THE CONTRIBUTION OF LEARNING STYLE, TEACHER’S CLASSROOM MANAGEMENT AND STUDENT’S INTEREST TOWARDS WRITING ACHIEVEMENT AT THE EIGHT GRADE STUDENTS ON THE SECOND SEMESTER OF MTsN 5 KARANGANYAR IN ACADEMIC YEAR OF 2017/2018

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

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Has been examined by the board of examiners on 30th July 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 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.

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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MOTTO

Success is not a destination, it is a process.
(Anonymous)

God always takes you on simplest way.
(Albert Einstein)

Learn from yesterday, live today, hopefully for tomorrow, the important thing is not to stop questioning.
(Albert Einstein)
DEDICATION

This research paper is wholly dedicated to:

Her beloved mom and dad,
Her beloved brother and sister,
ABSTRAK


Penelitian ini bertujuan untuk mengetahui kontribusi dari gaya 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 signifikans 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, MenejemenKelas, MinatSiswa, Prestasimenulis.
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 Karanganyarin Academic Year2017/2018.

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 Karanganyarin Academic Year2017/2018. The researcher used random sampling to get the sample. The instrument of this research is quisionnaire and test the quisionnaire 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.
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   Deep down in the researcher’s heart, she realize that this research paper is still far from being perfect. The researcher invites comments and suggestion from the readers for the betterment of this research paper. Hopefully, this research paper will be usefull for those who are interested in investigating learning strategies.

Wassalamu’allaikum Wr. Wb

Surakarta, 23 July 2018

RodiahElokPrhatiningrum
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