CHAPTER I

INTRODUCTION

This chapter covers background of the study, statements of the research problem objectives of the study, scope and limitation, significances of the study and definition of key term.

A. Background of the Study

Each person is born with certain tendencies toward particular styles, but these biological or inherited characteristics are influenced by culture, personal experiences, maturity level, and development. Style can be considered a "contextual" variable or construct because what the learner brings to the learning experience is as much a part of the context as are the important features of the experience itself. According to Nurhayati (2015), many movement exploration activities is helpful in facilitating for perceptual-motor integration. Nurhayati (2016), stated as unique and complicated enough pattern should be observed deeply in order to know how those unique pattern are derived from of processes. Based on the uniqueness each of students has a learning style that is different from each other. Experts value each different student, organize, analyze and process information and experience in different ways (Rezaeinejad et.al, 2015)

Learning style becomes part and cannot be separated with learning process. Every students have unique learning style by their own. It helps them to improve their knowledge about the literature works which has some local cultures

which have not been known by the students widely (Nurhayati, 2014). Learning style refers to individuals' fastest and best way to learn. Every students absolutely has different way in learning. Students learn best by the information presented in the classroom. When the materials are not in their favor, they will not learn it '(Gilakjani, 2012). Students have their own ways in receiving information from people. Some students learn best by seeing, hearing, saying and others learn best by touching and moving. They are definitely required to improve their ability and knowledge (Nurhayati, 2018).

Celce-Murcia (2001) defines that learning styles as a general approach, for example, a type of learner who is global or analytical, auditory or visual. Learning styles are cognitive, affective, social and psychological behavioral characteristics that are indicators of how students receive, interact and respond to the learning environment (Vaishnav, 2013). Learning styles can be referred to as a series of factors, habits and behaviors that can facilitate learning for an individual in certain situations. It can be said that learning styles are the ability of students to receive and process information in learning situations. Nurhayati (2019) stated most of people agree that to prepare creative students, definitely they need to conduct mutual interaction process and become all their responsibilities, those are family, school, and society. Students believe in their ability to participate well in classroom learning tasks where their success in learning is influenced by the way the teacher presents the material to students and the learning steps that involve students in learning. The students may have psychological factor. For example is anxiety

Anxiety is a feeling that comes out of our mind and disturbs our feeling. Anxiety is not only happened in students but also it happens in a teacher. According to Byrne (1994), anxiety is one of the most important factors for creating professional burnout in teachers. The teacher often gives a task to the students and makes them feel something fear about what the teacher gives to them. Research has shown that construct-irrelevant factors such as language complexity and item format can interfere with student performance (Gillmor, 2015). Nurhayati, (2017) stated that the effects of English language proficiency academic anxiety, rewards and motivation on student achievement. Unfortunately, anxiety comes to everyone and makes them feel fear to do something. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them (Nurhayati, 2016).

According to Bozkurt (2004), anxiety is an emotional reaction against the environmental and psychological situations present in human structure in general. Anxiety is the uneasiness experienced in a situation threatening the individuals (Scovel ,1991). Moreover, anxiety can cause panic, despair, fear, boredom, shame, dyspnea, and loss of concentration (Dergisi, 2016)

In addition, Students who have high frequency of anxiety must reduce it in anyways. Here teacher must help the student who has a frequency of anxiety. Anxiety comes among individuals who feel insecure drastically increases (Üredi, Akbaşli & Demirtaş, 2016). Sezgin and Duran (2011) notice that most students have anxiety and are desperate about their future due to exam. Smith (2000) categorized the anxiety into three sub-groups: self-centered anxieties, task-centered anxieties, and student-centered anxieties. Self-centered anxieties express

the individual anxieties of teachers. Task-center anxieties is a fear about task that the teacher wants to give to the students, and student-center anxieties are fear in students feeling about their self. This anxiety can obstruct students' achievement.

Achievements is the way students learn influences their final results in learning material. Learning Achievement in academic is the achievement of the level because of tasks, or skills and expertise obtained through education or academic levels (Chaplin, 2006). In addition, academic achievement is also described as the results obtained based on impressions that result in changes in the individual as the end of learning activities. It can be mentioned academic achievement is a change in terms of behavioral skills or skills that increase during the learning process (Djamarah, 2004).

Suryabrata (1998), stated academic achievement as an educational assessment to the extent to which students learn and practice intentionally. Where the manifestation of the results of the teaching and learning process can be either oral or written solutions and direct skills and problem solving can be measured or assessed using standardized tests (Sobur, 1996). From this explanation it can be concluded that learning achievement is an assessment of the teaching and learning process that is measured using standardized tests.

Student achievement is one of the main factors that determine student success in various subjects and fields (Shukakidze, 2013). Thus, academic achievement is the main goal of the higher education system. Educators are looking for ways to improve education and achieve desired student outcomes (Eret, Gokmenoglu, & Demir, 2013)

Students' achievement refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests (Cunningham, 2012). Achievement itself derives from students' comprehension, understanding and mastery about certain information or skills which is taken from some tests which are given to the students. In learning listening, students certainly have different levels in achievements. According to Ellis, (2003) the different achievements are affected by individual differences such as motivation, aptitude, personality, cognitive style, learning strategies and preferred learning style.

There are some previous studies about learning style, anxiety and achievement. Malihah (2015) investigated the correlation between learning style and achievement in critical reading class. The result shows that students' learning style has no significant correlation with students' achievement in critical reading class. Another research from Karmila (2018), she investigated the correlation between students' learning style and students' reading comprehension. The result shows that there is correlation between students' learning style and reading comprehension.

The next previous study concerned with anxiety and English reading skill from Utami (2015), the result shows that there is negative significant correlation between students' anxiety and their English reading skill in which most of students with higher anxiety got lower English reading ability and students with lower anxiety got higher English reading ability. In addition, Sakila (2018), The result shows that there is positive correlation between parental support and students' English achievement. And it can be concluded that parental support gave

effect for the students' achievement in English. The researcher wants to try to find out the gaps between students' learning style and students' anxiety toward student' English achievement

From that explanation above, students' learning style and anxiety cannot be separated from students' learning, more aspects of students' learning need to be elaborated in this study to find out the most important or the most dominant aspects in students' learning. With the reasons above researcher thinks that this research is worth doing. Therefore, the researcher is interested in conducting research entitled **Correlation between students' learning style and students' anxiety toward student' English achievement in SMK PGRI KRAS"**

B. **Research Question**

Based on the explanation above, the researcher tries to formulate research problem as follow:

1. Is there any positive correlation between students' learning style toward students' English achievement in SMK PGRI KRAS?

2. Is there any positive correlation between students' anxiety toward students' English achievements in SMK PGRI KRAS?

3. Is there any positive correlation between students' learning style and students' anxiety toward students' English achievements at SMK PGRI KRAS?

C. **Objective of the study**

Based on the formulation of research question above, this study has an objective as follow:

1. To find out that whether there is any positive correlation between students' learning style toward students' English achievement in SMK PGRI KRAS.

2. To find out that whether there is any positive correlation between students' anxiety toward students' English achievements in SMK PGRI KRAS.

3. To find out that whether there is any positive correlation between students' learning style and students' anxiety toward students' English achievements at SMK PGRI KRAS.

D. **Scope of Limitation**

The scope of this study is only focused on students learning style and students' anxiety toward students' English achievements in learning process at First grade in SMK PGRI KRAS. This study is to describe students' learning style and students' anxiety toward students' achievements.

E. **Significance of the Study**

A research should have significance to this world. Minimally, it has significance in practical and theoretical.

1. Teacher

The result of this study gives idea for English teachers to teach with different strategy in their class. It is because the students have different learning style in their own. Students also have different level of anxiety.

Teacher should have a concept about psychological aspect from their students. Besides that the teachers know about the relationship between learning style and students' anxiety and students' achievements First grade at SMK PGRI KRAS.

2. Students

This study can provide students' knowledge about their own learning style and their anxiety. The best way to reach achievement is with a good learning style. The process of identifying their own anxiety gives the students opportunities to make reflections on their learning. They may develop clues and ideas on how to learn effectively and successfully.

3. Future researcher

For further researchers, this study is expected to be useful as their additional sources for conducting better research in the same area. Moreover, it is beneficial to find suitable learning strategies to overcome students' anxiety in students' English achievement.

F. Definition of Key Term

1. Learning Style

Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation. Styles influence how students learn, how teachers teach, and how the two interact. It will be measured by delivering questionnaires.

2. Students' Anxiety

Generalized anxiety disorder is characterized by feelings of restlessness, fatigue, and difficulty maintaining focus. symptoms of anxiety include nervousness, unease, a sense of impending danger or doom, sweating and trembling, inability to maintain focus, uncontrollable worry, and insomnia. It was measured by a questionnaire that delivered to them.

3. Students' achievement in English

Students' achievement is the measurement of the amount of academic content a student learns in a given time frame. Each instruction-level has specific standards or goals that teachers must teach to their students. It was measured by result of their report from the final test of semester.