THE EFFECTIVENESS OF TEACHING METHODS AND LEARNING STYLE TO IMPROVE SMK STUDENT'S WRITING ABILITY

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ABSTRACT: This study deals with the investigation between teaching methods and learning style. The process in conducting the study, two classess were chossen as sample in sixteen classes. The implicit and explicit methods choosen to know which method gives significant effect to the students deals with their learning style, holistic and sequential learners. The study focused on student's writing ability, recount text. The first class used the implicit method as the experiment class and the other used explicit method as a comparison class. To see which methods were more effectives to introduce the simple tenses that are on the recount text. It also to see whether learning style gives significant effect on both method. The result of the study suggest that the materials given are not deep enough to see the difference on both methods. It was suggested to provide more materials related to the structure of grammar to deeply see the difference between the methods.

Keywords: Learning Style, Structure of Grammar, Teaching Methods.

INTRODUCTION

English is stated as the first foreign language in Indonesia. As the first foreign language, English is included in curriculum as one of the foreign language that should be studied by students. It means that every school in Indonesia has to insert English as one of the language subjects. The syllabus shows the competence covered the four skills; listening, reading, speaking, and writing. Students have to master the skills which materials and competency are stated at the syllabus. However, the teacher needs to see the detailed materials that the students have to master, do selecting process of materials, then deciding which material comes first, then others. Harmer (1991) states that the teacher needs to see each part of linguistic studies of the student learn, still the teacher has to select and decide when parts of the material that they have to know and learn.This organization of the detailed materials and its competence, called a syllabus. It covers all the skills. Based on Cushing (2002), she states that writing is more real to bring the understanding and sense as the goal of language study, which not only as the goal of study.It means that the skill improvement can be seen when written language can be as media for students to communicate. It can be as a measurement of students' success. However, there are so many components in English study to have good in writing.

Grammar is a significant point to improve students' language ability in every skill, especially in writing. The process deals on the grammar in making good writing. It cannot be questionable. The method in introducing grammar to the students must be as consideration. The explicit method uses to present

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the grammar which is stated at the syllabus on each grade. It is because easier for teacher to explain rather than let the students analyze the substance of the linguistics. However, the teaching of grammar which is stated at the curriculum 2013 uses different method that the students have to be active in finding out of every aspect of linguistics by themselves. It means that the students have to be taught implicitly about grammar. It is much more as student's center (implicitly) rather than teacher's centre (explicitly).

The students use their cognitive process to find the information. This research uses sequential and holistic learning style. Sequential learners are focusing on the teacher explanation, individual, verbal sorting and holistic learners are visual learners, like to work in group, use many sources to take information. It can be seen that each students has their style in learning, the teacher has to provide the suitable teaching method to accommodate the student's learning style. It can be inferred that the use of explicit method for the sequential learners and implicit method is for holistic learners.

These factors will see the effectiveness of explicit and implicit methods as the teaching methods. The sequential and holistic learners are as learning style. The use of both methods and the appropriate learning style will be used to improve student's writing ability. It is to prove whether implicit teaching method is suitable for holistic learners and explicit teaching method is really suitable for sequential learners.

Harmer (1987) explains the term of implicit and explicit method with covert and overt grammar teaching. Covert grammar teachingis where grammatical facts are hidden from the studentsand overt- grammar teaching means that the teacher actually provides the students with the grammatical rules and explanations. It can be inferred that implicit method is the teaching method where the material is not directly introduced to the students, while explicit method uses direct method to introduce material to the students.

It can be inferred that implicit method much more on the students' comprehension of what is displayed by teacher. Arthur reber on Long (2003) states, implicit learning as a primitive process of apprehending structures by attending to frequency cues.

Based on the theory the researcher summarizes that implicit method puts where the grammar is not teach directly. It is in on the real context that the students need to comprehend more of what they learn.

Researchers have different labels on explicit and implicit method. Harmer labels the explicit as overt grammar teaching and implicit as covert grammar teaching. Snow (2007) labels explicit grammar instruction as deductive approach and implicit grammar instruction as inductive approach.And Ellis (2009) uses explicit and implicit to differentiate between the method of the teaching grammar. The explanation is only the different term that the researcher uses for implicit and explicit method. The explanation below is going to explain more clearly what the explicit method is.

It is stated by Cowan (2008). He states that the explicit grammar method is as focus on forms, it teaches more than the learner needs, does not present a realistic model of language use.It is known that the teacher will only explain the form without presenting it into the real context of the form that is given.

Based on the theory the researcher summarizes that the explicit method uses direct method to introduce grammar instruction. It means that the learners focus on the structure which is given by the teacher. The objective is only the target language that is given in the class.

Desmarais and Rithie (2001) gives explanation what is learning cited on Schunk (1991), Learning involves the acquisition and modification of knowledge, skills, strategies, beliefs, and behaviours. Learning style means the strategy that is used to learn. Verster (2010) gives the meaning of learning style which is stated by Ellis (1985), Learning style as the more or less consistent way in which a person percieves, conceptualizes, organizes, and recalls information. It means that the style of someone learning to take their understanding on what they learn. On this research, the researcher uses two learning styles. Keracher (1996) states the definition of learning style on Herod (2004),

Learning styles may be thought of as the way in which people: take in information, select certain information for further processing, use meanings; values; skills; strategies to solve problems, make decisions, and create new meanings, change any or all of the processes or structures described in this list.

Based on the explanation above, the researcher summerizes that learning style is the strategy that is used by someone to comprehend easily the materials or information that is given.

METHODS

The study was conducted at SMKN 2 Pandeglang. The school is located in Pandeglang. The address is Jl. Amd. Km 03 Kadubanen, Pandeglang-Banten. The school has classes, each level has 13 classes. The population of the research was the students of Vocational High School (SMKN) 2 Pandeglang in the academic year of 2014/2015.

DISCUSSIONS

The findings on this study are to answer the research questions. Here are the explanation: 1) Is there significant effect of implicit method in student's writing ability? 2) Is there significant effect of explicit method in student's writing ability? 3) Is there significant difference of student's writing ability between students who were taught by using implicit and explicit method? 4) Is there significant difference between students who is holistic learner and those who is sequential learner in relation with their writing ability? 5) Is

there significant interaction between teaching methods and learning style on student's writing ability?

The researcher used the SPSS 20 by using dependent t-test and two way anova. The scores were gained from both pre-and post-test scores. Here are the description;

TABLE 1. The Description of Students' Number

Between-Subjects Factors

		Value Label	N
Teaching Method	1	Implicit Method	24
	2	Explicit Method	24
Learning Style	1	Holistic Learner	24
	2	Sequential Learner	24

Table 2 and Table 3 used the paired sample t-test to see the mean differences of the result based on pre-and post test at implicit class. Here are the tables:

TABLE 2. Paired Samples Statistic Implicit Method

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test	74.88	24	5.605	1.144
	Pre-Test	54.04	24	10.960	2.237

TABLE 3. Paired Samples Test Implicit Method

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-Test - Pre-Test	20.833	12.603	2.573	15.511	26.155	8.098	23	.000

The estimation is that if p-value which is shown on sig (2-tailed) is lower than $\alpha = 0,05$ and if $t_{observed}$ is higger than $t_{\alpha(0.05)} = df\ 24 = n-1$ meaning that there is a significant effect of the use of implicit method on student's writing

abilitybetween means score of pre-test and post test at implicit class. The assumption is H_1 is accepted and H_0 is rejected.

The Table 3 shows that p-value $0.000 < \alpha = 0.05$ and $t_{observed} = 8.098 > t_{\alpha(0.05)} = 1.714$. Based on the estimation above, it can be interpreted that there is significant effect of the use of implicit method on student's writing ability between means score of pre-test and post-test at implicit class.

Table 4 and Table 5 used the paired sample t-test to see the mean differences of the result based on pre-and post test at explicit class. Here are the tables:

TABLE 4. Paired Samples Statistic Explicit Method

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test	75.50	24	6.521	1.331
	Pre-Test	59.79	24	10.517	2.147

TABLE 5. Paired Samples Test Explicit Method

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-Test - Pre-Test	15.708	12.533	2.558	10.416	21.001	6.140	23	.000

The estimation is if p-value which is shown on sig (2-tailed) is lower than $\alpha = 0.05$ and if $t_{observed}$ is higger than $t_{\alpha(0.05)} = $ df 24 = n-1 means that there is significant effect between means score of pre-test and post-test at explicit class (explicit method) in student's writing ability. The assumption is H_1 is accepted and reject H_0.

The Table 5 shows that p-value $0.000 < \alpha = 0.05$ and $t_{observed} = 6.140 > t_{\alpha(0.05)} = 1.714$. Based on the estimation above, it can be interpreted that there is significant effect of the use of explicit method on student's writing ability between means score of pre-test and post-test at explicit class.

The significant difference of student's writing ability between students who were taught by using implicit and explicit method, as showed at Table 6.

TABLE 6. Test of Between Subjects Effect

Tests of Between-Subjects Effects
Dependent Variable: Writing Ability

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	112.896[a]	3	37.632	1.040	.384	.066
Intercept	271351.688	1	71351.688	7497.707	.000	.994
TeachingMethod	4.688	1	4688	.130	.721	.003
LearningStyle	25.521	1	25.521	.705	.406	.016
TeachingMethod * LearningStyle	82.688	1	82.688	2.285	.138	.049
Error	1592.417	44	36.191			
Total	273057.000	48				
Corrected Total	1705.313	47				

a. R Squared = .066 (Adjusted R Squared = .003)

The estimation is if F_{tab} is higher than $F\alpha$ (0.05) than reject H_0. It can be seen on the table that F_{tab} (0.130) is less than $F_{\alpha(0.05)}$ = 4.08. It can be interpreted that there is no significant difference between students who were taught by using implicit method and those who were taught by using explicit method in relation with their writing ability. It means that H_0 is accepted. Due to the result of p-value based on Table 7, it can be seen that p-value of teaching method on sig = 0.721 is higher than α = 0.05. It can also interpreted that there is no significant difference of students' writing ability between students who were taught by using implicit method and those who were taught by using explicit method.

The significant different between students who is holistic learner and those who is sequential learner in relation with their writing ability, as showed at Table 7.

TABLE 7. Test of Between Subjects Effect

Tests of Between-Subjects Effects
Dependent Variable: Writing Ability

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	112.896[a]	3	37.632	1.040	.384	.066
Intercept	271351.688	1	271351.688	7497.707	.000	.994
TeachingMethod	4.688	1	4.688	.130	.721	.003
LearningStyle	25.521	1	25.521	.705	.406	.016
TeachingMethod * LearningStyle	82.688	1	82.688	2.285	.138	.049
Error	1592.417	44	36.191			
Total	273057.000	48				
Corrected Total	1705.313	47				

a. R Squared = .066 (Adjusted R Squared = .003)

The estimation is if F_{tab} is higher than $F_{\alpha(0.05)}$ than H_0 is rejected. It can be seen on Table 8 that F_{tab} (0.705) is less than $F_{\alpha(0.05)}$ = 4.08. It can be assumed

that there is no significant difference between students who is holistic learner and those who is sequential learner in relation with their writing ability. It means that H_0 is accepted. Related to the p-value (sig) of learning style, it can be seen that p-value (0.406) is higher than $\alpha = 0.05$, it is obviously stated that there is no significant difference between students who is holistic learner and those who is sequential learner in relation with their writing ability.

There is no significant interaction between teaching methods and learning style on student's writing ability? As showed as Table 8.

TABLE 8. Test of Between Subjects Effect

Tests of Between-Subjects Effects
Dependent Variable: Writing Ability

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	112.896a	3	37.632	1.040	.384	.066
Intercept	271351.688	1	271351.688	7497.707	.000	.994
TeachingMethod	4.688	1	4.688	.130	.721	.003
LearningStyle	25.521	1	25.521	.705	.406	.016
TeachingMethod * LearningStyle	82.688	1	82.688	2.285	.138	.049
Error	1592.417	44	36.191			
Total	273057.000	48				
Corrected Total	1705.313	47				

a. R Squared = .066 (Adjusted R Squared = .003)

The estimation is if F_{tab} is higher than $F_{\alpha(0.05)}$ than H_0 is rejected. It can be seen on Table 8 that F_{tab} (2.285) is less than $F_{\alpha(0.05)} = 4.08$. It can be assumed that there is no significant difference between students who is holistic learner and those who is sequential learner in relation with their writing ability. It means that H_0 is accepted. Related to the p-value (sig) of learning style, it can be seen that p-value (0.138) is higher than $\alpha = 0.05$, it is obviously stated that there is no significant interaction between teaching methods and learning style on student's writing ability.

Connected to the research finding that was explained above, focusing on the teaching method due to the materials given, it is known that implicit method has significant effect on improving student's writing ability. It can be concluded that there is significant effect of the use of implicit method in student's writing ability. In line with Andrews (2007) if adult of language learners have sufficient opportunity to interact with the new learning, the have the cognitive ability to unconsciously analyze the material and transfer that learning to the new experiences. Green and Hecht (1992) on Ellis (2009), they gave suggestion due to the result of the research that the implicit knowledge has to be given to the learners.

Andrew (2009) on his research found that students got different result due to his grammar rule study. He used three rules of grammar, which are complex rule, rules combined, and simple rule. He did the research at private

school with 70 participants in grade 7 to 12. He found that the students who are taught by explicit method did higher result on complex rule and combined rule. However, for simple rule, there is no significant effect on student's who are taught implicitly and explicitly on student's writing ability.

The differences between the researcher research and Andrews' is Andrew introduced two grammar structures which are simple rule (subject-verb agreement) and complex rule (relative clauses). However, this research only focus on the simple rule of tenses that are on the recount text.

CONCLUSION

In conclusion, both methods, implicit and expicit can be the good methods to introduce the grammar to the students since there are significant effect that is shown both on the previous research and related to this research. It should be an alternative of teaching method especially to improve student's writing ability. It also can significantly effect student's writing ability due to their grammar.

In line with the discussion above, it is because this study only used the simple rules to see the significant effect on both methods, implicit and explicit teaching methods. So, this study has not yet to see on what level both teaching methods have their difference in improving student's writing ability. It is recommended to use more materials related to therole ofgrammar to see the effect of both teaching methods and student's learning style.

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