such as discussion, talking, writing, using gestures like shaking hands with students. This condition can make an effective teaching and learning environment and the students are more comfortable to learn within the classroom. Beside, students' achievement is also influenced by their learning styles. The students should develop their learning style to make their learning easier, faster, enjoyable and effective, because it can make students more easily to understand the learning materials. When they understand about the material in learning, they will get good achievement easily.

Based on the statement above, the researcher conducts this research entitled "The Contribution of Learning Style, Learning Motivation, and Teacher's Classroom Management toward Student's English Writing Achievement in SMA Batik 2 Surakarta".

B. Identification of the Problem

Based on the background of the study, there are several problems identified as the factors influenced student's English writing achievements as follows:

1. Students' motivation is the main factor in determining a students' achievement.
2. Teacher's classroom management is the ways to make the students be more comfortable to learn within the classroom.
3. Students' learning style, students' motivation, and teacher's classroom management are a consideration to determine how to achieve their achievement.
4. The teachers are important element in teaching learning process to influence student's activities in the classroom.
5. Interaction in the classroom through discussing, talking, writing and even using gestures like shaking hand in the class can make learning be easier and enjoyable.
6. English matter is one of the difficult subjects, especially writing skill.

C. Limitation of the Study

The limitations of this study are follows:

1. The student's learning style in this study refers to the second semester student's learning style preference in English learning process to reach the student's English writing achievement in the class.
2. The student's motivation in this study refers to the second semester students in English learning process to reach student's English writing achievement in the class.
3. The teacher's classroom management in this study refers to the second semester English teacher classroom management in English learning process to reach the student's English writing achievement in the class.

D. Statement of the Problem

Based on the limitation of the study, the problems of the study as follows:

1. Is there positive and significant 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 in academic year 2017/ 2018?
2. Is there positive and significant contribution of student's learning style toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018?
3. Is there positive and significant contribution of student's learning motivation toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018?
4. Is there positive and significant contribution of teacher's classroom management toward student's English writing achievement at the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018?

E. Objectives of the Study

Based on the problem statements above, this study is aimed at knowing:

1. The contribution of student's learning style, student's learning motivation, and teacher's classroom management toward student's English writing achievement used by the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018.
2. The contribution of student's learning style toward student's English writing achievement used by the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018.
3. The contribution of student's learning motivation toward student's English writing achievement used by the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018.

4. The contribution of teacher's classroom management toward student's English writing achievement used by the tenth grade students on the second semester of SMA Batik 2 Surakarta in academic year 2017/ 2018.

F. Benefits of the Study

This study has two benefits, theoretical and practical:

1. Theoretical

This study can hopefully give the contribution to educational science about the contribution of student's learning style, student's learning motivation, and teacher's classroom management toward student's English writing achievement.

2. Practical

- a. To the English teacher

The result of the study can give English teacher knowledge about the contribution of student's learning styles, student's learning motivation, and teacher's classroom management toward student's English writing achievement.

- b. To the principal

The result here can be useful to give brief knowledge about the relation and development of student's side of learning.

- c. To the future researcher

The researcher hopes that this study can be able to increase knowledge and can be a reference.