

CHAPTER II

LITERATURE REVIEW

This chapter discusses some of theories that underlie this research as well as summarizes the findings of some of the previous studies. It includes the theories related to learning style, anxiety, students' achievements, and previous study.

A. Learning Style

1. Definition of learning style

People's ability in understanding and absorbing information is definitely different from each other. Some are fast, some are moderate, and some are slow. Therefore, they have to use different learning styles according to their easiest way to understand the same information or lesson. These people's different learning styles are their specific way in learning. People's specific ways in learning are affected by subject matter, context, age, prior knowledge, gender, motivation, and ethnicity (Cheng, 1998).

Learning styles according to Pritchard (2009:51) is defined variously such as: the particular way in which a person learns; learning mode - the preferred or best way for a person to think, the process of information and learning demonstration; the way someone likes to acquire knowledge and skills, habits, strategies, or ordinary mental

behaviors of learning, especially educational learning, that a person displays.

Many experts define what learning style actually is. According to Dunn (2000), learning style is the beginning way of students to focus on, process, absorb, and remember new and difficult information in which it is derived from biological and developmental characteristics. DePorter and Hernacki (1999) state that students' learning style is the combination of how students absorb, manage, and process information. Santrock (2011) also define that students' learning style is students' preferred ways to use their abilities in learning. Moreover, Nasution (2008) states that students' learning style is students' way in receiving information in learning activity.

Different learning styles indicate individuals' fastest and best way to absorb and comprehend information from the outside. Understanding learning style is a key to develop individuals' ability in their work, school, and environment. By understanding it, they are able to learn easily, communicate easily, and get maximum result in learning.

From the definition above, it can be concluded that students' learning style is a term used to describe the students' beginning way to receive any information. It also refers to the students' easiest, fastest, and preferred way to receive and understand any information in learning activity. It is possible for every student to have the

combination of learning styles, but every student usually have a dominant learning style or their own preference style

2. Types of Learning Style

Furthermore, Pritchard (2009:44-45) also explains that there are three kinds of specific learning styles, namely:

a. Visual learning style

In the visual learning style, learners prefer to learn by looking. Students with this learning style prefer information displayed in the form of charts, graphs, maps, or posters. Another feature of visual learners is that they often use hand gestures to describe situations or objects.

Visual students are also neat and disciplinary. They have neat handwriting and they usually learn with orderly books and pens. This type of students cannot bear if their room is in chaos with things. They also usually give attention to their appearance both in and outside school (Reid, 2005).

Visual students usually have problem in remembering verbal instruction. They usually forget to convey verbal message and also feel hard to choose words when they want to reveal something. Therefore visual students prefer to demonstrate something than to present it.

Mostly, students with visual learning style understand well about position, shape, numeral, and color. These students

remember things visually (Sims 1995). These students can exactly remember a picture of an object although the position of it is changed.

b. Auditory learning style

Auditory learners enjoy learning while listening. They have a good auditory memory of discussion, listening to teachers, interviewing, listening to stories, and from tape. Their tendency is that they like something traceable, repetitive and conclusive. When remembering something, they like to tilt their head and often move their eyes. Therefore, they will feel disturbed when there is noise around them.

This type of students also have problems with visual works. They are hard to read small characters and easily tired to read. They are also usually wrong to read. Moreover, they have sensitivity through music. They can repeat and imitate tone, rhythm, and sound of voice. These students also like to listen to music.

Usually, these students prefer to spend their holiday by listening to music than to play with their friends. They also can remember lyrics easily. Furthermore, this type of students likes oral reports. They like to speak, discuss, and explain things. They prefer to get oral test or assignment than to get written test or assignment. In discussing activity, they are usually become vocalists and they usually master the conversation.

c. Kinaesthetic learning style

Students with kinesthetic learning styles love how to learn from doing something or by practicing it. They love physical activities, travel, and other practical lessons. Students have orientation to do trial-error activity. They are brave to take a risk. In answering question, they prefer to just answer than to read the instruction before. They also learn practically and learn through manipulation. In addition, kinesthetic learners are also hard to keep quiet and need break time in classroom activities.

These students always have orientation to physic and movement. They cannot stand still for a long time. Because of that these students need more time to do anything. In class, these students prefer to learn by playing games that incite themselves. In explaining information or talking, they usually gesticulate. Mostly, the students with kinesthetic learning style Learning through physical activity. When they are reading a book, usually they point toward words that they read. Usually they also understand and comprehend lesson easily by rewriting the material that they have learnt.

They also give response to physical attention and touch people to get their attention. Because of that, to get people's attention they usually touch and stand near the people whom they talk to. Moreover, these students are also sensitive to the people's expression and people feeling.

3. Characteristic of Learning Style

According to Adi Gunawan (2004) in his book “Genius Learning Strategy”, there are seven general approaches in classifying types and characteristics of learning style; they are:

- a. The approach based on information processing; determining a different way in processing new information. This approach is developed by Kagan, Kolb, Honey and Umford Gregorc, Butler, and McCharly,
- b. The approach based on personality; determining different types of personal characters. This approach is developed by Myer-Briggs, Lawrence, Keirsey & Bartes, Simon & Byram, Singer-Loomis, Grey Whellright, Holland, dan Geering.
- c. The approach based on perceptual modality; determining dependency level through certain sensory perception. The approach is developed by Bandler and Grinder and Messick.
- d. The approach based on environment; determining different response through physical, psychological, and social condition, and instructional. This approach is developed by Witkin and Eison Canfield.
- e. The approach based on social interaction; determining different ways in connecting with others. This approach is developed by Grasha Reichman, Perry, Mann, Furmann-Jacobs, dan Merrill.
- f. The approach based on intelligence; determining different talent. This approach is developed by Gardner dan Handy.

g. The approach based on cerebral area; determining relative domination of cerebral area, such as left hemisphere and right hemisphere. This approach is developed by Sperry, Bogen, Edwards, and Herman.

B. Anxiety

1. Definition of Anxiety

Anxiety and panic are a series of mind and body reactions that have experienced by each people around the world especially when they speak in front of many people. Anxiety is state of tension and expectation of disaster. Anxiety-ridden individuals are continuously unhappy, worrisome and pessimistic, irrespective of existing or nonexisting dangers (Benjamin Wolman & George Stricker, 1994).

The Oxford Advanced Learner's Dictionary defines anxiety as the state of feeling nervous or worried that something bad is going to happen, while based on Horwitz (1986) explain that anxiety is subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. Spielberger (1970) state that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic system.

Ormrod (2011) who said that anxiety is someone's feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be. When someone is not sure about what will

happen in the future, they become anxious. In addition, the feeling of uneasiness and the apprehension appear. While Anxiety is the condition of apprehension and tension which is as a natural response to feel threat (Smith and Passer, 2009). It means that the anxiety naturally arises when someone is threatened by any specific situation.

In addition, Halgin and Whitbourne (2007) stated anxiety as a cause of people effort to avoid uncomfortable reaction which unease people to enjoy many ordinary situations. People become anxious when they try to avoid unpleasant situations in their life. Conolly and friends stated that anxiety is common feeling of worry and fear and is a normal part of someone's development but it may become problem when he/she increase or interfere it in daily life (Conolly, 2006).

Every people have this reaction and they should be professional to control such reaction. It may become disadvantages for them if they place this reaction in high level. Furthermore, Hilgard and his colleagues (2011) defined anxiety as a psychological construct that is described as a state of apprehension, a indefinite fear that is only indirectly associated with an object.

Another expert argues that anxiety is an adaptive response, described by feeling fear, in particular situation which may motivate and sometimes become abnormal if it is excessive in given situation or interferes with functional ability (Nevid, 2009). In line with previous definitions, Bennett (2006) said that anxiety is beneficial emotion as

long as it is in appropriate level, because without it, people will be careless and engage in dangerous activities that could lead them to injury or even death.

In summary, anxiety is a normal feeling of a human of being unease, nervous, afraid, and worry in our mind when we are faced to something or we are in an unpleasant situation that we think it is uncomfortable with us.

2. Categories of Anxiety

K.T. Strongman (1995) writes in his academic journal “Theories of Anxiety” define that theories of anxiety divided into five categories, namely: psychoanalytic, learning/behavioral, physiological, phenomenological/ existential, and cognitive.

a. Physchoanalytic

The realistic anxiety that referred by real objects is everyday anxiety; this has often been referred to as fear rather than anxiety. Although, neurotic anxiety as an unconscious conflict within the individuals since the conflict was unconcious, the person was not aware of the reason for their anxiety involve in a panic attack.

b. Learning/ behavioral

Hans Eysenck cited in Rofiatulumah develop the theory of anxiety that rests on more fundamental personality theory,

this theory depends on two major dimensions, extroversion/introversion and neuroticism. In this context, the neurotic individual is particularly sensitive to anxiety-provoking stimuli, this sensitivity being based on the automatic nervous system. So, from this perspective, anxietyproneness is inherited. However, anxiety can also be learned. Traumatic events lead to unconditioned fear, but can then become conditioned resulting in new stimuli producing the original anxiety responses, anxiety is viewed as conditioned fear.

c. Physiological

This category based on an exposition of what parts of the central nervous system might be involved in emotion in general and fear or panic or anxiety in particular. It is rely on a model of human psychology which rests on natural science.

One of the most interesting physiological expositions of emotion comes from Gray (1982, 1987) cited in K.T. Strongman (1995), it is one of substantial theory of anxiety which should be dealt with under the physiological heading. Gray regards the behavioral inhibition system as foundation of anxiety. He argues that the behavioral inhibition system suppresses any behavior that threatens as unwelcome outcome.

d. Phenomenological/ existential

Here anxiety is seen as a naturally occurring state of person. The distinction between fear and anxiety is very similar; fear is of specific object although anxiety is independent of any object, instead being a necessary condition of choice. Anxiety only develops after the development of self awareness allows a person also to form a self-hood. A fearful person moves away from a feared object, whereas an anxious person is in conflict and unsure.

This is developed by Fischer (1970) cited in Rofiatulumah, there are five components of terms of anxious experiencing, and they are:

- 1) There is an identity, which takes the form of milestones towards a way of living. If any of these milestones are threatened so that they might be lost, then anxiety results.
- 2) There is a world, which consist of a network of relations and involvement for each milestone. If anything in this world seems insurmountable and the world thus becomes threatened, then again anxiety may result.
- 3) There is motivation in which the world and the person's identity are perpetuated.
- 4) There is an action, which is involved in achieving a milestone and which expresses being.

- 5) Finally, there is ability which is a lived evaluation of uncertain competence.

For Fischer, anxiety is both anxious experiencing and the experiencing of the self or the other being anxious. As should be obvious from this brief description, Fischer's conceptualization of anxiety is vague, although it is experiential or phenomenological and he does not really succeed in fitting all the other types of formulation into the theory, even though the vagueness helps.

e. Cognitive

This theory follows that high and low anxiety of people will also differ in cognitive appraisal of ambiguity. Moreover, a person might be more susceptible to stress and anxiety in some stress situation than others.

Eysenck point out that the evidence about the role of the cognitive system in accounting for differences in susceptibility to stress is unclear but there are differences in cognitive functioning. The important thing of the theory of (trait) anxiety is that it draws attention to the importance of taking into account the cognitive system as well as the physiological and the behavioral (Strongman, 1995)

3. Foreign Language Anxiety

There have been many researchers talk about anxiety in English Foreign Language (EFL) classes. This has been a serious issue since it is related to the students' achievement. Mesri (2012) states that Foreign Language anxiety is widely used to described the feeling of tension and apprehension, which is specifically associated with foreign language learning contexts, including listening, speaking, reading and writing. Foreign language anxiety is a situationspecific of anxiety; that is, it is related to the language learning context (Horwitz, 2001). Considering about Foreign Language Anxiety, it is needed because it can represent an emotionally and physically uncomfortable experience for some students in EFL classes. If the students are very anxious in the class, they are probably not actively involved in teaching learning process.

However, Williams and Andrade (2008) claims that although there are some kind of anxiety which give bad contribution to students learning, there can be a good kind of anxiety, that is facilitating anxiety which can give positive effect on students learning. Thus, the teachers' real job would be to help students keep adequate anxiety, neither too high nor too low, because a proper level of anxiety plays as positive role and can motivate students to maintain their efforts in learning.

As a teacher, implementing preventative interventions and techniques may help students manage their anxiety or learn positive skills to prevent anxiety. Due to the fact that anxiety can have debilitating effect on foreign language learning, and the teachers have to be able to identify students with high levels of language anxiety (Gasparovich, 2008). Since foreign language anxiety is closely related to anxiety in native language, foreign language teachers should cooperative with their colleagues in order to be able to distinguish between students who are not interested in learning and those who are afraid to speak out due their language apprehension. The kind of help the teacher should be provided will differ from an individual to an individual.

4. Categorization of Foreign Language Anxiety

Horwitz, et. al. (1986) state that there are three types of foreign language anxiety that have been identified in order to break down construct into researchable issues. There are three related anxieties as components of foreign language anxiety: communication apprehension (the fear of communicating with other people), text anxiety (fear of exams, quizzes, and other assignments used to evaluate the students' performance), and fear of negative evaluation (the worry about how others view the speaker). Here are the brief explanations about three of them:

a. Communication Apprehension

Horwitz, (1986) states that communication apprehension refers to type of shyness characterized as fear of, or anxiety about communicating with people. Furthermore, Shabani (2012) states that communication apprehension in cases where learners lack mature communications skills although they have mature ideas and thoughts. Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due their limited knowledge of the language, especially in relation to speaking and listening skills (Tsiplakides, 2009). It is a fear about real communication with others.

In a foreign language classroom, language learners' oral tasks include not only learning the target language but also performing the language. Oral communication consists of two components: listening and speaking. Liu (2012) reports in his research most of students are particularly anxious when they have to speak a foreign language in front of their class. They never have an opportunity to communicate with their teacher or their peers. For example, when a student converses with the teacher in English, he may be anxious and afraid that he might not understand what the teacher is saying. Additionally, a student may lack confidence when he needs to explain something to another student in English.

b. Test Anxiety

Mayer (2008) argues that every student understands that taking a test means she will be graded, judged, and compared to her classmates, and that performing will get negative consequences from her teacher and parents. He also mentions that children with test anxiety can experience any number of physical, mental, and emotional symptoms, which can vary. Some children act out their anxiety in overt ways, whereas others suffer in silence. Physical symptoms include heart palpitations, shortness of breath, chest tightening/pain, or sore throat, stomachache, nausea, vomiting, or diarrhea, shaky limbs and trembling, headache and body aches. Those symptoms make the students losing their concentration on the test material or remembering what will study.

Horwitz, (1986) states that test anxiety refers to the type of performance anxiety results from a fear of failure in an academic evaluation setting. According to Shabani (2012), it is a fear of falling in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations. Birjandi and Alemi (2010) state that there are two reasons for test anxiety. They are (1) lack of preparation as indicated by cramming the night before the exam, poor time management, failure to organize text information, and poor study habits, and (2) worrying about past performance on exams, how friends and

other students are doing, and the negative consequences of failure.

Tsiplakides (2009) adds that students who experience test anxiety consider the foreign language process, and especially oral production, as a test situation rather than an opportunity for communication and skill improvement. Therefore, teachers need to provide communicative atmosphere at class rather than create a formal situation that just see the students as test takers. This relates to what appropriate language strategy that the teacher take in teaching English especially as foreign language.

c. Fear of Negative Evaluation

Lucas, Miraflores & Go (2011) define that fear of negative evaluation is the apprehension about other people's evaluations which may include avoidance of evaluate situation and the expectations that others might evaluate them negatively. According to Shabani (2012), there are seven sources of fear negative evaluation:

1. Fear of leaving unfavorable impression on others.
2. Negative judgment by others.
3. Fear of saying or doing the wrong things.
4. Fear of negative thoughts of others.
5. Fear of being noted the shortcoming by others.

6. Fear of being found fault by others.
7. Fear of disapproval by others

5. Types of Anxiety

People do not always experience anxiety on the same intensity. Some individuals are more disposed to anxiety than others, but some are not. It is necessary to differentiate individuals who are often anxious or who are not. That is why, Pappamihel proposes the types of anxiety into three types. They are trait anxiety, state anxiety and situational anxiety (Pappamihel, 2002)

a. Trait Anxiety

Someone who is more anxious or more prone to become anxious regardless of situation is having trait anxiety. Trait anxiety is anxiety as a part of person's character and be more serious disorder. A person who is having trait anxiety is likely to feel anxious in various situations. This anxiety is assumed as harmful because it will hamper language learning when it becomes a person's trait (Isrokah, 2016).

b. State Anxiety

Someone who appraise situation as being threatening or not within reasonable limits is said having state anxiety. In other words, this anxiety is arises in particular situation, not permanent. For example, a person usually is not anxious but becomes so when he/she is asked to make public speech. Most

people experience state anxiety which also known as normal anxiety

c. **Situational Anxiety**

Someone who suffers from situation-specific anxiety may appraise certain events as anxiety-producing only when certain factors are present is having situational anxiety. For example, a student may be anxiety-free when writing an essay in his language, but when he/she is asked to write a similar essay in English, as foreign language, the same student may feel higher levels of anxiety.

In the conclusion, anxiety can be divided into three types. They are trait anxiety: anxiety as a part of person's character; state anxiety: the anxiety arises in certain situation; and situational anxiety: anxiety is produced when certain factors are present

6. Symptom of Anxiety

Symptom of anxiety is the most common form of psychoneurosis occurring among individuals possessing above average intelligence and it also arise from the overaction when someone meet a difficulties, stress, and strains of life. There are several signs of anxiety that showed by anxiety symptoms involve in our body, mind, and behavior. Dixon (2012). These symptoms are:

1. Our Body

Someone who felt anxious to faced something usually visible by the signs:

- a. Breathing becomes more rapid
- b. Heart beat speeds up
- c. Feel dizzy and light-headed
- d. Get “butterflies” in stomach
- e. Feel sick and need a toilet
- f. The mouth becomes dry and it feels difficult to swallow
- g. Feel sweat more
- h. Feel “jittery” or “jumpy

2. Our mind

- a. Feel frightened
- b. May tell ourselves that we are physically ill, having heart attack or a stroke or a going mad
- c. Think that people are looking at us
- d. Worry that we may lose control and make a fool of ourselves in front of others
- e. Feel that we must escape and get to a safe place.

3. Our Behaviour

- a. Make excuses to avoid going out or doing things
- b. Hurry out a places or situations where are feel anxious
- c. Walk to avoid buses cross the street to avoid people

In summary, symptom of anxiety is the reaction or sign which come from our body and our mind when we are face something situations and make us uncomfortable. The symptom of anxiety make the students losing their concentration on class.

C. Achievements

1. Definition of Students' Achievements

Students' achievement refers to the grade which obtained by students from assignments or test on a certain material. Cunningham (2012) states that 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. Moreover, Travers (1970) states that achievement is the result of what an individual has learned from some educational experiences.

Students' achievement is important for future student's life. Because grade is very important that students' progress is recorded and reported to students. It is shall be used to guide and motivate students to learn. Grade is also used in certifying the students' qualifications for higher educational levers and for employment. (Magno, 2010).

According to Cizek (1997) academic achievement is defined as Knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both. In addition, Nurhidayah (2008) also states that academic achievement

is the students' result that has been achieved after following certain subject at school. Furthermore, Cizek (1997) takes the definition of achievement from the Dictionary of Education which is defined as Accomplishment or proficiency of performance in a given skill or body of knowledge, and progress in school.

In addition, the students' achievement score obtained from an assignment, midterm, and final examination. An assignment is a task or piece of work allocated to someone as part of a course of study. Usually, it instruction is given by the teacher. The midterm exam is an examination given in the middle of a school term. And the final exam is a test taken on a subject at the end of a school year or course.

2. Factors Affecting Learning Achievements

Djamarah (2002) states that a person's success or failure in learning caused by factors originating from within the individual and factors outside the individual. Clark (1997) supports this by stating that 70% of student learning outcomes at school are influenced by the ability of students and 30% influenced by the environment.

a. Internal Factors

1. Physiological Factors

Physiological factors are factors related to the physical condition of the individual. These factors can be divided into two kinds.

- a) The physical state.

Physical state in general greatly affects one's learning activities. The physical condition of a healthy and fit will be a positive influence on individual learning activities. In contrast, poor physical condition or illness will hinder the achievement of maximum learning results.

- b) The state of physical function/physiological.

During the learning process takes place, the role of physiological functions in the human body greatly affects the results of learning, especially the five senses. Five senses are functioning properly will facilitate learning activities well too.

2. Psychological Factors

Psychological factors are a person's psychological state can affect the learning process. Some of the main psychological factors affecting student learning is intelligence, motivation, interest, attitude and talent.

- a) Intelligence Student

The level of students' intelligence determines the level of success of student learning. This means, the higher intelligence capabilities of students, the

greater the chances for success, conversely, the lower the intelligence capabilities of students, the smaller the chances for success. Each prospective teachers and professional teachers rightly realized that intelligence incredibility students, either positive or negative as superior as borderline, usually lead the student's learning success. On one side is a very intelligent student would feel not receive adequate attention from school because lessons are presented too easy for him. As the consequence students bored and frustrated because they desire was a dammed demand unfairly. On the other hand, students who are ignorant will feel lousy follow lessons dish because it was too difficult for them. Hence the students were very depressed, and eventually get bored and frustrated as his experienced tremendous positive (Syah, 2003).

b) Motivation

According to Djali, (2008). Motivation is a physiological and psychological condition contained in one who pushed to perform certain activities in order to achieve the goal divulging (needs). While the motivation to learn by Aldelfer is the tendency of students in learning activities that are driven by the

desire to achieve the best possible learning outcomes (Nashar, 2004).

From the point source of motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is all factors that come from within the individual and provide the impetus to do something. Like a student who likes to read, then he does not need to be ordered around to reading because reading is not only an activity to be becoming happiness but also needs. In the process of learning, intrinsic motivation has an effective influence, because of the relative intrinsic motivation and no longer dependent on external motivation (extrinsic).

According to Frandsen, are included in the intrinsic motivation to learn among other things are:

1. Encouragement curious and want pry into wider world.
2. The existence of a positive and creative nature that exist in humans and desire to move forward.

3. The desire to achieve a feat that has the support of key people, e.g. parents, siblings, teachers, and friends.
4. There is a need to master the science or knowledge useful to him

Extrinsic motivation is a factor that comes from outside the individual but to give effect to the will to learn. Such as praise, regulation, order, exemplary teachers, parents, etcetera. The lack of response from environment will positively affect the spirit of a person learning to be weak.

c) Memory

Theoretically, there are three aspects related to the functioning of memory, namely:

1. accept the impression
2. saving impression
3. producing an impression.

Perhaps because these functions, the term "memory" is always defined as the ability to receive, store and reproduce the impression. Skills accept impression very central role in learning. Through these skills, student's subjects were able to remember the things he had learned. In the context of learning, these skills can be affected by

several things, among which the learning techniques used educator. Learning techniques are accompanied by props going deeper impression.

In addition, the development of learning techniques that utilize the "catwalk memory" is also more memorable for students, especially for the learning material in the form of formulas or sequences specific emblem. Examples of interesting case are to remember the names of key tone, D (and), A (chicken), B (duck) and so on

d) Interest

Interest is a fixed tendency to notice and remember some of the activities. Activities of a person of interest, note that with continuous pleasure. So different from the attention, because attention is temporary and not necessarily followed by a sense of fun, while the interest is always followed by a feeling of pleasure and satisfaction derived from it (Slameto, 2003).

Simply put, interest (interest) means the tendency and high excitement or great desire towards something. But apart from his popularity, interest as well as intelligence and motivation, for giving effect to the learning activity, it would not be eager or even willing to learn. Therefore, in the context of learning in the classroom, a teacher or other

educator needs to arouse the interest of students that are interested in the subject matter to be faced or learned. To generate interest in learning the many ways that can be used. Among other things:

1. By making the material to be studied as attractive as possible and not boring, either from the form of book materials, instructional design that frees students explore what is learned, involving all students' learning domains (cognitive, affective, psychomotor) so that students become active and the performance of teachers interesting when teaching.
2. Selection of majors or areas of study. In this case, it would be nice if the majors or fields of study chosen by students according to their interests

e) Attitude

In the learning process, individual attitudes can affect the success of the learning process. Attitude is internal affective symptoms such as a tendency to react or respond relatively permanent way to objects, people, and events and so on, either positively or negatively (Syah: 2003). Attitude is also the ability to pass judgment on something that brings in conformity with the appraisal. The assessment resulted in an attitude about something accept, reject, or ignore. Students have the opportunity to learn.

However, students may accept, reject, or ignore the learning opportunities.

f) Talent

Other psychological factors that affect the learning process are talent. Talent or aptitude is a potential skill of a special nature, which is specialized in a certain field or ability (Syaodih, 2005). If a person in accordance with the field of talent that is being studied, then the talent that will support the learning process so most likely he will succeed. Basically everyone has the talent or the potential for achievement of learning according to their capabilities.

Therefore, the talent base is also defined as the ability of individuals to perform certain tasks without depending on education and training efforts. Individuals who have had a particular talent, it will be easier to absorb information related to talent learn languages other than their own language. Because learning is also influenced by the potential of being owned every individual, so educators, parents, and teachers need to pay attention to and understand the talent of being owned by his son or learners, among other things with the support, code eloped, and not force the child to choose majors that do not fit with his talent.

b. External Factors

In addition to student characteristics or endogenous factors, external factors can also influence the students learning process. In this case, the external factors influencing study abroad can be classified into two categories, namely social and environmental factors non-social environmental factors.

1. Social Environment

Which includes the social environment is the interaction of students with others around them, the attitude and behaviour of people around the students and so on. Social environment affects learning many parents and families are the students themselves. The properties of the parent, family management practice, family strain, everything can be good or bad impact on the activity of learning and results achieved by the students.

a) Family Environment

This environment greatly affects learning. Family tensions, parental characteristics, family demographics (the houses), family management, all of them can have an impact on students' learning activities. Between relationship of family members,

parents, children, brother, or sister harmonious activity will help students learn well.

b) Environment from School

Like the teachers, administration, and classmates can affect a student's learning process. Harmonious relationship as between the three can be a motivation for students to learn more in the school. Sympathetic behaviour and can be an example of a teacher or administration may be incentive for students to learn.

c) Social Environment

Environmental conditions of the communities in which students would affect student learning. Student's seedy environment, many unemployed and neglected children may also affect the activity of students learning, most students do not need friends when trouble learning, discussion, or borrow the tools of learning that has not happened to property.

2. Non-Social Environment

Factors including non-social environment is:

a) Natural Environment

Natural Environment is a protégé neighbourhood, living, and trying there in. In this case the state of temperature and humidity is very influential in the learning of the students. The students will learn better in a state of fresh air. From this fact, people tend to be more comfortable learning when the morning, but because when it's high absorption. It's like in a classroom environment. And the air temperature must be observed in order to satisfy learning outcomes. Because learning in a state of heat, it will not be maximized (Djamarah, 2002).

b) Instrumental Factors

Instrumental factors are learning device that can be classified two kinds. First, the hardware, such as school buildings, learning tools, learning facilities, sports fields, and so forth. Second, the software, such as school curriculum, school rules, book, syllabus and so forth.

c) Factor Subject Matter (which is taught to the student)

This factor should be adjusted to the age of the development of students as well as teachers' teaching methods, related to student growth conditions. Therefore, in order that teachers can provide a positive contribution to the students learning activity, the teacher must master the subject matter and teaching methods that can be applied in accordance with students' condition.

D. Previous Study

There are many previous studies investigated correlation between learning style and Anxiety toward Students' Achievements. The first study was conducted by Dede Nurul Faridah (2014) entitled "*The Relationship between Students' learning style and Their Achievements in Listening Skill*". This study investigated about the relationship between students' learning style and their achievements in listening skill. The result of the study is that there was no significant relationship between students' learning style and their achievement in listening skill at the first grade of the SMA N 1 Pamijahan Bogor. The finding contradicts and refuses the theory that learning style is influential through achievement.

The second study was conducted by Helty (2009) with the title "*Students' Learning Style in English Department and Their Achievement in Vocabulary at The First Semester of IAIN SULTAN THAHA SAIFUDIN JAMBI*". This study investigated about Students' Learning Style and

Achievement in Vocabulary. The result of the study is various learning style types owned by learners may relate to their difference mastery of vocabulary. In other words there is a correlation between student's learning style and their achievement in vocabulary.

The third study conducted by Kubilay Yazıcı (2017) title "*The Relationship between Learning Style, Test Anxiety and Academic Achievement*". This study investigated the relationship between learning style, test anxiety and academic achievement. The result shows that there was no relationship between test anxiety and academic achievement, while learning style, it can be concluded that students with independent, cooperative and dependent learning styles increased their academic achievement levels at low level.

The fourth study conducted by Tri Listiyaningsih (2018) entitle "*Students' Anxiety in Speaking English Class at The Eleventh Grade of Man 4 Bantul in The Academic Year of 2017/2018*". The researcher found that most of eleventh grade students of MAN 4 Bantul in the academic year of 2017/2018 felt anxious when speaking. I seem that anxious is one of factors influence performance or achievements from a student. I can be conclude that there is correlation between anxiety and speaking English in the class.

The fifth study was conducted by Rustini (2017) with the tittle "*The Correlation between Foreign Language Anxiety and Speaking Achievement of The Eighth Grade Students of Madrasah Tsanawiyah Paradigma Palembang*". This study investigated the correlation between foreign

language anxiety and speaking achievement of the eighth grade students of madrasah tsanawiyah paradigm Palembang”. The result of the study indicated that no correlation has found between foreign language anxieties and speaking achievement.

The researcher wants to do research and add some other aspects. It is because the researcher wants to know the impact of the research to the students’ achievement. The researcher wants to put learning style and anxiety to students’ achievement, and no other predicting factor except mentions here. By combining some aspects the researcher hopes to get the data in detail and more complex.