International Journal of English Language Teaching
Vol.4, No.9, pp.1-13, November 2016
Published by European Centre for Research Training and Development UK (www.eajournals.org)

THE EFFECT OF HOLISTIC AND DISCRETE TASKS ON ENGLISH WRITING PERFORMANCE OF STUDENTS WITH DIFFERENT LEARNING STYLES

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ABSTRACT: *This factorial experimental study investigated the effect of tasks (holistic dan discret) and learning styles (visual, auditory, dan kinaesthetic) on students' English Writing Performance (EWP). The experiment applied factorial design 2x3 with amount of sample 150 students taken randomly stratified from three junior high schools at Buton Regency, Indonesian during school-year 2014/2015. The research hypotheses were tested using two ways of analysis of variance and continued with Tuckey test. The results of the research revealed that: (1) EWP of students given holistic tasks was higher than EWP of students given discrete tasks; (2) statistically, there was no significant difference on EWP of visual students, auditory students, and kinaesthetic students; (3) there was any interaction effect on giving tasks and learning styles on students' EWP; (4) visual students given holistic tasks reached higher EWP than those given discrete tasks; (5) auditory students given discrete tasks attained higher EWP than those given holistic tasks; and (6) kinaesthetic students given holistic tasks achieved higher EWP than those given discrete tasks.*

KEYWORDS: task, holistic, discrete, learning styles, writing performance

INTRODUCTION

To gain the success of the teaching and learning a foreign language, it is utmost important that each student must have an adequate opportunity to be directly involved in the practice of the use of the target language. In Indonesian schools English is taught for about 160 minutes in a week for groups of students, which is generally, consisting of 40 students or more. This condition makes English teachers almost impossible to provide practical use of the target language directly to each of the students. It can be the reason why most of the Indoesian school graduates have a lot of difficulties in using English eventhough they have learned the language for more than 9 years (Alkhar, 2014). The school graduates are almost unable to express themselves using spoken English; if they have to write, they will produce, disconnected and ununderstandable English (Oemar, 2014).

What to bear in mind, actually, is that the teaching and learning of English in Indonesia, so far, has been carried out under conditions which is contrary to the nature of foreign language teaching and learning. To be successful in the teaching and learning of English as a foreign language, according to O'Neil (1998), there are at least three main requirements need to be fulfiled. The requirements, which refer to the nature of the teaching and learning of foreign languages, are (1) time duration for the teaching and learning of a foreign language must be longer; (2) the foreign language class must be small: 10 to 20 students; and (3) foreign language teachers must be professional. So far, in Indonesia, due to certain reasons, the requirements had been neglected, succumbing to the policies that govern the teaching and learning. The policies had insisted on that the time duration for the teaching and learning period may not be longer because the content of Indonesian curriculum, for each school level, covers so many subjects to teach; (2) the member of class is crowded (most of the class have 40 students), and it is due to the limitation of the room and teacher; and (3) in certain area of Indonesia, English is taught by teachers whose basic is not English. This discrepancy will

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

continue going on and the nature of teaching and learning a foreign language will remain succumb to the policies that govern the teaching and learning. Therefore, one of the alternatives to improve students' English skills is by using teaching method that can match large class condition and limited duration of instructional time.

It is hypotesized that task-based learning can be an alternative to improve students' English performances, especilly writing performance. As confirmed by Nunan that task is a kind of method that can be applied in the teaching-learning process in schools which aimed at fostering the process of exploratory learning, encouraging creative behavior, getting used to think comprehensively, and fostering self-reliance in the learning process (Nunan, 1993: 1). Meanwhile, Ellis stated that the rational of administration of task is due to the limitation of time for teaching and learning process in classroom whereas learning materials to be presented in the teaching and learning process are too broad. This condition makes giving tasks as an effective solution to improve learning outcomes, to increase knowledge and skills, to strengthen the sense of responsibility and the ability to use time effectively (Ellis, 2003: 1).

There are two types of tasks focus of language learning: holistic task and discrete. Discrete task focus on the mastery of language components. The tasks are not interconnected, and they are isolated from the context. While, holistic task refers to learning activities that focus on the wider use of language, for example, learning activities for the purpose of speaking and writing (Coonan, 2008). Meanwhile, Weaver asserts that holistic in language learning is language studied as a whole, not broken down into components (Weaver, 1990: 6). Additionally, Dubin & Olshtain stated that holistic in language learning emphasis on the totality of language learning and not as a single sentence but it is a language or discourse in wide range (Dubin & Olshtain, 2009: 113-114

Instead of teaching methods as external factors that can affect the ability of students in mastering English, there are several other factors that also may have affect on it. These factors namely internal factors contained in students. Thus, in designing learning, a teacher needs to consider these factors. One of the factors that need to be considered by teachers, besides motivation, interest, attitude, intelligence, talent, and a number of other innate attributes, is learning style. Learning style is learning preferences as common characteristics with respect to the individual, and what distinguishes it from others in learning (Brown, 2007: 127). The educational psychologists divide learning styles into three main dimensions, namely: cognitive, affective, and perceptual. Perceptual learning style consists of visual, auditory, and kinaesthetic, and this dimension, according to Hyland (2005: 43), is more relevant in teaching and learning second language/foreign language. Students with different learning styles have a tendency to learn differently (Ahiri & Dunifa, 2014). Visual Students tend to see the overall picture of something; auditory students tend to learn better through verbal explanation and presentation of the material gradually, while kinaesthetic students prefer to learn from their own experience, and ideas will be more meaningful throughout) practice. Students will learn more effective if it conforms to the style he likes, and when the materials and learning activities can accommodate preferences of students in learning, the students will succeed (Dobson, 2011: 34-35).

Visual learner, according to Silverman, is an individual who likes to look for connectivity between the parts in all situations and tend to learn holistically. Visual learners are individuals who tend to think in pictures rather than words. They are not sequential learners (step by step learners). They have difficulty with simple tasks but capable of completing complex tasks. Some prominent character of visual learner are (1) intelligent observer, (2) study the concept as a whole, (3) achieve true solution intuitively, (4) tend to look at the overall relationship to

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

learning, (5) able to synthesize well, (6) able to learn difficult concepts easily, but have difficulty to learn easy concept. Auditory learners tend to think sequentially; that is, they learn from easy to difficult. Therefore they like sequence of instructions, or gradually. Silverman presents several characteristics of auditory learners, they are : (1) step by step learner, (2) detailed observer, (3) very good memorizer, (4) analytical thinker (5) learner from easy to difficult. (Silverman, 2010: 1-11).

Additionally, a visual learner tends to think simultaneously and always perform analysis. Visual students should be given more challenging subjects, for example, materials that require solving problems and finding solutions. Children with visual learning styles are also generally able to perform self-teaching, to solve the problem they would try their own (Tiel, 2011: 3-4). DePorter and Hernacki (2000: 112-114), specify the most prominent characteristics of visual and auditory learners. Some of the prominent characteristics of visual learners are (1) speaks quickly; (2) long-term planner and good regulator; (3) can spell / write well; (4) remember what is seen rather than what is heard; (5) difficult to remember verbal instructions, (6) quick and diligent reader; (7) often know what to say but do not know how to choose the words. Meanwhile, those who have auditory learning style have a lot of difficulties to directly absorb the information in form of writing, and they have difficulty in writing or reading. Some of the characteristics of auditory learners proposed by DePorter and Hernacki are (1) easily distracted by the commotion; (2) tend to read aloud (3) difficult to write but great at storytelling; (4) eloquent speaker; (5) easy to remember what they listen rather than what they see. Kinaesthetic students learn through manipulation and practice. They are difficult to focus on their work, and the possible they have bad writing.

Meanwhile, according Hawk & Shah, (2009: 2) kinaesthetic learners prefer to learn through experience, movement, touch, and action, for example active exploratio, experimentation, etc. Kinaesthetic students can also learn better through practice (learning by doing), learning by imitating (Oliver & Bowler, 2006: 75). In addition, a kinaesthetic student can learn easily throughout his involvement in an activity. However, they also tend to be impulsive and less patient. During teaching and learning process, they might be anxious if they cannot freely move and do something. The way they learn may seem haphazard and incoherent (Silberman, 2009 : 21-22). Leite *at.al* (2010: 1-14) presents the characteristics of kinaesthetic learners, they are (1) difficult to remain silent; (2) like to use real objects as a learning tool; (3) difficult to learn abstract.

Therefore, giving tasks (discrete and holistic) and perceptual learning style are hypotesized to have effect on students' English writing performance, so it is necessary to be tested empirically. The main problems examined in this study are (1) is there any significant difference between English writing performance of students given holistic tasks and students given discrete task?; (2) is there any sigbificant differences in English writing performance among visual students, auditory students, and kinaesthetic students?; (3) is there any interaction effect between giving tasks and learning styles on students' English writing performance?

METHODS

Research Design

This study was experiment with 2x3 factorial design. The acessible population of this study included the entire eighth grade students of three Junior Secodary Schools in District of Kapontori, Buton, Indonesia during 2014/2015 school-year; it comprised of 194 students. The sample consisted of 150 students, which was drawn from the population in the level of error 1%.

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

Table 1: The Design of 2x3 Factorial Experimental

	Tasks (A)		
Learning Styles (B)	Holistic (A1)	Discrete (A2)	Total
Visual (B1)	A1B1	A2B1	B1
Aditory (B2)	A1B2	A2B2	B2
Kinaesthetic (B3)	A1B3	A2B3	B3
Total	A1	A2	

The research sample representing three types of learning styles (visual, auditory, and kinaesthetic) are groups of students with equal number (equal-sized group in stratified sampling). From each type of learning styles identified. Then, it was taken 50 students randomly as samples of each group of learning style. Each of the group was divided into two small groups randomly as sub-samples (each group consisted of 25 students). One small group was given holistic tasks and the other was given discrete tasks. The specification of the research sample is shown in Table 2.

Tabel 2. The Specification of Research Sample

	Tasks		
Learning Styles	Holistic	Discrete	Total
Visual	25	25	50
Aditory	25	25	50
Kinaesthetic	25	25	50
Total	75	75	150

Research Procedures

Holistic tasks and discrete tasks were given to groups of students who have been determined in the experimental design. Each type of task consists of 24 sections which were given to students continuously from task 1 to task 24 in 12 weeks. The results of the students' work were corrected and given feedback before the work were returned to the students.

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

Table 2: The Outline of Discrete Tasks

No	Form	Focus	Task Number
1	Morfology Verb Tense	Ability to use verbs in the following tenses: 1. Simple 2. Past 3. Present Continuous 4. Past Continuous	1 - 9
	Word Order	Ability to formulate sentences with correct word order 1. verb + object 2. place + time 3. adjecive + noun	10 - 13
2	Syntax 1.Complete Sentence	1. Ability to differentiate between sentese and phrase 2. Ability to construct complete sentences	14 - 16
	2. Run-on Sentence	1. Ability to avoid two complete sentences stucked together (run-on) 2. Ability to revise run-on sentences	17 - 18

In the morphological level, discrete tasks were focused on word formation (base + suffix, for example the suffix -ed , -ing , -er , -s , etc.) and the combination of words (basic word + basic word). While, in the syntactic level, discrete tasks were focused on single sentence and complex sentence formation.

Holistic tasks were designed in form of simple text or discourse. The activities, which became the focus of holistic task consits of (1) replacing the tense of texts; (2) changing the subject or verb; (3) arranging random sentences into coherent paragraphs; (4) identifying discordant sentence in the paragraph; (5) rewriting the text by adding punctuation; and (6) retelling the contents of the text .

Table 3. The Outline of Holistic Tasks

No	Task	Focus	Tasks Number
1	Changing verb tense	The use of verb tenses	1, 2, 3, 4, and 5
2.	Changing subject of sentence (doer)	The use of personal and possessive pronoun.	6, 7, 8, 9, and 10
3	Arranging jumbed sentences to be correct paragraphs	Coherent	11, 12, 13, 14, and 15
4	Identifying discordant sentences in paragraph	Cohesive	16, 17, 18, and 19
5	Rewriting text by adding appropriate punctuation	Punctuation and mechanic	20 and 21
6	Retelling the content of the text	Rewriting text using students' own words	22, 23, and 24

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

Research Instruments

The instrument used to measure students' English writing performance is writing test. The students were asked to write down their past experiences. These tests were held with time duration 80 minutes. The test was given to the whole grade 8 students of the three schools (including the students who were not included as research sample) so that the testing atmosphere occurs naturally.

The results of the tests were assessed using scoring rubric developed by Ferris and Hedgcock (2011: 146), which focused on content, structure, rhetoric, grammar, vocabulary, and mechanics. To minimize the influence of subjectivity and bias in the assessment, the assessment was done by three raters, which work independently. The results of reliability (interrarter consistency) rating of the three raters was at 0.999, while the average reliability estimate for a rater was 0.746. It means that the results of assessment were reliable and consistent.

Data Analysis

The data of the research were analyzed using descriptive statistics and inferential statistics, which includes three phases: (1) descriptive analysis; (2) requirements analysis testing; and (3) research hypotheses testing. Descriptive analysis was conducted to present English writing performance data of each group in the statistical magnitudes, which includes the calculation of mean, median, mode, and standard deviation.

Testing requirements analysis was coducted to test the feasibility of the data. The data is feasible to be used in testing the hypothesis if it is normal and homogeneous. Data normalitywas tested using Liliefors test (α=0.05) and the homogeneity testing was done using Bartlett test (α = 0.05).

To test the hypothesis of the research, an analysis of variance (ANOVA) 2x3 was applied with F-test (α = 0.05), and followed by Tukey test to determine the level of differences between the mean scores achieved by the combination of treatment between cells in the experimental design.

RESULTS

Descriptive Analysis

As presented in Table 3, for inter-column group, the mean score of English writing performance (EWP) achieved by group of students given holistic tasks (A1) reached 68.44, while the mean score achieved by a group of students given discrete tasks (A2) is 66.20. For inter- line group, the mean score of EWP of group B1 is 69.10; B2 reaches 68,10; and B3 reaches 66,28. While the combination of treatment (in cells) the mean scores achieved: 73.48 (A1B1), 64.76 (A1B2), 70.08 (A1B3), 64.68 (A2B1), 71, 44 (A2B2), and 62.48 (A2B3).

The test of data normality was carried out on groups of data between columns, the data between the lines, and the data in cells. The results of the analysis showed that each group of data had Liliefors-value (L_o) smaller than Liliefors-table (L_t). The values obtained were (1) data between columns L_oA_1 (0.081) and L_oA_2 (0.081) with the value of L_t 0.102; (2) data between rows L_oB_1 (0.078), L_oB_2 (0.089), and L_oB_3 (0.093) with the value of L_t = 0.125; (3) the data of cells $L_oA_1B_1$ (0.077), $L_oA_1B_2$ (0.081), $L_oA_1B_3$ (0.068), $L_oA_2B_1$ (0.079), $L_oA_2B_2$ (0.092), and $L_oA_2B_3$ (0.097) with value of L_t = 0.177. Therefore, L_o values obtained from all

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

groups of tested data were smaller than the value of L_t. It can be concluded that all of the groups of data were in normal distribution.

Table 3.The Summary of Descriptive Statistic Analysis

A / B		A_1		A_2		*Total*
B_1	***n***	**25**	***N***	**25**	***N***	**50**
	$\overline{X}$	**73,48**	$\overline{X}$	**64,68**	$\overline{X}$	**69,10**
	S	**6,46**	***S***	**6,03**	***S***	**7,62**
	Min	**63**	***Min***	**54**	***Min***	**54**
	Max	**84**	***Max***	**77**	***Max***	**84**
B_2	***n***	**25**	***N***	**25**	***N***	**50**
	$\overline{X}$	**64,76**	$\overline{X}$	**71,44**	$\overline{X}$	**68,10**
	S	**4,53**	***S***	**6,18**	***S***	**6,34**
	Min	**55**	***Min***	**61**	***Min***	**55**
	Max	**72**	***Max***	**82**	***Max***	**82**
B_3	***n***	**25**	***N***	**25**	***N***	**50**
	$\overline{X}$	**70,08**	$\overline{X}$	**62,48**	$\overline{X}$	**66,28**
	S	**6,43**	***S***	**5,19**	***S***	**6,94**
	Min	**60**	***Min***	**54**	***Min***	**54**
	Max	**81**	***Max***	**71**	***Max***	**81**
Total	***n***	**75**	***N***	**75**	***N***	**150**
	$\overline{X}$	**69,44**	$\overline{X}$	**66,20**	$\overline{X}$	**67,82**
	S	**6,83**	***S***	**6,08**	***S***	**7,03**
	Min	**55**	***Min***	**63**	***Min***	**54**
	Max	**84**	***Max***	**82**	***Max***	**84**

The homogeneity of variance was tested using Bartlett test ($\alpha = 0.05$) with approach χ^2 taken to the analysis of groups being compared, the results were: (1) the value χ^2 of column group = 0.230 < table (3,841); (2) the value χ^2 of line group = 1.666 < table (5.990); (3) the value χ^2 of cell group = 4.467 < (11.070). Therefore all of the calculated values were smaller than the

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

values of χ^2 table, so it can be concluded that variant of data were homogeneous, so it is feasible to be compared.

Hypotheses Testing

The results of hypothesis testing (hypothesis 1 , 2 , and 3) are summarized in Table 4.

Tabel 4. The Summary of 2-ways ANOVA Testing

Source of Variance	df	Sum of Square	Mean of Sum of Square	$F\text{-}_{count}$	$F\text{-}_{tabel}$
Column (A)	1	393,66	393,66	11,51	3,91
ow (B)	2	201,88	100,94	2,95	3,06
Interaction (AB)	2	1854,12	927,06	2,98	3,06
Error	144	4924,48	34,12		

The first hypotesis testing results showed that statistically there is any significant differences in EWP between students given holistic tasks and students given discrete tasks. The results of ANOVA between column showed that the obtained $F\text{-}_{count}$ = 11,51 which was greater than the value of the F-table (0.05:1/144) 3,912 (11,51 > 3.91); so that it was evident to reject H_o and to accept H_1. Since μA1 > μA2 (67.253 greater than 64.760), it means that the students' EWP who given holistic tasks significantly better than the EWP of students given discrete tasks.

The second hypothesis testing results showed that statistically there is no significant different in EWP of visual students, EWP of auditory students, and EWP of kinaesthetic students. The result of ANOVA obtained between lines revealed the $F\text{-}_{count}$ 2,95 which was less than the value of the $F\text{-}_{table}$ (0.05 : 2/144) 3.06 (2.95 < 3.06). So that, there was enough evidence to accept H_o and to reject H_1 because μB1 (69.08) ; μB2 (68.10) and μB3 (66.28) were not significantly different.

The third hypothesis testing showed that statistically there was any significant interaction between giving tasks and learning styles on students' EWP (A*B) ($p < 0.05$). The results of ANOVA intercolumn and row showed the value of F_{count} = 3,98 which was greater than the value of $F\text{-}_{tabel\ (0,05:2/144)}$ (3,98 > 3,06). So that, there is enough evidence to accept H_o and to reject H_1. Futhermore, to explain the interaction effect beween giving tasks and learning styles on students' EWP is illustrated in Figure 1. The B1 line shows that the EWP of visual students given holistic tasks, which was higher than EWP of those given discrete tasks. The B2 line shows that EWP of auditory students given discrete tasks, which was higher than those given holistic tasks. The B3 line shows that the EWP of kinasthetic students given holistic tasks, which was higher that those of given discrete tasks. The lines B1 and B2 which intersect indicates an interplay interaction between giving tasks and learning styles on students EWP.

Since the interaction effect between giving tasks and learning styles on students' EWP was tested significantly, it is needed to compare the different between mean score of the combination of the treatment as shown in the Table 5. ***First,*** statistically showed that EWP of visual students given holistic tasks is better than EWP of visual students given discrete tasks. The result of testing showed that $Q\text{-}_{value}$ obtained is higher than $Q\text{-}_{table\ (0,05:1/144}$ (7,524 >3,92).

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

Second, it is tested significantly that EWP of auditory students given dicrete tasks is better than EWP of auditory students given holistic tasks. The result of testing revealed that $Q\text{-}_{value}$ obtained is higher than $Q\text{-}_{table\ (0,05:1/144}$ (5,711 >3,92).

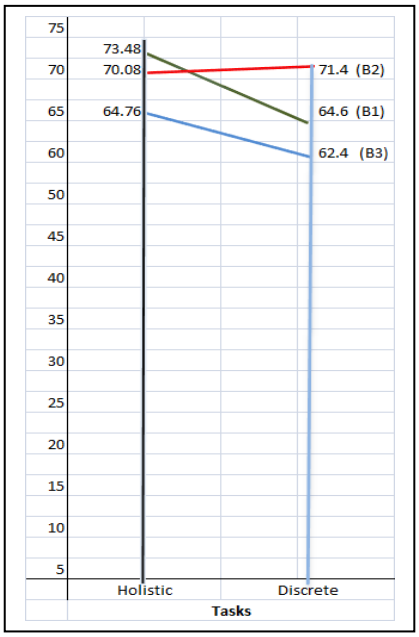

Figure1: The Iteraction Effect between Giving Tasks and Learning Styles on Students' Writing Perforance

Third, statistically showed that EWP of kinaesthetic students given holistic tasks is better EWP of kinaesthetic students given discrete tasks.The result of testing proved that $Q\text{-}_{value}$ obtained is higher than $Q\text{-}_{table\ (0,05:1/144}$ (6,498 >3,92).

Tabel 5. The Summary of Tuckey Test

No	Hypotheses	$Q_{\text{-count}}$	$Q\text{-}_{table\ (\alpha=0,05)}$	Conclusion
4.	$H_o7\ \mu A_1B_1=\mu A_2B_1$ $H_17:\mu A_1B_1>\mu A_2B_1$	7,52	3,92	Significant
5.	$H_o8:\mu A_2B_2=\mu A_1B_2$ $H_18:\mu A_2B_2>\mu A_1B_2$	5,711	3,920	Significant
6.	$H_o9:\mu A_1B_3=\mu A_2B_3$ $H_19:\mu A_1B_3>\mu A_2B_3$	6,498	3,920	Significant

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

THE DISCUSSION OF RESEARCH FINDINGS

Hypothesis 1, which stated that EWP of students given holistic tasks is better than the English writing performance of students given the discrete tasks; this hypothesis is tested significantly. It is evident that holistic task can provide direct practical language use. The best way to learn a language is to use it, so practice is better than theory (Vivanco, 2009: 1-14). This finding also prove that discrete tasks designed in the form of pieces of language that focuses on vocabulary and grammar mastery of are less effective to improve students' skills in writing. In connection with this reason, Hall and Lindzey (2009: 73-74) argue that it is impossible to understand the overall use of language by studying directly separated parts and pieces since everything can function based on the laws that do not exist in the parts. This idea is similarly to Homstad and Thorson which stated that vocabulary and grammar are important, but these componets have very small role in the overall process of writing (Homstad & Thorson, 1996: 1-23). Heffernan and Lincoln also stated that writing requires mastery of grammar, rules of word formation and sentence; but good writing is more than just to obey the rules of grammar (Heffernan & Lincoln, 2010: 7). This research finding support the theory that language is a whole unified that cannot be separated into pieces to be learned by the learner (Nunn & Thurman, 2012: 25-46). This finding also supports the idea that the teaching language would be more effective if it is presented in the form of context rather than in pieces (eg, vocabulary, grammar) isolated from the context (Ur, 2006: 93).

Hypothesis 2 which stated that EWP of visual students is better than those of auditory students and kinaesthetic students, is not tested. The mean scores achieved by these three groups (69.10 for visual students, 68.10 auditory students, and 66.28 for kinaesthetic students) are not statistically different. Therefore, the notion that the ability to write will be affected by the learning style of students can not be proven. Regardless of the limitations of the study, the possibilities of theories that serve as the basis for formulating hypotheses have weaknesses. It has been explained that visual students' character that can support their ability to write, for example, good in spelling, fast and diligent reader, quiet and usually not disturbed by the commotion (DePorter & Hernacki, 2000: 112-114). The relationship between frequency in reading with writing capabilities supported by Krashen and Lee (2004: 10-14) who state that by reading, someone will acquire knowledge of the language in writing, grammar, vocabulary, and style of discourse used by the author. Who reads more will gain more knowledge about writing and written language. However, it is stated that it cannot be guaranteed that anyone who are diligent in reading will be able to write. The theory that states that a good reader would be a good writer is a myth because many people are diligent in reading but not necessarily be able to write well (Pudewa, 2011: 1). Indeed, each individual, with any learning style, can be a good writer because ability to write belongs to all people. Anyone who is motivated to learn and always practice writing seriously will be able to write well (Schneider, 2011: ix). Vivanco stated that the ability to write has nothing to do with the innate nature but related to motivation and attitudes (Vivanco, 2009: 1-14). Students'difficulty in writing due to lack of exercise; as confirmed by Gardner (2008:10) that students' success in learning to write is directly related to the support and guidance given in the exercises and assignments because a person may not be able to produce good and satisfy writing without effort and struggle (Elbow, 2000: ix). Writing exercises and feedback provided by the teacher has a positive impact on the development of students' ability to write. Brookhart stated that feedback can provide information to the students so that they can understand their situation in learning and what to do next (factor cognitive). When they understand what to do and why to do it, according to Brookhart (2008: 2) that the students will realize that they have control of their learning (motivation factors). The finding also reinforce the theory states that everyone has the capacity to write, writing can be taught, and teachers can help students become better writers (Gardner, 2008: 10).

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

Hypothesis 3, which states that there is any interaction effect between giving tasks and learning styles on students' English writing performance, tested significantly. The interactions in this study means a condition in which giving tasks (holistic and discrete) and learning styles (visual, auditory, and kinaesthetic) affect students' EWP but this effect depends on the combination of the treatment. These findings support what is expressed by Dunn that when students are taught according to their learning styles, statistically proven to increase their academic ability, improve attitudes towards learning, and more discipline than they are taught in a way that they do not like (Dunn, 2010: 3). It also supports what is proposed by Riding and Rayner that the appropriate strategy or method is a cognitive tool for individuals that can assist learning success (Riding & Rayner, 2007: 79). Since the interaction in this study is tested significantly, it means that the effect of students' learning styles and kind of taks on students' EWP depend on the combination of the treatment.

It is tested that EWP of students given of holistic task is better than those given discrete task, tested significantly. This hypothesis is tested because visual students like to learn something in the overall context. This character is in accordance with the essence of holistic task that is an integration of the components of language. In addition, Silverman said that visual students need gestalt approach to learning; they will be able to learn well if the material is presented holistically, abstract relations, major concepts, inductive learning, and problem solving (Silverman, 2010).

It proved that EWP of students given discrete tasks is better than those of students given holistic tasks, is tested significantly. This is supported by the reason that auditory students are step by step learner, tend to learn from the easy to the difficult, and analytical thinker. These characters enable the auditory students to learn better from discrete tasks designed in the form of separate parts and arranged in stages. In other words, auditory students' EWP is facilitated by learning material arranged in the form of discrete tasks, as stated by Editor that breaking down the language into small pieces can assist students with specific learning character, so that they can learn to focus on those aspects of language (Editor, 2011: 1-6).

It also tested that EWP of students given holistic tasks is better than those of students given discrete task, was tested significantly. This is supported by the theory that kinaesthetic students can learn better through direct experience (Misbach, 2010: 82). The activities in holistic tasks that directly provide opportunities for students to practice writing (like changing the tenses, changing the subject, composing sentences, rewriting text by adding punctuation, summarizing text, etc.) can accommodate students'learning preferences so that they can can learn better than other kinaesthetic group assigned to do discrete tasks.

CONCLUSIONS

With reference to the research problems and hypothesis testing results the research results can be drawn as follows: (1). EWP of students given holistic is better than those of students given discrete; (2) There is no signifiant difference in EWP among visual students, auditory students and kinaesthetic students; (3) there is any interaction effect between giving tasks and learning styles on students' EWP, where: (a) for visual students, EWP of students given holistic tasks is better than those of given discrete task; (b) for auditory students, EWP of students given discrete tasks is better than those of given holistic tasks; (c) for kinaesthetic students, EWP of students given holistic tasks is better than those of given discrete tasks.
Finally, it can be infers that: (1) a holistic task is more effective than discrete task in improving students' EWP; (2) students' learning styles have no effect of on the ability of students to

ISSN 2055-0820(Print), ISSN 2055-0839(Online)

write; (3) holistic task is more appropriate to improve students' EWP for visual and kinaesthetic students; and (4) discrete task is suitable to improve auditory students' EWP.

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