ABSTRACT

INCORPORATING LEARNING STYLE-BASED GROUPING IN COOPERATION PROCEDURE OF TEACHING WRITING TO OPTIMIZE STUDENTS' INTERACTION AND WRITING ABILITY

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The aims of this research are to investigate the students' writing ability and interaction after incorporating learning style-based grouping in cooperation procedure of teaching writing. This research was carried out quantitatively and qualitatively and involved two classes whotook English 1 subject as a compulsory subject at IBI Darmajaya. The two classes served as the experimental class 1 (X_1) and experimental class 2 (X_2). The used instruments were writing test, observation of documented videos, and learning styles questionaires that served as the important measument for grouping of both two experimental classes.

It was found that there was a significant difference in the students' writing ability and their interaction between the two experimental groupsafter the implementation of incorporating learning style-based grouping in cooperation procedure of teaching writing. The findings prove that the implementation of heterogenous grouping based on learning styles benefits succesfully in optimizing students' writing ability and producing the constructive and promotive interaction.

In essence, heterogeneous grouping using learning styles in cooperative learning procedure is one of the best ways to promote the principle of heterogeneity and it can be used to get long run groups that benefit the students to enhance their academic purpose especially writing class. Moreover, the grouping method of cooperative learning is placed as the prominent part overall to structure and ensure all the elements of cooperative learning procedure run smoothly and ultimately achieve the goal of teaching. Finally, the heterogenous grouping method using learning styles might be taking long time but it is worthy. Once it is assessed, the information can be documented and used for long run to make the variety of heterogeneous grouping in cooperative learning procedure.