THE CONTRIBUTION OF LEARNING STYLE, TEACHER’S CLASSROOM MANAGEMENT AND STUDENT’S INTEREST TOWARDS WRITING ACHIEVEMENT

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

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Has been examined by the board of examiners on July 23, 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The board of examiners certifies that the thesis is eligible for submission.

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I hereby confirm that the publication manuscript entitled “The Contribution of Student’s Learning Style, Teacher’s Classroom Management and Student’s Interest Toward Writing Achievement at The Eight Grade Students on The Second Semester of Mts N 5 Karanganyar in Academic Year of 2017/2018”. Is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

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ABSTRACT

This research aims knowing the contribution of learning style, teacher's classroom management, and student's interest toward writing achievement at the Eight Grade Students on the Second Semester of MTs Negeri 5 Karanganyar in Academic Year 2017/2018. The type of the research is associative quantitative research. The subject of this research are 31 students at the Eight Grade Students on the Second Semester of MTs Negeri 5 Karanganyar in Academic Year 2017/2018. The researcher used random sampling to get the sample. The instrument of this research is questionnaire and test the questionnaire sheet are deal with learning style, teacher’s classroom management, and student’s interest. And the test is deal with the student’s writing achievement. The data analyzed using descriptive statistic, classic assumption test, multiple regression test, and hypothesis testing which includes t-test, f-test, coefficient of determination, predictor contributions. The result shows that Learning Style (X1) no significance result is 0.615. The Teacher’s Classroom Management (X2) significance result is 0.030. And the Student’s Interest (X3) significance result is 0.010. So it means that only two variable are positive and significant contribution towards student’s writing achievement namely, Teacher’s Classroom Management and Student’s Interest.

Keywords: Learning Style, Classroom Management, Student’s Interest, and Writing Achievement

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kontribusi dari model belajar siswa, menejemen kelas guru, dan minat siswa belajar bahasa inggris pada writing di kelas VIII semester dua di MTs Negeri 5 Karanganyar. Jenis penelitian ini adalah kuantitatif asosiatif.Subyek penelitian ini 31 siswa pada kelas VIII di MTs Negeri 5 Karanganyar.Peneliti menggunakan random sampling untuk mendapatkan sampel.Instrumen ini adalah kuesioner dan tes. Kuesioner ini berisi tentang gaya belajar siswa, menejemen kelas guru, dan minat siswa belajar bahasa inggris pada writing. Data yang diperoleh dianalisis menggunakan descriptive statistic, uji asumsi klasik, regresi berganda dan uji hipotesis yang terdiri dari uji t, uji f, koefisien determinasi, dan sumbangan predictor.Hasil menunjukan
bahwa model belajar siswa (X1) dengan hasil tidak signifikansi 0,615.Minat siswa (X2) dengan hasil signifikansi 0,030.dan menejemen kelas guru (X3) dengan hasil signifikansi 0,010 sehingga, dapat diartikan bahwa hanya ada 2 variabel yang positif dan signifikan terhadap prestasi menulis bahasa inggris yaitu minat siswa dan menejemen kelas guru.

**Kata Kunci :** Gaya Belajar, Menejemen Kelas, Minat Siswa, Prestasi menulis Siswa.

1. **INTRODUCTION**

   In the process of learning the language, there are many variables that determine the success of a language learner. Language learning success is associated with a range of factors including age, gender, motivation, intelligence, and anxiety level (Sharp, 2004).

   The result of teaching learning process can be seen from the student academic achievement. Academic achievement is a result which has been achieved by an individual after she or he accomplished some assignments (Azwar, 1996: 11). It can be concluded that academic achievement is the result which has been achieved by someone after she or he follows certain subject at school.

   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 aspect 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 text (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.

   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 learner’s 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 learner’s
characteristics, the teacher can give information to the students about appropriate learning style.

Student’s achievement is influenced by their teacher. Stevick (Fauziati, 2015) stated that success in language teaching depends on lesson material, 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 the success in language teaching is the people in the classroom. It means that the teacher is an important factor in teaching learning process, because the ways how the teacher organizes what goes on in the classroom can improve student’s learning interest.

According to Martin (2015) classroom environment is a complex atmosphere where students and teachers are continuously communicating through discussing, talking, writing and even using gestures like raising. 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 factors 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 a basic condition for establishing an effective and learning environment.

In teaching learning, student’s interest in teaching learning process is essential in the aspect of education especially to carry out the learning process. Mangal (2007:351) stated that interest was the central force that drives the whole machinery of the teaching learning process. It means that with having an interest students will more focus and easy to understands the material that given by the teacher. Great interest will give influence on students’ activity, because the students’ interest will make them something that is interested for them. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure.

This study is aimed to know the contribution of learning style, classroom management, and students interest toward the student’s writing achievement.
1.1 Writing Skill

Writing is one of four language skills in language learning. Through writing, everyone can inform others, carry out their thinking, persuade other people, and telling the feeling. According to Sokolik (2005: 98) “writing is combination of process and product”. It means that writing is consisting of process writing and form that process will result a product. Furthermore, he explained that the process means the act of expressing the ideas and working it until they are presented to the readers. The similar argument stated by Brian Cox (2005: 151) that writing can refer to the process of the writing and to the written product. While according to Cahyono (2010: xii) “writing is a complex process requiring the mastery of a number of component, varying from content, organization, and language use to the knowledge of differences genres and awareness of the audience.” It means that writing is a process that complex, it is need the writer to mastery the component, varying content, organization, language features, and the awareness to audience or reader.

Based on some experts above, it can be concluded that writing is one of language activities that consist of the process of writing and the product of the process. That process is complex, because the writers need to master the component and content and the organization of writing until the product presented to the readers.

1.2 Student’s Learning Style

Learning style is the general approach used by students to acquire a new language or to learn any other subjects. Based on Fauziati (2015: 11-12), learning styles used by learners are suitable 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.
There are many types of learning styles. Those can be classified into several main classifications, as follows: Sensory Preferences, personality Preference, and cognitive Preferences.

Based on Oxford (Fauziati, 2015: 14-17), sensory preferences refer to the physical, perceptual learning channels which mostly comfort the student. The sensory preferences can be broken down into three areas: Visual, Auditory, Kinesthetic (movement-oriented), Tactile (combination of body movement and touch). The second main classification of students’ learning styles is personality. This type consists of four styles: extroverted vs. Introverted type.

The definition of extroverts and introverts was proposed by Ehrman and Oxford (Fauziati, 2015: 18). Extroverts gain students’ greatest energy from the external world. They want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. Extroverts and introverts may be used together with the help from the teacher.

Cognitive Preferences are divided into two couple contrasted preferences. They are Global vs. Analytic and Field Dependent vs. Field Independent. Based on Oxford (2003), these style strand in contrasts. The illustrations are that learner who focuses on the main idea or big picture, and the learner who concentrates on details. Global or holistic students like socially interactive or communicative events in which they can emphasize the main idea and avoid analysis of grammatical minuate. In contrast analytic students tend to concentrate on grammatical details and often avoid more free flowing communicative activities. Reid in Fauziati (2015:12-13) proposed field dependent and field independent styles. Field dependents are deal with information into its component parts and to distinguish the essential from the inessential.
1.3 Teacher’s Classroom Management

According to Emmer, Everston, and Anderson (Fauziati, 2015:79), the concept of classroom management is broader than the notion of student discipline. It includes all the things teacher must do to foster student involvement and cooperation in classroom activities and establish a productive working environment. Marzano (Garret, 2014), classroom management is consistently identified as an important factor in student learning. Student Intererst Meanwhile, Wong and Wong (Fauziati, 2015:80) stated that classroom management includes all of the things that a teacher must do towards two ends, namely; to foster student involvement and cooperation in all classroom activities; and to establish a productive working environment. In other words, the researcher can state that classroom management is any action which the teacher uses for building a good collaboration of social interaction, active engagement in learning, and motivation in the teaching and learning process.

1.4 Student’s Interest

There are two principles able to be used to evaluate the enthusiasm namely (Hamalik, 2003) 1) Enthusiasm viewed as process 2) Enthusiasm by determing character from this process seemy guide from behavior. Enthusiasm is change energy in someone marked with incidence feeling and reach to reach the target. Invisible formulation, there are three element, that is as follow: Enthusiasm started from existence of change energy in personality. Certain change in system of human being body, Enthusiasm marked with incidence felling of affective arousal. Originally represent the psychological stress, and the represent the emotion atmosphere, Enthusiasm marked reached to reach the target. Enthusiasm person pperform the response which is gone toward the target of. That
response function to lesson the stress caused change energy from within someone self. According to Arden N. Frandsen (1961) in Suryabrata (1993) that matter pushing somebody to learn shall be as follow: Existence nature of liking to know and wish to investigate a world of broader, Existence nature of creative exist in human being desire and always wish to go forward, desire existence to get sympathy from parent, friend and teacher, desire existence to improve, repair failure ago with the effort newly, goodness with co-operation and also with interest, Desire existence to get safety mastering lesson, penalization or desets existence end of lesson. Pursuant to inferential above opinion tat pushing somebody for the learning existence feel inquiring existence nature of creative and always wish to go forward, desire existence to get sympathy, desire to improve, repair desire and failure master lesson. Enthusiasm is somebody wareness to object, people, problem, of the situation that have bearing with self. Its meaning enthusiasm have to be viewed as conscious something that. Hence the Enthusiasm represent psychological aspect to put high attention to certain activity and push pertinent to execute the activity. High to along of lower psychological motivation and attention in each people not yet of course equal, height to hence lower enthusiasm to object in each people also not yet of course aqual.

2. RESEARCH METHOD

2.1 Type of Research

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 thestatistic 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 Siregar (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.

2.2 Research Subject

This research was conducted in MTs N 5 Karanganyar located on Jalan Raya Tasikmadu-Kebakkramat Km.2 Karanganyar, East Java. The reason why this research conducted here because the researcher found the problem that faced by students and English teacher in teaching writing. Based on these problems the researcher made some hypothesis to conduct the research.

This research was conducted for 6 months, started on 12 December 2017 until 15 April 2018. In this research the population is all of the Eighth Grade students of MTs N 5 Karanganyar that consist of 258 students. Eighth grade student were chosen because these grade were active students and there were many materials of writing in these grade. Based on the population in this research are 258. The researcher chooses the VII A until VII H as the sample because they have the same the quality and grades. The try out class of the research, the researcher took different class which consist 31 students, it is VII A.

This technique is used when the subjects are divided into some areas. When the area is too broad, this technique may use more than one step to decide the sample. In this study, the population is VIII D class. Because the population in this research is not too wide, this study uses one step only to decide the sample. In deciding the sample, this research uses Lottery by picking number which is written on a piece of paper. The number 1 and number 2 are written in a piece of paper, then be put on a glass then be
shaken until one of the papers came out. The VIII D class students are chosen by this technique. The students of the VIII D class of MTs N 5 Karanganyar are 31 students.

In this research Dependent variable are usually called with output, criteria, and consistent variables. It is bound variables are variables which being influenced by independent variables. The dependent variable in this research is student’s English writing achievement.

2.3 Techniques of Data Collection

To obtain data in a research, the researcher need to determine the data collection technique that be used. Techniques of data collection used in this research are test and distributed (questionnaire) and test to the Eighth grade students. Before test the sample, first conducted trials the instrument. Trial research instrument was carried out 31 of students VIII A that were not the sample of research. It is needed to know the validity and reliability of the questionnaire and the test. The VIII A class was chosen because this class has the similar of ability with VIII D class. The students were assumed to have the same capability by this research.

2.4 Validity and Reliability of Instrument

Before test the sample, first conducted trials the instrument. Trial research instrument was carried out 31 of students VIII A that were not the sample of research. It is needed to know the validity and reliability of the questionnaire and the test. The VIII A class was chosen because this class has the similar of ability with VIII D class. The students were assumed to have the same capability by this research.

Based on Ali and Asrori (2014: 262), Validity shows the compatibility between items in the questionnaire and the purpose of the test. This research used the criterion for knowing the validity of items. The item of the test is aimed as valid if the correlation coefficients is at least the
same as the r table at $\alpha = 0.05$ for $N = 24$. The validity test of the instruments of this research is given on the VIII A which deal with the variables of this research: Learning Style, Classroom Management, Student Interest and writing achievement. This research uses SPSS 24.0 to count the result of test validity of instruments.

According to Sutama (2012: 114) reliability is a level of trust of an instrument that is reflected in the consistency of the scores that are held each time measurements of the same group. Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure.

### Table 2.1 Summary Result Of Testing Instrument

<table>
<thead>
<tr>
<th>NO</th>
<th>Variable</th>
<th>Croonbach Alfa</th>
<th>Minimum Score of Croonbach Alfa</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning Style</td>
<td>0.885</td>
<td>0.70</td>
<td>Reliable</td>
</tr>
<tr>
<td>2</td>
<td>Classroom Management</td>
<td>0.823</td>
<td>0.70</td>
<td>Reliable</td>
</tr>
<tr>
<td>3</td>
<td>Student’s Interest</td>
<td>0.852</td>
<td>0.70</td>
<td>Reliable</td>
</tr>
<tr>
<td>4</td>
<td>Student’s English Writing Achievement</td>
<td>0.838</td>
<td>0.70</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

Categorized as reliable when the Cronbach Alfa $> 0.70$. Based on the table above the researcher can conclude that all variables namely, student’s Learning Style, Teacher’s Classroom Management, student’s interest, and student’s writing achievement are reliable, because Cronbach Alfa $> 0.70$.

### 2.5 Technique of Data Analysis

Technique of analysis data need to answer the research problems. The data that got from the test and questionnaire still a raw data, and they
need to be analyzed. In this research, the data that get from questioner and test are tabulated into data statistic and use the SPSS 16.0 program to analyzed them. The tabulation data analyze using multiple regression and get the some kind of data, such as normality, linearity, multicolinearity, heterocedascity, multiple regression and hypothesis testing. After the descriptive analysis used, the next analysis is classic assumption test as the unity data of each variable in this research. To know the correlation between each variable in this study, the researcher uses the classic assumption test which consists of normality test, linearity, multicolinearity, and heteroscedasticity. The next step is hypothesis testing T-test and F-test that all variable was accepted, the coefficient determination and predictor contribution were show that there is significant contribution of independent variable toward dependent variable. Next step after knowing the coefficient of correlation is search the coefficient of determination ($R^2$). The predictor contributions can be used to know how much the contribution of each X variables toward Y variable. The predictor contributions are effective contribution (SE) and relative contribution (SR).

3. RESULT AND DISSCUSSION

3.1 Descriptive Statistics

The first variable is Learning style (X1) The mean of variable student’s Learning style in MTs Negeri 5 Karanganyar is 2,66. So it means that the students often get the attention from their parents about learning English in the school. The researcher conclude that students in the MTs Negeri 5 Karanganyar are often get the attention from teacher about Learning style. From the three indicator in this variable, the highest mean is the Sensory Preference which consist of 2,70 whereas the lowest mean is Personality Preference which is only 2,61. It is about, about 14,7% respondent never get attention from teacher about learning English, 31,6% seldom get attention from teacher, 27,1 % often get
attention from teacher, and 26,8 % always get attention from teacher in learning English. From the summary result of percentage, the indicator which has the highest percentage of never is 16,1% which consist of Work individually to solve the problem, Work grouply to solve the problem, get main idea and Needing a long time to tell a story or explain something. And the highest percentage of seldom is Personality preferences with 33,3 % which consist of The first experience before to understanding, Plan carefully for future events, Following directioncarefull Then the highest percentage of often is Sensory preferences which consist 37,6% which consist Looking at the people’s face to understand what they say, Needing oral directions to finish the task, Learning through experiencing or doing something. Meanwhile, the highest percentage of always is Cognitive preference with 31,5.

The Second variable is Classroom Management (X2.) The researcher conclude that students in the MTs Negeri 5 Karanganyar are seldom have good classroom management. From the five indicators in this variable, the highest mean is Setting arrangement which consist of 2,74 whereas the lowest mean is Voice Management 2,14. It is about 13,5% respondent never get attention from management classroom in learning English, 39,4% seldom get attention from teacher in classroom management, 36,1 % often get attention from teacher in classroom managementet, and 11 % always get attention from teacher in learning classroom management. From the summary result of percentage, the indicator which has the highest percentage of never is 27,4% which consist of Controlling the voice during teaching learning process, Controlling the voice in the class. And the highest percentage of seldom is teacher talk with 48,4 % which consist of Talking clearly and more comprehensively, Talking comprehensibly. Then the highest percentage of often is Teacher Talking Time which consist 43,5% which consist Determining many time for teacher talking the material, Determining many time for teacher talking and students talking. Meanwhile, the highest percentage of always is Setting arrangement with 22,6 which consist
Designing setting arrangements to match activities in the classroom. Designing setting arrangement to match activities in the outside class.

The Third variable is Students Interest (X3). The researcher concludes that students in the MTs N Karanganyar are Seldom have interest in learning English. From three indicators in this variable, the highest mean is the Strong Curiosity which consist of 2.41 whereas the lowest mean is Doing continuous learning activities 2.25. It is about 14.8% respondent never have interest in learning English, 44.5% seldom have interest in learning English, 30.6% often have interest in learning English, and 10% always have interest in learning English. From the summary result of percentage, the indicator which has the highest percentage of never is Learning by feeling with 19.4% which consist of: Finding the references in internet, Take delight in learning at night before the lesson tomorrow, Happy to entering the class before the lesson begin. And the highest percentage of seldom is Doing continuous learning activities with 52.7% which consist of: Try doing the exercises with his own ability, Repeat to doing the exercise, Learning everyday thought tomorrow there is no lesson. Then the highest percentage of often is Learning by feeling with 35.5%.

The fourth variable is Student’s English Writing Achievement. The researcher concludes that students in the MTs N 5 Karanganyar are excellent in mastering writing. From three indicators in this variable, the highest mean is the Content which consist of 5.68 whereast the lowest mean is Mechanics 4.19. Meanwhile, the highest percentage of always is Strong Curiosity with 13%. The variable of Student’s English Writing Achievement (Y) consists of Content, Organization, Grammar, Vocabulary, and Mechanics. From these indicators, the researcher use five statements with four optional answers. So, the highest mean score is 5.67 (Content) and the lowest mean score is 4.19 (Mechanics).
3.2 Classic Assumption Testing

The probability value of all variables in point of Asymp. Sig (2-Tailed). The probability value of each variable. As follow (X1) is 0,064And (X2) is 0,200 (X3) is 0,200 (Y) is 0,200 So all probability value of variable are more than 0,05 (>0,05). So the conclude that data distribution is normal. the probability value of each variable can seen as (X1) is 0,064 (X2) Is 0,212 (X3) is 0,205. so, all probability value of variables are more than 0,05 (>0,05). Then, the researcher can conclude that the research is linear. The value of multicolinearity can be seen from tolerance value and variance inflation factor. The tolerance value of variable X1, X2, X3 are 0,949, 0,437 and 0,448 which is > 0,10. The VIF value of variable X1,X2,X3 are 1,053, 2,287 and 2,232 which is < 10. So the researcher can conclude that the independent do not have serious multicolinearity problem. the probability value can be seen in column sig(X2). and Classroom (X3) are 0,649, 0,403, and 0,398 which is >0,1. The VIF value of variable Learning Style (X1), Student’s Interest (X2), and Classroom Learning Environment (X3) are 1,540, 2,483, and 2,512 which is <10. So, the researcher can conclude that the independent variables do not have serious multicolinearity problem with the others independent variables.

3.2.1 Multiple Regression

The result of regressions coefficien for independent variables are: Learning Style (X1) is 0.615: Classroom Management (X2) is 0,030; and Student’s Interest (X3) is 0.010. Constant value of the regression is 4,505. Then. the formulation of multiple regressions is \[ Y = 6,633 - 0,036X1 + 0,374X2 + 0,424X3 \]. These mean that: If the variables Learning Style, Classroom Management and Student’s Interest, are 0. Student’S English Writing Achievement will become 6,633. If the variable Learning Style increases one point while the variables Classroom Management and Student’s Interest are assumed constant, the increment of Student’s English Writing Achievement will become -0,036. If the variable
Classroom Management increases one point while the variable Learning Style and Student’s Interest are assumed constant. The Increment of Student’s English Writing Achievement will become 0.374. If the variable Student’s Interest increases one point while the variable Learning Style and Classroom Management are assumed constant. The Increment of Student’s English Writing Achievement will become 0.424.

### 3.2.2 Hypothesis Testing

The regression coefficient for variable coefficient for variable Learning Style (X1) is -0.036. The result of T\text{result} is 0.509 which is less than T\text{table} (<2.052) and the significance result of this variable is 0.615 which is more than 0.05. From the result above, the researcher concluded H\text{0} is accepted and Ha is denied. It means hypothesis (Ha) of ‘there is positive and significant contribution of Learning Style toward student’s English Writing achievement” is denied. The regression coefficient for variable coefficient for variable Classroom Management (X2) is 0.374. The T\text{result} is 2.288 which is more than T\text{table} (>2.052) and the significance result of this variable is 0.03 which is less than 0.05. From the result above, the researcher concluded H\text{0} is denied and Ha is accepted. It means hypothesis (H1) of “There is positive and significant contribution of Classroom Management toward student’s English Writing achievement” is accepted. The regression coefficient for variable Student’s Interest (X3) is 0.424. The result of T is 2.785 which is more than (>2.052) and the significance result of this variable is 0.010 which is less than 0.05. From the result above, the researcher concluded H\text{0} is denied and Ha is accepted. It means hypothesis (H1) of there is positive and significant
contribution of Student’s Interest toward student’s English Writing Achievement” is accepted.

3.3 Discussion

The calculation result shows that there is no significant contribution of Learning Style toward student’s English Writing achievement in the VIII D Class at MTs N 5 Karanganyar. Based on the result above, the regression coefficient is -0,036. The $T_{\text{result}}$ is -0,509 which is less than $T_{\text{table}}$ (<2,052). The significance is 0,615 which is more 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 Learning Style gives 1,31% as effective contributions (EC) and relative contributions (RC) gives 2%.

The result of this study is consistent with the research conduct by Zhou (2011) which conclude that a student can learn is also determined by the compatibility of the student’s learning styles. It is important for teachers to know their learners’ preferred learning styles because this knowledge will help teachers to plan their lessons to match or adapt their teaching and to provide the most appropriate and meaningful activities or tasks to suit a particular learner group at different stages.

The calculation result shows that there is significant contribution of Classroom Management toward Student’s English Writing achievement in the VIII D Class at MTs N 5 Karanganyar. Based on the result above, the regression coefficient is 0,374. The $T_{\text{result}}$ is 2,288 which is more than $T_{\text{table}}$ (>2.052). And the significance is 0,030 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 Classroom management gives 29% as effective contributions (EC) and relative contribution (RC) gives 43,93%. So, the researcher concluded that the contribution of classroom management toward student’s english writing achievement in the VIII D Class at MTs N 5 Karanganyar is 72,93%. The
result of this study is consistent with the research conducted by Burden and Byrd (2010:219) which conclude teaching and learning in the classroom. Students also need to feel physically and emotionally safe before they can give full attention to the instructional tasks. Some aspects which contribute to classroom safety and wellness, such as strategies in managing student behavior, creating a supportive classroom, and managing and facilitating instruction needs to be cope by the teacher. However, sometimes teacher needs to take actions for solving problems and conflicts that threaten classroom order and the learning environment.

The calculation result shows that there is significant contribution of classroom Management toward student’s English writing achievement in the VIII D Class at MTs N 5 Karanganyar. Based on the result above, the regression coefficient is 0.424. The $T_{\text{result}}$ is 2.785 which is more than $T_{\text{table}}$ (>2.052). And 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 classroom learning environment gives 35.72% as effective contributions (EC) and relative contributions (RC) gives 54.12%. So, the researcher concluded that the contribution student’s interest toward student’s English writing achievement in the VIII D Class at MTs N 5 Karanganyar is 89.84%. The result of this study is consistent with the research conducted by Seuer (1996:43) which conclude that student’s interest in the work they are doing has a positive effect on their performance of the task. Not only were their scores higher across the board, but their behavior reflected those of engaged learners. That result can be understood because the students improved scores in vocabulary test and demonstrated a more focused work during their session. By the contrast when Descriptive writing achievement designated low-interest, student’s scores dropped and lack of focus.
Simultaneously, all of independent variables (learning style, classroom management and student’s interest) are contributed toward the dependent variable (student’s english writing achievement) in the VIII D Class at MTs N 5 Karanganyar with the contributions 66%.

From the result, it can be conclude that if there is a maximal learning style, students will be better prepared to follow the lessons in school with high learning interest with Supported the adequate of classroom management student’s interest simultaneously it can be increasing the student’s english writing 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. The result shows that Learning Style (X1) no significance result is 0,615. The Teacher’s Classroom Management (X2) significance result is 0,030. And the Student’s Interest (X3) significance result is 0,010. So it means that only two variable are positive and significant contribution towards student’s writing achievement namely, Teacher’s Classroom Management and Student’s Interest.

**BIBLIOGRAPHY**


