

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents background of the study, identification of the problem, limitation of the study, statement of the problem, objective of the study, and benefit of the study

#### **A. Background of Study**

English is taught as the first foreign language by using integrated skill instruction. When English teachers teach speaking, of course, they also activate other language skills such as listening, reading, and writing. They also employ linguistics components which include vocabulary, grammar structure, spelling, pronunciation, orthography and the like. It is also applied in teaching writing.

Writing is one of important skills that should be mastered by the students. Through writing, the students can deliver their ideas. The students can express their ideas in a letter, book, or article. This is related to the thinking process and ideas in written form. Writing process is more complex because the students need to pay attention to the overall patterns or structures of the text so that students know what have they written. It is important for the students to know about the writing achievement. According to Anderman and John (2013), achievement in writing is marked by the ability to produce text that extends across a number of paragraphs tied into a meaningful whole and that accommodate the needs of potential reader. It can be said that, if the students can create paragraphs that have coherence each other and it becomes a text, the students have achieved the writing achievement. Thus, when they learn some aspects of writing and feel confident about constructing a certain genre of text, they can begin to develop writing in good phrases to communicate with people who will read and understand the message. Because of that, the students are able to write and get good writing achievement as the result of learning writing class.

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.

Basically, in writing, students are not only realizing information, message or idea into a sentence in correct grammar but they must also be packed in text formulations that have conventionally 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.

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 also influenced by their teacher. Stevick (Fauziati, 2015) stated that success in language teaching depends 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 the teaching learning process, because the way how the teacher organizes what goes on in the classroom can improve student's learning interest.

In teaching learning, student's interest in the 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 understand 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.

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.

The impact of the use of classroom management itself is creating a conducive classroom atmosphere and to train teachers to be creative in teaching in the classroom. Besides, it can also train teachers to make professional teachers in teaching, because a good teacher can create a good learning atmosphere. According to Fred R David (2004:35) in the classroom management there are some stages that must be followed namely Formulation of , implementation of the strategy,

an evaluation of the strategy by following the stages it will be easier to make a good class atmosphere and also as successful classroom teaching.

There are many factors that influence student's learning achievement, such as student's interest, 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 also measurement of the quality or quantity from student's success in the mastery of knowledge, skills, or understanding. According to Homby (1995:2) achievement is thing done successfully, especially with an effort and skill. And then, achievement is what pupil has learned (Norman, 1981). In other words, achievement is the student's result from student's learning.

In this research, the researcher observes the important factors which influence student's learning achievement such as and students learning style, teacher's classroom management, and students's interest, as we know that students can get good achievement if they 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 material. When they understand about the material in learning, they will get good achievement easily. Besides, student's achievement is also influenced by the teacher. 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. And the students should have good interest to learn, because high or low interest will affect students learning outcomes. If interest in learning is high, then learning will work well.

Based on the explanation above, the researcher was conducted under the title **“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”.**

### **B. Identification of the Problem**

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

1. Student's interest is the main factor in determining a student's achievement.
2. Student's Learning Style, Student's Interest, and teacher's classroom management are consideration to determine how to achieve their achievement.
3. The Teachers are important element in teaching learning process to influence Student's activity in the classroom
4. Classroom management and environment as the place of teaching learning may be influence the condition of the students.
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 subject, especially writing skill

### **C. Limitation of the Problem**

This study focuses on the study about contribution of learning style, teacher's classroom management, student's interest toward student's writing achievement of MTs N 5 Karanganyar.

In this study, the researcher cannot take all of the students in MTs N 5 Karanganyar because we have limited time to do research. Besides, it is impossible to take all the population in that school because those are not researcher's class so we feel reluctant to do research to all of students there . finally, the researcher decides to take VIII D.

1. Learning style in this study refers to on the second semester English learning process to reach student's writing achievement in the class.
2. Classroom Management in this study refers to on the second semester English learning process to reach the student's writing achievement.
3. The student's interest in learning is limited to interest and excitement before following the learning process

#### **D. Statement of the Problem**

Based on the limits of the study, the researcher determines following are several problems in this study. The problems are stated as follows:

1. Do student's learning style, teacher's classroom management, and student's interest contribute student's English writing at the eight grade students on the second semester of MTsN 5 karanganyar in academic year of 2017/2018?
2. Does student's learning style contribute student's English writing achievement at the eight grade students on the second semester of MTsN 5 karanganyar in academic year of 2017/2018?
3. Does teacher's classroom management contribute student's English writing achievement at the eight grade students on the second semester of MTsN 5 karanganyar in academic year of 2017/2018?
4. Does student's interest contribute student's English writing achievement at the eight grade students on the second semester of MTsN 5 karanganyar in academic year of 2017/2018?

#### **E. Objectives of the Study**

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

1. The contribution of student's learning style, teacher's classroom management, and Student's Interest toward Student's English Writing achievement at the eight grade students on the second semester of MTsN 5 karanganyar in academic year of 2017/2018.

2. The contribution of student's learning style toward student's English Writing achievement at the eight grade students on the second semester of MTsN 5 Karanganyar in academic year of 2017/2018.
3. The contribution of teacher's classroom management toward student's English writing achievement at the eight grade students on the second semester of MTsN 5 Karanganyar in academic year of 2017/2018.
4. The contribution of Student's Interest toward Student's English Writing achievement at the eight grade students on the second semester of MTsN 5 Karanganyar in academic year of 2017/2018.

#### **F. Benefits of the Study**

This study has two benefits, theoretical and practical:

##### 1. Theoretical

Hopefully, this study can give the contribution to educational science about the contribution of learning style, teacher's classroom management, and Student's Interest towards Writing achievement.

##### 2. Practical

###### a. For the English Teacher

It was expected that the teacher have knowledge about the contribution of learning process given toward the student's writing achievement.

###### b. For the Principle

The contribution of this study can contribute useful thought and can be used as source of information related to the contribution of learning style, teacher's classroom management, and Student's Interest towards Student's Writing achievement

###### c. For the Future Researcher

The result of this study can give knowledge about the correlation between learning style, teacher's classroom management, and Student's Interest towards Student's Writing achievement