

THE EFFECT OF EXTENSIVE READING AND LEARNING STYLE ON ACADEMIC WRITING COMPETENCY OF SEMESTER FIVE STUDENTS OF *STKIP HAMZANWADI SELONG*

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Abstract

The present study aimed at investigating the effect of extensive reading and learning style on students' academic writing competency. This study used population sample, in the sense that all students in the population (60 students) were taken as sample. The experimental group and the control one were determined through a random sampling. The experimental study employed a 2 x 2 factorial post test only control group design. The instruments used to collect the data were an academic writing test and learning style questionnaires. The data were analyzed by using Two-Way ANOVA Statistic and Tukey Test. The study showed that there was no significant difference in academic writing competency between students who are assigned to do extensive reading and those who are not. However, extensive reading and learning style were found to be interactively influence students academic writing competency, revealing that there was a significant difference between the writing competency of independent students taught using extensive reading and those who are not. The implication is that the students with independent learning style effectively improve their writing competency through extensive reading activity.

Keywords: extensive reading, learning styles, and academic writing competency.

INTRODUCTION

The important role of communication in daily life cannot be denied because people exchange information and communicate their opinions and feelings to others using language whether spoken or written. To be able to communicate well needs the capability of using language. Concise Columbia Encyclopedia (1994:479) defines language as "systematic communication by vocal symbols" and according to the standard definition of introductory text books: "Language is a system of arbitrary conventionalized vocal, written, or gesture symbol that enable members of a given community to communicate intelligibly with one another. Knowing the important role of language in life, the mastery of spoken

or written language for communication must be improved in the form of comprehension and usage.

Language consists of four skills namely: listening, speaking, reading, and writing. Those skills cannot be separated but they are integrated in the teaching and learning process. Listening and reading are receptive while speaking and writing are productive. Writing skill is one of the language skills which is taught in any language classes at school. Among those four language skills, writing is the most complex since it involves thinking, feeling, talking, and reading as well as writing (Green, 1990). Moreover, writing in any language requires the knowledge of language structure, vocabulary, and the organization of ideas. Language works on

its structural and the application of rules of grammar, for instance, phonology, morphology, and syntax. These formulate the structural rule of the language; as spelling, diction and punctuation are the application rules that are used to make the writing neat and clear (Sujanto, 1988; 61)

According to Langan (2011), writing is actually a skill which grows as a result of constant practices. Writing is a skill just as driving, cooking, typing; and like any skill, it could be learned. However, writing is seldom an easy, one-step journey in which a finished paper comes out in the first draft. For instance, a learner needs to develop a point through prewriting, by developing solid supports for the point, organizing the supporting materials, revising, and finally editing his writing to produce an error-free paper.

Writing is a cognitive and creative process. The process of writing is a transactional process between the writer's schema which consists of various linguistic or non-linguistic information and symbols to represent meaningful utterance (Marhaeni, 2005). Linguistic information is structure, vocabulary and mechanics; while non-linguistic information is the knowledge and the experience of the writer.

Despite its complexity, it is very important to learn and practice writing. There are two reasons why writing skills are very important. First, writing ability is a basic foundation for English learners to support their success in academic life, e.g. to be able to complete any written assignment. Second, writing ability in English is a practical need to be used to support a future career. In line with that, points out that many job vacancies require the ability to write well in English. In short, the ability to write in English is necessary to support many jobs.

Teaching writing skills becomes the most difficult problem in teaching English at school. This could be seen from the students' limited ability to produce written work. Based on the writer's experience, the teaching and learning of writing has been given little attention or has not been done well. In addition, the students of semester five of *STKIP Hamzanwadi Selong* have inappropriate writing

capabilities. Most of them cannot develop or organize their ideas well in order to produce coherent writing. They are likely to put one idea after the other carelessly. Besides that, they also make mistakes in structure, vocabulary, and mechanics, i.e. using inappropriate punctuation, capital letters and incorrect spelling in their writing.

In addition, for students writing in a second-language some aspects of writing may become a problem because of the need to focus on language rather than content (Weigle, 2002: 35). In addition, writing in a second language tends to be more constrained, more difficult, and less effective than writing in a first-language where second-language writers plan less, revise for content less, and use vocabulary less fluently and accurately than first-language writers (Silva in Weigle, 2002:35-36).

Supporting the above argument, the English academic writing competencies of semester five of *STKIP Hamzanwadi Selong*, for example, would be achieved through a process of writing, redrafting and editing. Teachers provide students with sufficient time to practice their writing tasks; rating the students' writing, and directly commenting on students' work. In this way, the students will learn about their mistakes from the teachers' comments or feedback and improve their writing competency. Teacher feedback will include, checking punctuation, spelling and grammar and the development of the topic. In this way the students progress effectively toward the learning goal.

Apart from the great efforts of lecturers to improve students' academic writing competencies, the students of semester five of *STKIP Hamzanwadi Selong* still found difficulties in writing because they considered that writing in English is difficult. Most of the students still got low scores in this subject. Furthermore, students only edited their writing based on the teachers' feedback which sometimes ended in confusion for the students, even to those who are confident in their English learning performance, as they very often did not understand what the teacher expected them to do. In short, students completely

depended on the teachers to point out their mistakes. As a consequence, the students failed to improve their understanding of some characteristics of a good writing.

Another main problem is teaching assessment. Mostly, teachers employ monotonous teaching assessment whereas variety and motivation are needed in the teaching-learning process. Assessment should be considered at the design level where the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design. In accordance with these teaching assessment become one of the most important points of teaching learning activities. Basically, assessment refers to the teaching learning approach, design and procedure. The teacher should consider that children love to play so, a teaching assessment which is fun and motivates students to learn English should be implemented.

With the advance of science and technology, people are able to learn through many modes other than reading. Yet, reading continues to be a major tool of learning and enjoyment. Those who read more, generally do well in all areas of academic life. Reading helps children understand how different writers put down their thoughts. This leads to better writing skills. But no one can become a celebrated writer overnight. One needs to try and venture. Many more gifted writers remain unrecognized in our classrooms. There are some feelings which are not expressed in oral communication. Even those feelings can be expressed in the form of words. So, by reading books we can improve our way of expression some ideas in form of written or speaking.

Extensive reading could be very helpful in learning a foreign/second language. The curriculum should not be confined to anthologies of prose and poetry. Elley & Mangubhai (1983) conducted a study on the impact of reading on second language learning. The results indicate that pupils who read a large number of high-interest story books written in a second language progressed

in reading and listening comprehension in that language at twice the rate of those students who do not read such books.

The characteristics of extensive reading include the fast reading of a large amount of longer, easy-to-understand materials, and little or no written work or testing. Each element of the extensive reading programmes contrasts with skills-based methodologies. In the on-going process of extensive reading, students can choose articles that are within their own range or capability. Therefore, students are less likely to get frustrated and their learning attitude will be positive and beneficial. In addition, extensive reading can build students' vocabulary recognition, especially where students have more reading input.

Extensive reading activity could help students in the teaching and learning process, especially in teaching and learning English and can make the classroom environment more enjoyable.

Witkin (1973), a pioneer in learning styles, defined learning styles in terms of a process. He argued that learning styles are concerned with the form rather than the content of the learning activity. Learning style refers to individual differences in how we perceive, think, solve problems, and learn.

Understanding learning styles and the role of learning styles in the teaching/learning process is a key component in effective teaching. According to Sarasin, "teaching cannot be successful without knowledge of learning styles and a commitment to matching them with teaching styles and strategies" [Sarasin, L. C. in Nancy Csapo, 2006]. Utilizing learning style theory in the classroom is extremely beneficial at all educational levels for a variety of reasons. Some research has found a relationship between occupational preferences and learning style type. In addition, student's learning styles have been shown to be affected by their educational experiences, particularly at the postsecondary level. Individuals pursuing careers in information technology (IT) typically encounter a professional work environment that exploits extensive problem solving which draws upon their abilities with a

kinesthetic learning style. Therefore knowledge of learning styles is useful in designing classroom activities that support the development of this learning style.

A number of learning style theories exist. Learning style theorists have identified specific characteristics of learning and have organized these characteristics into specific "classifications" of learners. Sarasin's synthesis of these theories is designed to provide an approach "that can be easily translated into strategies in a college or university classroom setting" (Sarasin, L. C. in Nancy Csapo, 2006).

Based on the problems indicated above, the researcher was tried to introduce extensive reading and learning style to overcome the challenges in the teaching and learning process, especially in the academic writing competency of semester five of *STKIP Hamzanwadi Selong* in academic year 2012/2013.

Based on the background of the study mentioned above there were some problems that can be identified, namely:

1. The students' limited ability to produce written work
2. Most of them cannot develop or organize their ideas well in order to produce coherent writing.
3. The students are likely to put one idea after the other carelessly.
4. Besides that, the students also make mistakes in structure, vocabulary, and mechanics, i.e. using inappropriate punctuation, capital letters and incorrect spelling in their writing.

Based on the background and the identification of the problem above, the three problems that are striven its answers in this research are as follows:

1. Is there any significant difference in academic writing competency between students who are assessed to do extensive reading activity and those who are not?
2. Is there any interactional effect between extensive reading assignment and learning style upon students' academic writing competency?
3. Is there any significant difference in academic writing competency of

the field dependent students who are assessed to do extensive reading activity and those who are not?

4. Is there any significant difference in academic writing competency of the field independent students who are assessed to do extensive reading activity and those who are not?

LITERATURE REVIEW

Writing

Tarigan (2008) states that writing is painting graph signal which describes a language. It is understood by everyone and other people can read that graph sign. Some other definitions of writing can be presented as follows: a). Semi (2004) states that writing means removal or transferring of thinking or feeling into the language sign. It also be said that writing is the effect or expressing oral language by using sign. b). Ur (1999) stated that writing as a means, writing is widely used as a convenient means for engaging with aspect of language other than the writing itself. In this way, writing is simply used either as a means of getting the students to attend to and practice a particular language point. Students practice specific forms at the level of word or sentence; at the "macro" level emphasizes is on content and organization: tasks invite learners to express themselves by using their own words, state a purpose for writing and often specify an audience. Based on the theories above, writing is the removal or transferring of thinking or feeling to convey knowledge and information by using a pen or a pencil and it is understood by everyone.

Writing Competency

A competency is considered as one's ability to perform specific task based on certain criteria in particular condition (Dobson in Mastiny, 2011). Thus, competency related to this present study was then assumed as the ability of a student which was enabling him/her to accomplish tasks adequately to find solution and to realize them in required situations. Competency in writing is

approached not as a one-time achievement, but as something students develop in increasingly complex situations, thus, competency requires the use innovative teaching methods to enable our students to develop confidence in their quantitative reasoning skills. Furthermore, writing in relation to writing competency is viewed as cognitive and creative process (Marhaeni, 2005). In the context of writing, cognitive ability is shown by the quality of ideas, the understanding of the topic selected, and the arrangement of ideas in a writing product. Meanwhile, the creative process of writing involves purposeful analysis, involves purposeful analysis, imaginative idea generation, and critical evaluation. Creative thinking begins with careful observation of the world that is coupled with thoughtful analysis. The result of the analysis is then stored in human's memories which enables human generate novel ideas to meet specific needs by actively searching for association among concepts. According to (Shultz in Mastiny, 2011) creative people are able to use their imagination, curiosity and analytical skill to analyze previous information in order to achieve new thoughts and ideas.

Moreover, writing competency also involves linguistic abilities (Ashman and Conway, 1997) which are indicated by the quality of word choices (diction), the correct implementation of grammar and structure, the usage of appropriate utterances, and the correct usage of mechanics. Thus, the self-assessment checklist used as an instrument for treatment in this present study covered several writing dimensions that assessed students' linguistic abilities, such as, structure, vocabulary and mechanics. Based on the previous definition of competency, learning competency can be defined as the person's ability to create and look for situation that make it possible to experiment with a set of solutions that make it possible to complete the primary task and reflect of the experience. Writing skills refer to the productive skills which involve learning features of the writing system such as content and its organization, spelling structure, grammar and vocabulary, and punctuations.

Therefore, writing competency is assumed as the person's ability to produce a qualified writing which is shown by his/her acknowledgement of the fundamental components of writing.

Academic Writing

Academic Writing is designed for anybody who is studying (or planning to study) at English-medium colleges and universities and has to write essays and other assignments for exams or coursework (Bailey, 2003)

Academic Writing is a flexible course that allows students to work either with a teacher or by themselves, to practice those areas which are most important for their studies (Bailey, 2003)

Academic writing is any piece of write-up with the purpose of fulfilling a certain assigned writing task or writing requirement from school teachers or professors.

Academic writing is the process of presenting ideas in a rational, organized, systematic, reasonable, and logical way. <http://www.servitokss.com/definitions-of-academic-writing>.

Learning Styles

1. Learning style is the whole, unique, genetically predetermined complex of characteristic conditions under which an individual functions in his/her conscious intellectual activities – concentrates, perceives, processes, retains, and applies new and difficult information – in the unity of progress in learning and acquisition of learning objectives of curriculum with the help of successful interaction with the learning environment and a creative use of one's own potential (Tatarinceva, 2005).
2. Learning styles are ways of remembering thoughts and ideas and of practicing skill (Brown, 2002:6).
3. Learning style refer to any individual's preferred ways of going about learning (Nunan, 1995:168).
4. Dunn and Dunn (1979 as cited in Salime.T, 2003) define learning styles as "a term that describes the variations among learners in using

one or more senses to understand, organize, and retain experience”.

There are numerous theories of learning styles and categories of learning styles associated with the theories. For example, some educators use Howard Gardner's theory of Multiple Intelligences and derive nine learning styles from his nine intelligences. Others use Rita Dunn and Kenneth Dunn's learning styles inventory, which focuses on the environmental, emotional, sociological, physiological and psychological aspects of learning. Their learning styles are derived from combinations of these aspects. Bernice McCarthy's learning style theory is based on right brain, left-brain neurological science and David Kolb's learning cycle work. Generally, the following nine learning styles, in pairs, are considered to be the most common. Of course, most of us function by accommodating combinations of a range of learning styles.

Learning styles address the ways we perceive and process. Perceiving relates to the way we notice the world and the way we see reality. Processing relates to the way we internalize an experience and make it our own. Some people prefer to perceive the world through concrete experience. These people perceive by sensing and feeling, and prefer to use intuition to solve the problems of a given task. They function well in unstructured situations. Other people prefer abstract conceptualization. They like to think things through, analyze and intellectualize. They function well in structured situations. Some people prefer to process new information by active experimentation. They like to roll up their sleeve and immerse themselves in the task. They look for practical ways of applying what they learn. They embrace risk-taking and are results oriented. Other people process through reflective observation. They like to watch and ponder the situation. They likely see tasks from several points of view. They value patience and judgment. Concrete experience, abstract conceptualization, active experimentation and reflective

observation are four general learning styles.

Field Independence & Field Dependence in learning styles

The concepts of field independence and field dependence were first proposed by Witkin (1974). In his studies, he investigated self-consistency in perception and differentiated it as field-of-a-whole (field dependence) and part-of-a-field (field independence).

Witkin & Moore defined cognitive styles as “the individual's way of handling a wide range of perceptual and intellectual tasks” (1973, p. 2). They proposed that individuals can be categorized as one of two types of cognitive styles, field independent and field dependent. For field independent persons, no matter how strong the outside field is organized, their perceptions are isolated and independent from the outside environment. For field dependent persons, their perception is highly broad, because they are easily guided by outer surroundings. For example, field dependent individuals have stronger social sensitivity and more easily develop social skills. Field independent subjects are typically interested in impersonal and abstract affairs within a specific environment. Based on Witkin's theory, Garger and Guild (1984) illustrated persons' learning styles as field dependent and field independent and summarized the major characteristics for each learning style. Table 1 shows the differences between field dependence and field independence in learning styles according to their work.

Extensive Reading

Definition of "extensive reading" as a language teaching/learning procedure is that it is reading (a) of large quantities of material or long texts; (b) for global or general understanding; (c) with the intention of obtaining pleasure from the text. Bamford, 1987.

Extensive reading is an approach to language learning, including foreign language learning, by the means of a large amount of reading. The learners view and review of unknown words in specific context will allow the learner to

infer the word's meaning, and thus to learn unknown words. While the mechanism is commonly accepted as true, its importance in language learning is dispute (Cobb 2007).

RESEARCH METHODS

The present study was designed by using a 2x2 factorial design. The research design used in this study was a *Post-test Only Control Group Design*, which permit the investigation of additional independent variable as well as allow a researcher to study the interaction of an independent variable with one or more other variables, sometimes called moderator variable (Frankel and Wallen, 2010).The more specific term, such as

2x2 tells the exact number of independent variables and can be made more precise by including the levels (subgroups or categories) of each independent variable (McMilan and Schumacher in Ni Putu Neny Mastiny, 2011:56). A 2x2 factorial design was used since this study involve three variables, namely one independent variable, one moderator variable, and one dependent variable. Independent variable was extensive reading, moderator variable was learning style with two levels subgroups (field dependent and field independent), and dependent variable was academic writing competency.

The constellation of three variables can be seen in the following 2x2 factorial arrangement table.

Table 1.The Constellation of 2x2 Factorial Designs

Learning Style (B) \ Kind of Assessments (A)	Extensive reading activity (A1)	Without Extensive Reading activity (A2)
Field Independent (B1)	First Group Students (A1B1)	Second Group Students (A2B1)
Field Dependent (B2)	Third Group Students (A1B2)	Fourth Group Students (A2B2)

Populations refer to all elements- individuals, item, or object the characteristic are being studied (Mann, 2001). Population constitutes the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. (Gay, 1992: 125).Furthermore, Johnson and Christensen, (2000: 158) define population as a set of all elements. The population of this experimental study was atsemester five of *STKIP Hamzanwadi Selong* in academic year 2012/2013. This study was started from October 2012 to December 2012. The total number of the population was 60 students.

According to Bailey (1994: 83) sample is a part of population that will be searched. That's why the sample should be looked at as one assumption toward population and not as population itself. The sample must cover the whole of the

population and they must not overlap in the sense that every element in the population belong to one and only unit.

Sample is the group of subject or participant from whom the data are collected (McMilan and Schumacher, 2010).This study used simple random sampling. Simple random sampling to determine the two groups of sample which one experiment class and one control class. Because the population in this study only two classes so the researcher was used lottery method which unit of class population gave alphabet "A and B" which alphabet "A" as an experiment class and "B" as a control class. The result of the lottery method was semester V A as an experiment class which consists of 30 students and the other is semester V B as a control class which consists of 30 students. Class randomization was held, not individual because it was impossible to

change the class population, therefore the condition of the class was still in intact group. In dividing each of the class into the group, the writer took 33% of field independent and field dependent, the writer took 33% because the sample was a small sample. Anastasi (in Wijayanti 2011:76) states that for small sample took 33% as high class and low class. Furthermore, the writer determined as the high class was a students who had field independent and as low class was a students who had field dependent.

Furthermore, data refers to the kinds of information which is obtained on the subject of a research (Fraenkel and Wallen, 2010). Data is collected by using certain instruments. This present study was use two instruments for collecting data that consists of academic writing competency test and questionnaire of learning styles.

In this study, the researcher used academic writing test, the students are assigned to write an academic writing competence paragraph in a particular topic. Their writings are analyzed based on the analytical assessment rubric. The students have to write the essay in 100 minutes. The essay consisted of 3-5 paragraphs.

The analytical assessment rubric of writing consists of five writing components that involve content, organization, sentences structure, vocabulary and mechanics.

Furthermore, the researcher used the questionnaire to identify the learning styles in relation to the topic of this research, and the extent to which these learning styles was present in actual classroom practice. The questionnaire was designed using a Likert scale.

Students' questionnaire learning style would be assessed by using Likert Scales. The Likert scale consists of five components that involve Strongly Agree (SA=5), Agree (A=4), Undecided (U=3), Disagree (D=2), and Strongly Disagree (SD=1).

The criteria being assessed in this Likert scale is adapted from Reid in Selime Tabanlıoğlu (2003) with some

changes in particular components such as individual and group.

The technique used in analyzing the data of this study was descriptive and inferential analysis. The descriptive statistic analysis is conducted to obtain the mean score and the standard deviation of the two groups. Meanwhile the inferential statistic analysis is done by using Two -Way ANOVA and Turkey test. Before the test analyzed, the normal distribution and the homogeneity of variance need to be analyzed.

RESULTS AND DISCUSSION

Based on the result of analysis, it was found that the data of A_1 shows that the score was 62 up to 89. The mean was 75.85, the mode was 70, the median was 75.00 and the standard deviation was 7.49, the data of A_2 shows that the score was 70 up to 85. The mean was 75.40, the mode was 80, the median was 75.00, and the standard deviation was 4.49, the data of B_1 shows that the score was 70 up to 89. The mean was 78.75, the mode was 72, the median was 79, and the standard deviation was 5.59, the data of B_2 shows that the score was 62 up to 80. The mean was 72.50, the mode is 70, the median was 72, and the standard deviation was 4.95, the data of $A_1 B_1$ shows that the score was 70 up to 89. The mean was 81.20, the mode was 78, the median was 81.00, and the standard deviation is 5.57, the data of $A_1 B_2$ shows that the score was 62 up to 75. The mean was 70.50, the mode was 72, the median was 72.00, and the standard deviation was 4.86, the data of $A_2 B_1$ shows that the score was 72 up to 85. The mean was 76.30, the mode was 72, the median was 75.00 and the standard deviation was 4.64, and the data of $A_2 B_2$ shows that the score was 70 up to 80. The mean was 74.50, the mode was 70, the median was 75, and the standard deviation was 4.38.

Table 2. Sum of Calculation of the Central Tendency and Dispersion

Variable	A1	A2	B1	B2	A1B1	A1B2	A2B1	A2B2
Mean	75.85	75.40	78.75	72.50	81.20	70.50	76.30	74.50
Median	75.00	75.00	79.00	72.00	81.00	72.00	75.00	75.00
Mode	70	80	72	70	78	72	72	70
Std. Deviation	7.485	4.489	5.590	4.947	5.574	4.859	4.644	4.378
Variance	56.029	20.147	31.250	24.474	31.067	23.611	21.567	19.167
Range	27	15	19	18	19	13	13	10
Minimum	62	70	70	62	70	62	72	70
Maximum	89	85	89	80	89	75	85	80

It was also found that the data was normal because L_o (L obtained) is lower than L_t (L table) at the level of significance $\alpha = 0.05$.

Table 3. Recapitulation of Normality Test.

No	Data	The Number of Sample	$L_{\text{Obtained}} (L_o)$	$L_{\text{Tabel}} (L_t)$	Alfa (α)	Distribution of Population
1	A ₁	20	0.095	0.190	0.05	Normal
2	A ₂	20	0.1895	0.190	0.05	Normal
3	B ₁	20	0.1369	0.190	0.05	Normal
4	B ₂	20	0.155	0.190	0.05	Normal
5	A ₁ B ₁	10	0.1157	0.258	0.05	Normal
6	A ₁ B ₂	10	0.1762	0.258	0.05	Normal
7	A ₂ B ₁	10	0.2238	0.258	0.05	Normal
8	A ₂ B ₂	10	0.2485	0.258	0.05	Normal

The data was homogenous because χ_o^2 (0.99) is lower than χ_t (7.815) at the level of significance $\alpha = 5\%$. So $\chi_o^2 < \chi_t$ (0.99 < 7.815).

Table 4. Sum of the Result of Homogeneity of Variance Testing by Bartlett Test

Sample	df	1/df	S^2	$\text{Log } s^2$	$\text{df} \cdot \text{log } s^2$	$\text{df} \cdot s^2$
A1B1	9	0.11	31.07	1.49	13.43	279.63
A1B2	9	0.11	23.61	1.37	12.33	212.49
A2B1	9	0.11	21.57	1.33	11.97	194.13
A2B2	9	0.11	19.17	1.28	11.52	172.53
Total	36	0.44			49.25	858.78

Furthermore, based on the result analysis by using 2 x 2 ANOVA can be seen in the following table;

Table 5. Sum of the Result of Hypothesis Testing by Two-Way ANOVA

Source of Variance	SS	df	MS	Fo	F _{Table}		Category
					α =0.05	α =0.01	
Teaching Assessments (A)	2.025	1	2.025	0.08	4.11	7.39	No significant
Learning Styles (B)	390.625	1	390.625	16.38	4.11	7.39	Significant
Interaction (AB)	198.025	1	198.025	8.30	4.11	7.39	Significant
Dal	1449.375	36	23.85		-	-	
Total		39			-	-	

Based on of Two – Way ANOVA, there was no significant difference in academic writing competency between students who are assigned to do extensive reading and those who are not. On the output of Two – Way ANOVA, F_{value} score was 0.08 α = 0.05 (4.11) and α =0.01(7.39). ($F_0 = 0.08 < F_t = \alpha =0.05 (4.11) \text{ and } \alpha =0.01(7.39)$).

The result of Two – Way ANOVA was influenced by the small size of sample, so the sample was no representative. Louis C, states:

“.....a sample size of thirty is held by many to be the minimum number of cases if researches plan to use some form of statistical analysis on their data, though this is a very small number.” Louis C. (2007).

Meanwhile of the sample of students' academic writing competency who assessed by using extensive reading was 20 students, so the sample of the study was very small. It can be conclude that the sample was influence the result of Two – Way ANOVA testing. So the result of the study was no significance, it was contrary by the result of descriptive statistic analysis.

Based on the result of descriptive statistic analysis, the study was significance. It showed by the result descriptive statistic analysis, the mean

score of students taught using extensive reading is 75.85; while the mean score of control group who were taught without using extensive reading (conventional assessment) 75.4. From the fact shown by the result of mean score in each group, it can be ensured that the mean score of students taught using extensive reading is higher than those taught without using extensive reading (conventional assessment).

It can be concluded, that the result of Two- Way ANOVA testing was no influenced by the effect of implementation of extensive reading but by the effect of size sample, so the implementation of extensive reading was significant or better than without extensive reading (conventional assessment).

The resul Two-Way ANOVA, it was found that F_{ABvalue} 8.30 was higher than the critical value α =0.05 (4.11) and α =0.01(7.39). ($F_{AB} = 8.30 > F_t = \alpha =0.05 (4.11) \text{ and } \alpha =0.01 (7.39)$). Consequently, H₀ is rejected and H₁ is received. It means that there was an interaction between the implementation of teaching assessment and learning style of students in learning English.

Based on the result analysis by using Tukey testbetween A1B2 and A2B2 can be seen in the following table;

Table 6. Result of Tukey test between A1B2 and A2B2

Teaching Assessment	Extensive Reading	Without Extensive Reading	Q	Q table ($\alpha = 0.05$)
Mean	70.5	74.5	2.67	3.19
Mean Squares within	23.85			
Degree of Freedom (df)	36			

Based on the result analysis by using Tukey test between A1B2 and A2B2, there was no significant difference between the writing competency of dependent students taught using extensive reading and those who are not.

On the output of Tukey test, Q value of 2.67 was lower than the critical Q table value of $\alpha = 0.05$, ($Q_t = 3.19$), $Q < Q_t$.

Based on the result analysis by using Tukey test between A1B1 and A2B1 can be seen in the following table;

Table 7. Result of Tukey test between A1B1 and A2B1

Teaching Assessment	Extensive Reading	Without Extensive Reading	Q	Q table ($\alpha = 0.05$)
Mean	81.20	76.30	3.27	3.19
Mean Squares within	23.85			
Degree of Freedom (df)	36			

Based on the result analysis by using Tukey test between A1B1 and A2B1, there was significant difference in academic writing competency of the field independent students who are assigned to do extensive reading activity and those who are not. On the output of Tukey test, Q value of 3.27 was higher than the critical Q table value of $\alpha = 0.05$, ($Q_t = 3.19$), $Q > Q_t$.

size of sample, so the sample was no representative. Louis C, states:

“.....a sample size of thirty is held by many to be the minimum number of cases if researches plan to use some form of statistical analysis on their data, though this is a very small number.” Louis C. (2007).

CONCLUSION

Based on the analysis and discussion in chapter four, it could be concluded that:

1. Based on of Two – Way ANOVA, there was no significant difference in academic writing competency between students who are assigned to do extensive reading and those who are not. On the output of Two – Way ANOVA, F_{value} score was 0.08 $\alpha = 0.05$ (4.11) and $\alpha = 0.01$ (7.39). ($F_0 = 0.08 < F_t = \alpha = 0.05$ (4.11) and $\alpha = 0.01$ (7.39)). The result of Two – Way ANOVA was influenced by the small

Meanwhile of the sample of students' academic writing competency who assessed by using extensive reading was 20 students, so the sample of the study was very small. It can be conclude that the sample was influence the result of Two – Way ANOVA testing. So the result of the study was no significance, it was contrary by the result of descriptive statistic analysis.

Based on the result of descriptive statistic analysis, the study was significance. It showed by the result descriptive statistic analysis, the mean score of students taught using

extensive reading is 75.85; while the mean score of control group who were taught without using extensive reading (conventional assessment) 75.4. From the fact shown by the result of mean score in each group, it can be ensured that the mean score of students taught using extensive reading is higher than those taught without using extensive reading (conventional assessment).

It can be concluded, that the result of Two- Way ANOVA testing was no influenced by the effect of implementation of extensive reading but by the effect of size sample, so the implementation of extensive reading was significant or better than without extensive reading (conventional assessment).

2. There was interactional effect between extensive reading assessment and learning style upon students' academic writing competency. On the output of Two – Way ANOVA, $F_{ABvalue}$ score was 8.30, $\alpha = 0.05$ (4.11) and $\alpha = 0.01$ (7.39). ($F_0 = 8.30 > F_t = \alpha = 0.05$ (4.11) and $\alpha = 0.01$ (7.39)).
3. There was no significant difference between the writing competency of dependent students taught using extensive reading and those who are not. On the output of Tukey test, Q value of 2.67 was lower than the critical Q table value of $\alpha = 0.05$, ($Q_t = 3.19$), $Q < Q_t$.
4. There was significant difference in academic writing competency of the field independent students who are assigned to do extensive reading activity and those who are not. On the output of Tukey test, Q value of 3.27 was higher than the critical Q table value of $\alpha = 0.05$, ($Q_t = 3.19$), $Q > Q_t$.

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