

THE RELATIONSHIP BETWEEN THINKING STYLES AND WRITING ACHIEVEMENT OF THE ELEVENTH GRADERS OF SMA ISLAM AZ-ZAHRA PALEMBANG

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ABSTRACT

This study aimed to find out the relationship between thinking styles and writing achievement, how much thinking styles contributed to the students' writing achievement. This study used correlational research design. The sample was selected by using purposive sample technique, consisting of 55 students. The data were collected by administering thinking styles questionnaire and writing achievement test. The data obtained were analyzed by using Pearson Product Moment and Regression significant relationship between thinking styles and writing achievement of the eleventh graders of SMA Islam Az-Zahra Palembang and it categorized as low correlation. Moreover, thinking styles strategy contributed as much 31%. This means that the significant value of the correlation was included in the low category. In addition, the significant coefficient was -0.176 lower than alpha value 0.05 there was no significant correlation. The Pearson Correlation of students' thinking styles and writing achievement was 0.199 indicates in low category correlation. It means the correlation coefficient was found to be insignificant. It also implies there was no statistically significant relationship between thinking styles and their writing achievement. The null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected, as determined by the writer.

Introduction

Sternberg (1997) and Costa et al. (2020) identified thirteen distinct thinking styles that incorporate aspects of cognitive problem-solving and coping strategies. According Zang (2001), these thinking styles were found to predict positive academic outcomes as well as better traditional measures; such as personality, motivation, and learning method.

When writing is successful, people with their thinking styles (Sternberg, 1997) and Cuevas (2020) is tempting to engage in tasks that provide opportunities for developing interpersonal relationships that students with their thinking styles. Thinking style refers to a preference for tasks that allow for social interaction and cooperation (Sari, 2017). Therefore, students with their thinking style can discuss what they want to write to their colleagues and ask them to give feedback on their writing.

Based on the preliminary study by informal interview with one of the teachers of English and 32 students at SMA Islam Az-Zahra Palembang. The writer asked the teacher about the students' problem in learning English and the students' problem in writing. The

results showed that the students were very difficult in writing English because in writing the students were lazy to think about something, the students could not create a well-organized writing achievement, and also the students did not know some vocabularies.

The teacher of English in SMA Islam Az-Zahra Palembang agreed that writing is the most problem which faced by the students. The students' problem in writing English is the difficulties in applying writing texts. They did not know how to figure out particularly the components of the text, such as main idea, topic sentences, detail of the text and also the conclusion.

Based on the background stated above, the problems of the study were formulated in the following questions: (1) was there any significant relationship between thinking styles and writing achievement of the eleventh graders of SMA Islam Az-Zahra Palembang? (2) how much did thinking styles influence their writing achievement?

The first, Mardasari (2008) conducted a research with the title the correlation between thinking styles and writing achievement of English education study program students of Sriwijaya University in the academic year 2008/2009. The population of this study was first, third, fifth, and seventh semester students of English education study program. The number of sample was 127 students Sriwijaya university which is taken by using convenient sampling. There are two test forms to collect the data, they are questionnaires and writing tests. The data were collected by using a thinking styles and writing a personal letter. The similarities between this study and Mandasari's study are dependent variables (thinking styles) and independent variables (writing achievement). Both of these studies used same research design which is correlation study. The differences between this study and Mandasari's study were the object research. Her study had been conducted at Sriwijaya University, but this study will be conducted at SMA Islam Az-Zahra Palembang. The results showed that there was no significant correlation between students' thinking styles and their writing achievement.

Second, Sari (2017) identified the study of thinking styles and writing achievement among the tenth grade students of MAN 1 Palembang. The result of study there was a significant influence of students' thinking styles and writing achievement. The similarities this study and Yulia Sari study were the dependent variable thinking styles and same research design which was correlation. The differences between the study and researcher was the subject. The subject study of previous was the tenth grade students, while this study would be the Eleventh Graders of SMA Islam Az-Zahra Palembang. (1) H_0 (null hypothesis): there was no significant relationship between students' thinking styles and their writing achievement of the eleventh graders of SMA Islam Az-Zahra Palembang, (2) H_a (alternative hypothesis): there was a significant relationship between students' thinking styles and their writing achievement of the eleventh graders of SMA Islam Az-Zahra Palembang. Based on the above descriptions, the researcher was interested in conducting the research entitled **"The Relationship between Thinking Styles and Writing Achievement of the Eleventh Graders of SMA Islam Az-Zahra Palembang"**.

Method

1. Research Design

The writer used a quantitative methodology for this investigation. It indicates that the writer compiled and statistically analyzed data from students' scores on various variables to determine the relationship between thinking styles and writing achievement of specific type responsive text that comes from personal letter for eleventh graders at SMA Islam Az-Zahra Palembang City. According to Creswell (2019), a correlation is a statistical test that determines and measures the correlation between two or more variables or a set of scores. As a result, the writer correlated three research variables.

2. Research Variables

Research variables are attributes or values of objects or activities that have certain variations that have been determined by researchers to be studied and then drawn conclusions from. Research variables are two kinds of variables. They are independent and dependent variables. According to Creswell (2019), the dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. Meanwhile, an independent variable is an attribute or characteristic that affects the dependent variable. In this study, the independent variables were reading habits and reading motivation. Then, the dependent variable was reading comprehension.

3. Population and Sample

"Population," according to Fraenkel et al. (2012), "is the group of interest to the writer, the group to whom the writer would like to generalize the study's results" (p. 93). As a result, the population of the study was the students from the eleventh graders at SMA Islam Az-Zahra Palembang.

The sample consists of the students from the populations who were chosen to participate in the study. According to Creswell (2019), it is the subgroup of the target populations that the writer intends to study in order to generalize about the target populations. In this study, the writer used purposive sampling. According to Johnson and Christensen (2019), in both qualitative and quantitative research, purposeful sampling (judgmental sampling) is used. This technique was chosen for a variety of reasons, the first was based on students' prior knowledge of the same grade level, material, and characteristics. The second was a teacher recommendation from SMA Islam Az-Zahra Palembang to take eleventh-grade students XI IPA 1,2,and 3.

4. Technique for Collecting Data

The writer adopted a ready-made questionnaire from Stenberg (1997), Wagner and Zhang (2007). The Thinking Styles Inventory Questionnaire consisted of 65 statements, of which each five assess one of the thirteen thinking styles describes Stenberg's Theory (1988, 1997). In this questionnaire, the scales were rated by using seven-point likert scale. 1 = Not at all well, 2= Not very well, 3= Slightly well, 4= Somewhat well, 5= Well, 6= Very well, 7= Extremely well.

In order to measure students' writing achievement, the writing test had been conducted. Students were asked to write a personal letter, where the topic was their own determinant and they had to write a composition in the form of personal letter writing. The students were assigned to write a personal letter that should contain approximately at least two paragraphs and the time location were 2x35 minutes to do the test. This ensures that the writing test measures what it is supposed to measure and improves the overall validity of the assessment used Brown's scoring rubric.

Results and Discussion

1. Descriptive Statistics

Descriptive statistics have been overviews of general information from the student's thinking styles questionnaire and writing achievement test results. As a result, the following components have been included in these analyses: (1) descriptive statistics on thinking styles and (2) writing achievement.

The descriptive statistics shown that the mean score for students' thinking styles was 302.85, the minimum score was 251.00, the maximum score was 364.00, and the standard deviation was 24.546.

In terms of the results of the students' writing achievement test, the maximum score was 72 and the minimum score was 62. The average was 66.67, with a standard deviation of 2.2856.

2. Normality Test

The test determines whether the data is normally distributed. In this study, the writer calculated the normality test using SPSS 24. The data is normally distributed if the significance value is greater than 0,05, according to the normality test. The data are not normally distributed if the significance value is less than 0.05.

The significance of the normality test for thinking styles were normal since the number showed highest that 0.05. However, the number of writing achievement showed 0.049 lower than 0.05. To discover more about the relationship between thinking styles and writing achievement.

3. The Correlation Analysis

This research used Rank-Spearman to discover more about the relationship between thinking styles and writing achievement. Because the data obtained in this study was not normally distributed. The significant coefficient was -0.176 lower than alpha value 0.05 there was no significant correlation. The Correlation of students' thinking styles and writing achievement was 0.199 indicates in very low category correlation.

The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Thinking Styles	Writing Achievement
N		55	55
Normal Parameters ^{a,b}	Mean	302.85	66.67
	Std. Deviation	24.547	2.286
Most Extreme Differences	Absolute	.085	.119
	Positive	.085	.113
	Negative	-.056	-.119
Test Statistic		.085	.119
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.049 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

The result of normality test were shown in table below indicated that the data from each variable were not normally distributed.

The Result of Correlations Analysis

Correlations				
			Thinking Styles	Writing Achievement
Spearman's rho	Thinking Styles	Correlation Coefficient	1.000	-.176
		Sig. (2-tailed)	.	.199
		N	55	55
	Writing Achievement	Correlation Coefficient	-.176	1.000
		Sig. (2-tailed)	.199	.
		N	55	55

Based on table above, the correlation of students' thinking styles and writing achievement was 0.199 indicates in very low category correlation.

The Result of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.176 ^a	.31	.13	2.27119

a. Predictors: (Constant), Thinking Styles

Interpretation

Based on the finding of this study, there were some interpretations that could be drawn. First, the result of correlation analysis showed that the correlation between thinking styles and writing achievement was very low category (no correlation). In this study most of student had a good enough of their writing achievement category.

Based on the result of descriptive analysis the data shown there were some students who got good and good enough score in writing achievement test and had more than one of thinking styles. It could concluded that students of SMA Islam Az-Zahra Palembang were dominant executive thinking styles. Moreover, research has indicated that learning in at least partially matched condition (teaching using instructional styles and materials structured to suit students' thinking styles and learning styles) is significantly superior that mismatched conditions (Sternberg & Zhang, 1997).

Second, the result revealed that was found out that thinking styles was not contributed to writing achievement, since the p-value 0.085 lower than alpha value 0.05. It means that null hypothesis accepted and automatically alternative hypothesis was rejected. The R-value was -0.176. It showed that there was very low correlation (no correlation) between thinking styles and writing achievement of the eleventh graders of SMA Islam Az-Zahra Palembang. The value of regression showed that the number influence writing

achievement was 0.31 (low category). The contribution and interaction effect of thinking styles and writing achievement was 13%. It means that contribution the contribution and interaction effect of thinking styles to writing achievement was very small. It was proved that had a thinking styles in low category could not determined the writing achievement.

Conclusion

Some conclusions could be drawn from the findings and interpretations presented in the previous chapter.

1. First, there was no correlation between two categories of variables (-0.176), which was greater than r-table (0.31), indicating that students' thinking styles had little correlation with their writing achievement.
2. Second, the regression analysis discovered a significant influence of students' thinking styles and writing achievement with standardized coefficient score of -0.176 and R-square (R²) of 0.31 of SMA Islam Az-Zahra Palembang eleventh grade students. This research has pedagogical implications for foreign language teachers, students, and future researchers.

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