

**PATH ANALYSIS OF STUDENTS' LEARNING STYLE AND CRITICAL
THINKING TOWARD THEIR ACHIEVEMENT IN WRITING AT
ELEVENTH GRADE OF MA DARUSSALAM KREMPYANG
TANJUNGANOM NGANJUK**

THESIS

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for The *Magister* Degree in English Language Education**



By:

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This thesis is to fulfil the 1 requirement for the Magister Degree in the study program, State Institute for Islamic Studies (IAIN) Kediri.

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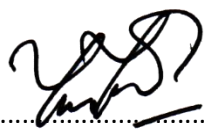
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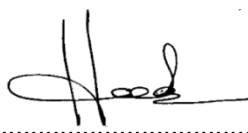
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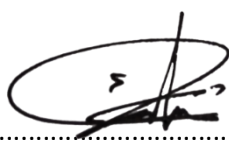
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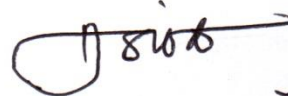
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ABSTRACT

Sa'idah, Nuril Habibatus. 2022. *Path Analysis on Students' Learning Style and Critical Thinking toward Their Achievement in Writing at eleventh Grade of MA Darussalam Krempyang Tanjunganom Nganjuk . Department of English Language Education, Faculty of Post Graduate Degree, State Islamic Institute (IAIN) Kediri. Advisors: Dr. Fathor Rasyid, M.Pd., and Dr. Sri Wahyuni, M.Pd.*

Keywords: Critical Thinking, Learning Style, Writing Ability

Writing is one of important skill that must be mastered by the students. It is used to convey information or express the ideas. The process of writing is more complex. Therefore, the students need to think critically to appear some ideas. The students need to be aware with their learning style to absorb knowledge related to the kind of text, especially for argumentative text. Through the learning style preferred by the students, they can learn easily and maximally. This research was conducted to examine the contribution of students' critical thinking and learning style toward their achievement in writing ability.

The researcher used quantitative research with path analysis model to find out the direct and indirect contributions among variables. There were three instruments utilized to collect the data. The first was critical thinking questionnaire that adapted from Peter Facione. The second was learning style questionnaire that adopted from Barsch learning style inventory. The last was a test to obtain the score of students' writing ability. There were 100 students of eleventh grade of MA Darussalam Nganjuk as the participants.

From this research, the researcher found that there was weak significant direct contribution of students' learning style toward their critical thinking (estimate= .333; $p (.000) < .05$). Next, there was significant direct contribution of students' learning style and critical thinking critical toward their writing ability (Writing test < --- learning style, $p (.000) < .05$, estimate .252; Writing test < --- critical thinking, $p (.000) < .05$, estimate= .2.634). The last, the indirect contribution of students' learning style through their critical thinking toward their writing ability was found significant with an estimate value of .663. As a result, it can be concluded that the students should be aware with their learning style as comfortable as they applied so that, they can increase their critical thinking. Because both of them have influence for their academic achievement, especially for their writing ability in argumentative text.

Theoretically, learning style becomes one way of absorbing information The teacher's instruction is one way that pupils gain knowledge and comprehend learning materials. Different students have different methods for retaining the knowledge that

has been presented because each student interprets the information they are given in a unique way. There are those who move quickly, moderately, and slowly. Consequently, they must acquire styles that go with one's ability-related trait. Consequently, some of the content taught is simpler to comprehend. The students individually have unique learning styles that are influenced by the setting and the material, age, prior knowledge, gender, drive, and ethnicity are all factors. On the other hand, critical thinking is sensible and geared toward choosing what to believe or do. This encapsulates how the phrase is utilized at its heart in the critical thinking movement. One is aided by the use of a set of critical thinking dispositions and skills while deciding what to believe or do. Critical thinking is considered to be the most effective writing skill in argumentative writing, and it has been determined that having this ability in higher education is essential and important for comprehending the learning process.

MOTTO

تَفَكَّرُوا فِي الْخَلْقِ وَلَا تَفَكَّرُوا فِي الْخَالِقِ فَإِنَّكُمْ لَا تَقْدُرُونَ قَدْرَهُ

“Think about creation and don’t think about the creator,
because you won’t be able to think about Him”

My heart rests knowing that what misses me will never be my
destiny, and what is meant for me will never miss me
(Umar bin Khatab)

DEDICATION

With all of my love, I dedicate this thesis to:

Allah SWT the lord of the world and universe, the greatest of the greats who has given blessing, mercy, and patience in finishing this thesis.

My dearest and beloved father Sarbi, mother Siti Rofi'ah, and husband Ahmad Nafiudin who have given me full of love, attention, encouragement, support, motivation, and pray.

With all of my kind and love, I just want to say "THANK YOU".

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Alhamdulillah all praises are given by the writer to Allah SWT the lord of the Universe, the greatest of the greats. Only by his power, bestowal, affection, and guidance the writer can finish writing his scientific paper “Thesis”. Peace and blessing be upon our beloved prophet, Muhammad SAW, his family, his companions, and his followers.

The scientific paper “Tesis” is presented to the Department of English Language Education Faculty of Graduate Degree as partial fulfillment of the requirements for the degree of Strata II (M.Pd) in English Language Teaching.

In finishing this thesis, the writer realizes that there are many relatives who give their help, guidance, and motivation. May Allah SWT gives rewards for their kindness. First and foremost, the writer would like to express his special gratitude to his advisors, Dr. Fathor Rasyid, M.Pd, as the first advisor, and Dr. Sri Wahyuni, M.Pd as the second advisor, for their great contribution, guidance, and support in finishing this thesis. I also would like to thank Prof. Dr. H. Nur Ahid, M.Ag, and Dr. Toyyibah, M.Pd for their technical support on my duty. The writer realizes that without them his thesis will not be finished. Next, the writer would like to offer special thanks to:

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8. Everybody who always gave her motivation to finish her thesis.

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Kediri,

The writer

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