

CHAPTER V

DISCUSSION

This chapter discusses the findings of the study. It covers discussion on students' learning style, students' anxiety and students' achievement.

A. Discussion

In order to strengthen the value of this study the discussions are made based on the result of data analyses. According to the findings, there was no significant correlation between students' learning style and students' English achievement. This is the same with students' anxiety and students' English achievement, there was no correlation between students' anxiety and students' English achievement.

The finding of previous study, Helty (2009) said that there was a correlation between student's learning style and their achievement in vocabulary. Other previous study was Karmila (2018), the result shows that there was correlation between students' learning style and reading comprehension. There was a significant correlation both of them. It means that H_0 was rejected and alternative H_a was accepted.

The finding of this research in a line with the previous researches. There was no significant correlation between Students' Learning Style and students' English achievement in SMK PGRI KRAS. It was supported with some previous study. Faridah (2014) found 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. Another finding is from Malihah (2015), she 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. The finding contradicts and refuses the theory that students' learning style is influential through students' English achievement. The insignificance finding occurred since learning style was not the only factor that affects students' achievement. Ellis (2003) stated there are some other factors affecting achievement such as motivation, aptitude, cognitive ability, interest, weather, and others.

For students' anxiety, the researcher found in the finding that there was no correlation between students' anxiety and students' English achievement. It is supported with Utami (2015). The result shows that there was 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. Similar with Yazıcı (2017) with the result showed 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. Other researchers, Rustini (2017) said that no correlation has found between foreign language anxiety and speaking achievement.

It is opposite with Listyaningsih (2018), she 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 anxiety is one of factors that influence performance or achievements from a student.

The result showed that most of the researcher has the same result about students' anxiety and students' achievement which was there was no correlation between students' anxiety and students' English achievement. It is not in line with Horwitz, et.al. (1986) who found that communication apprehension, test anxiety and fear of negative evaluation effected students' achievement. He also stated that there were significant relationship between language performance and English language anxiety.

Many factors affect students' English achievement such as external factors like parental support. It mentioned in Sakila (2018), The result shows that there was positive correlation between parental support and students' English achievement. And it can be concluded that parental support gave effect to the students' achievement in English. So, other factors have correlation and influence toward students' English achievement.

It can be concluded, most of the result showed that no correlation and influenced between students' learning style and students' anxiety toward students' English achievement. It was possible to happen because every student has their own learning style and anxiety when they are learning English and comprehend it.