

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

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

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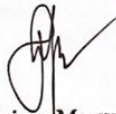
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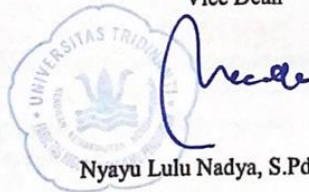
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DEDICATION

This thesis is dedicated to:

1. Firstly, thanks to Allah Subhana Wata'ala for always blessing me.
2. Prophet Muhammad Shallallahu Alaihi Wasallam, who had led of muslim from the darkness to brighter life.
3. My beloved parents (Alm.H. Achamd Damiri, Hj. Fatimah, H. Muslim and Hj. Nisvuati) thank you for supporting me by your support, pray, and love.
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“Motto”

No wealth is greater than reason, no state is more deplorable than ignorance, and there is no better inheritance than education.

“Tiada kekayaan yang lebih utama daripada akal, tiada keadaan yang lebih menyedihkan daripada kebodohan, dan tiada warisan yang lebih baik daripada pendidikan”.

(Sayyidina Ali bin Abi Thalib)

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Hopefully, this thesis will be useful for those who read it. Last but not least, the writer would like to have any remarks, comment, and criticism are very much welcome.

Palembang, March 2023

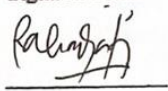

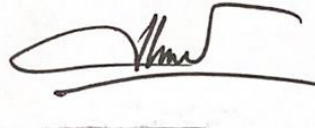
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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya perola (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 Ayat 2 dan pasal 70.

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Yang Menyatakan



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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 (H_0) was accepted and the alternative hypothesis (H_a) was rejected, as determined by the writer.

Keywords: *relationship thinking styles, writing achievement*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significances of the study.

1.1 Background

Language as a means of communication plays a very important role in people's lives. Without language, there is no communication between people. According to Santosa (2011, p. 2) and Lacan et al. (2020) language is basically speech. That is later development of writing. It is universal among people who use it for perform various life activities. It's such a common phenomenon that we always take it for granted. It is universal among those who use it for various activities in life. It is a very common phenomenon always taken it for granted.

Nowadays, people can communicate with each other easily, not only with the people of our country but also with the people of the world. English is a language spoken by people in most countries around the world. A good command of English is considered advantageous and can bring a lot of benefits in many ways. Harmer (2001) and Beattie and Ellis (2017) suggest that they need some language as a common language for communication between two people who do not share the same language; one of these Lingua Franca is English.

There are four skills in learning English such as writing, speaking, reading and listening. According to Nunan (2003, p. 88) and Maupomé, D et al. (2020) writing is the mental act of inventing ideas, figuring out how to express them, and organizing them into statements or paragraphs that the reader can understand.

Writing is one of the important skills of a language. Mastering one of this skill will help students learn other skills. For example, when students are asked to say something in front of the class or a group discussion, they write down their meanings first and how to say them in a good way.

Today, having a good mastering in writing achievement play a pivotal rule in achieving success Marzban (2014) and Betoni and Ulfaika (2020) especially because students can become more confident by mastering their writing achievements. The student participates in the essay contest and becomes a good judge for her classmates under other skills, which are basic language skills essential for academic success, basic requirements for civic life, and participation in the global economy (Graham & Perrin, 2007) and Rowntree, D. (2015) among other skills, writing is considered the most important difficult competence in language teaching and learning processes. It needs a student spelling and punctuation, sentence structure, vocabulary, and sales development.

The first reason writing is considered difficult is to make a well-organized writer should be able to use rational thinking, Mardasari (2008) and Baron, J. (2020) suggest rational thinking or what it is commonly called logic plays a dominant role in trying to write well.

The second reason why students need to be able to use their rational thinking to create well-organized text. It can be said that everyone has their own style of write. When the teacher suggests a topic and asks the students to write a paragraph, that passage is likely that what one student writes is not the same as what others perceive maybe it's their way of thinking. (Yulia, 2017).

Stenberg and Zhang (2001) and Usmonov, M. (2023) defined a thinking style as the way individuals who like to process information and participate in a certain task are basic and decisive work areas. Style is an element of individual difference that receives special attention. Style is a term refers to consistent and rather enduring tendencies or preferences within an individual (Brown, 2007).

According Zang (2001) and Chick, N. (2016) learning styles and other individual differences such as self-concept also affect student achievement. Besides learning style and self-concept, thinking style is also a differentiating factor of individuals that attracts the attention of researchers. Many theories of thinking styles have been put forward.

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 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”**.

1.1.1 Limitation of Study

This study focused on thinking style and writing achievement which involved the eleventh graders of SMA Islam Az-Zahra Palembang in the academic year 2022/2023.

1.2 Problem of the Study

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?

1.3 Objectives of the Study

Based on the problem above, the objectives of this study were:

1. To find out whether or not there was a significant relationship between thinking styles and writing achievement of the eleventh graders of SMA Islam Az-Zahra Palembang.
2. To find out how much thinking styles influenced their writing achievement.

1.4 Significance of the Study

Hopefully, the results of this study would give contribution and benefits to teachers, students, other researchers, and the writer:

1. For Teachers

Hopefully, this study would provide useful information for English teacher about the importance of students' thinking styles, in order to help the students in improving writing achievement.

2. For Students

The results of this study could motivate the students in learning English especially in thinking styles and exposure their ability writing achievement.

3. For Other Researchers

The result of the study could be a reference for other researchers in conducting further research about relationship between thinking styles and writing achievement. Hopefully, this study would be the answer to the writer's curiosity about how to help students in using thinking

styles in their writing achievement. It is also hoped that this study could assist other researchers who want to conduct similar research about the relationship between thinking styles and writing achievement.

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