



The Correlation between Learning Styles and Academic Achievement of English Education Second Semester at FKIP Batanghari University Jambi.

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ARTICLE INFO

Article History:

Received 05.01.2025

Received in revised form 15.01.2026

Accepted 20.01.2026

Available online 30.04.2026

ABSTRACT

The purpose of this study is to determine whether students' learning preferences and academic success are related. The researcher used the correlation method in quantitative design. Questionnaire and student transcripts served as the data collection tools. The sample consisted of 22 students. Data questionnaire used analyzed by using Pearson Product Moment Formula. It was used to analyzing the question base on the category of students learning style. The Second Semester English Education Students' of Batanghari University. Findings of the students' learning styles also indicate that, out of all the other kinds of learning styles, The findings indicated that the majority of students selected Visual + Kinesthetic learning styles. Additionally, the mean score of 81 indicates that the second semester English education students at FKIP Batanghari University in Jambi had an excellent learning style. The average student achievement score in learning English was 83, which is considered very high. Students' achievement and their learning style did not correlate well. R analysis was 0.750, falling between 0.60 and 0.799, indicating high correlation. between their learning style and their performance in English classes.

Keywords:

Correlation, Learning Styles, and Academic Achievement.

DOI. 10.30653/003.0121.470



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INTRODUCTION

One of the key elements influencing students' performance in learning a particular subject is their learning style. Both the teacher and the students themselves can identify the most efficient learning method by knowing each other learning preferences. However, the majority of there has been some challenges during the learning process, and pupils are not aware of their own learning preferences. The majority of students' frequently struggle to put their ideas into words. Some kids would rather remain silent in class than participate. There are several reasons for this, and one of them is learning style, which can affect students' capacity to learn, particularly in speaking.

The environment and motivation are two of the many elements that affect the process of learning English (Brown 2002:14). It would be simpler for students' who like to learn alone than for those who because parents told them. As a result, parents should first inspire their children's interest or

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drive. If they reside in a community where most people speak English, learning the language will often be simpler. Students will find it simpler to master English the more they utilize it.

According to Grinder in Nihayah, learning styles are based on modalities (2011:1). May be divided into three types: auditory learning styles (which are more sensitive to the sense of hearing), visual learning styles (which are more sensitive to the kinesthetic learning style (more sensitive to movement, labor, and touch), and sense of hearing. Every person essentially possesses all of the learning styles, but there is one that is more prevalent. Each person tends to have a preferred learning style that facilitates acquiring the material. Every person who is aware of their learning preferences and capable of putting a learning strategy into practice will succeed in their studies.

Learning style is defined by Wang (2007: 409) as a person's preferred or customary methods of processing information and turning it into personal knowledge. It was a learning environment where pupils were most likely to learn. Consequently, learning method was not particularly focused on what although they prefer to learn the materials, learners do learn. Additionally, every individual has a preferred method of learning that determines how they like to absorb and process information. While some students may benefit more from hands-on activities, others may prefer to listen to music while learning, and yet others may rely more on presentation or picture.

People with a propensity for visual learning are more eager to observe the material being studied. For those with a visual learning style, a picture or representation make it easier to comprehend concept or information than offered as an explanation. On the other hand, those who prefer to learn best by hearing are those who have an auditory learning style. They like what other people have to say. Those with a propensity for kinesthetic learning will learn more effectively while physically engaged in hands-on activities. If they are actively interested in their education, they were learning a great deal. If students have the opportunity to use the media to gain new material, they will succeed in their studies.

Based on the observation is no empirical data on learning styles in Batanghari University Jambi. As a result, lecture cannot implement learning strategies related to the students' needs or learning styles. Some lecturers are still teaching with their own teaching style without giving attention to their students' learning style preferences. As a result, students become passive. For example, the lecture gives the material but only to explain the concepts of books or other references. Students seen have no problem but in fact students are confused in receiving lessons given and they try to find way how to get the information with ask their friends. This strategy is not necessarily appropriate for the students. Therefore, lecture is very important to know their students' learning style. Based on explanation above there is no empirical data on learning style; the researcher is interested in conducting research in Batanghari University Jambi.

METODE

In this research used quantitative. These research The Correlation between Learning Style and Academic Achievement of English Education Second Semester at FKIP Batanghari University Jambi. The researcher use the researcher used the correlation method in quantitative design. According to Creswell (2013), quantitative research focuses on obtaining numerical data and using it to understand a particular event or extrapolate it to other situations Groupings of individuals. Through the use of sampling strategies and questionnaire distribution, quantitative research collects data from both present and potential respondents.

A Correlation Research involved collecting the data to determine whether or not and to what degree, a relationship exists between two or more variables or sets of scores (Creswell, 2008). Students' achievement is the dependent variable, or Y variable, while their learning styles are the independent variable, or X variable.

In this research, the population refers to at Second Semester FKIP in Batanghari University Jambi with a total of 22 students. A research study's sample is the group from which data is gathered (Fraenkel et al., 2012, p. 91). This study's sample was selected by the purposive sampling technique. Both employ judgmental sampling, also known as purposive sampling. Based on Creswell (2005, p. 204), in this method, the researchers selected individuals and sites to learn and understand about the topic whether they were —information rich. Techniques for collecting data are (1) distributing questionnaire, and (2) Documentation (GPA). The researcher made sure that the participants were prepared before beginning the data gathering process. Before analyzed the questionnaire, the researcher divided the students' learning styles into 3 categories; visual, verbal and kinesthetic learning styles. Each variable was assessed using a Likert scale consisting of 5 alternative choices: Strongly agree, agree undecided, disagree, and strongly disagree. We can see the table below:

Table 1. Likert Scale

Option	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Researchers can obtain information from a large number of individuals by using questionnaires as a data collecting tool. Three types of learning styles were included in the questionnaire: visual, auditory, and Kinesthetic consisted of 21 statement. As previously mentioned, students fill out this questionnaire directly using a Google Form. The second instrument was academic document. Here, the researcher used students' GPA documented by English Education Program.

DISKUSI

This study examined the relationship between students' learning styles and their academic achievement among the second-semester English Education students at FKIP Batanghari University, Jambi. Data were collected through questionnaires and documentation of students' GPA. The findings revealed that most students showed a combination of learning styles, particularly Visual–Kinesthetic, followed by Auditory–Kinesthetic and Visual–Auditory. This indicates that students tend to learn effectively through visual representations and active physical engagement.

The average learning style score was 81, categorized as very good, while the average academic achievement score was 83, categorized as very high. The analysis using the Pearson Product Moment correlation yielded an r-value of 0.750, which falls within the range of 0.60–0.799, signifying a high correlation between students' learning styles and academic achievement. However, the p-value exceeded 0.05, suggesting that the correlation, while strong, was not statistically significant.

Additionally, the following table shows the frequency and proportion of students' learning styles can be seen in the following table:

Table 2. The Frequency and Percentage of Students' Learning Style

No	Score	Classification	Frequency	Percentage
1	81-100	Very Good	14	63,63%
2	61-80	Good	8	36.36%
3	41-60	Fair	0	0
4	21-40	Less	0	0
5	0-20	Poor	0	0
Total			22	100%

According to Table 3 above, 14 (37.37%) of the students believed that their learning style was very good. There were (36.36%) of the students said their learning style was good. 22 samples were found to have no Students' learning styles were described as fair, less, and poor. The majority of students stated that their preferred method of learning at FKIP Batanghari University Jambi. For calculated their achievement scores

The achievement score had been established. The following table displays the average student achievement score:

Table 3. Mean Score of Students' Achievement

Variable	Mean Score	Classification
Students' Achievement (Y)	83	Very High

The above table illustrates that the students' achievement score in the eleventh grade was 83, which was categorized as "Very High" according to the standard classification. Briefly, a few pupils had elevated accomplishment of learning English. Additionally, the following table shows the frequency and percentage of students' achievement English Education Second Semester at FKIP Batanghari University Jambi.

Table 4. The Frequency and Percentage of Students' Achievement

No	Score	Classification	Frequency	Percentage
1	81-100	Very High	17	77,27
2	61-80	High	5	22,72
3	41-60	Medium	0	0
4	21-40	Low	0	0
5	0-20	Very Low	0	0
Total			22	100%

According to the table 4, students (77.27%) were classified as having high achievement, while 5 students (22.72%) were classified as having very high achievement. Last but not least, no kid had medium, low and a pretty poor performance. Ultimately, English Education at Second Semester at FKIP Batanghari University Jambi.

SIMPULAN

The study revealed that the most dominant learning style among the second, semester students of the English Education Study Program at FKIP Batanghari University Jambi is the auditory learning style. Most students tend to learn more effectively through listening activities such as lectures, discussions, and audio, based learning. This result is consistent with De Porter and Hernackis theory, which states that auditory learners typically learn best by hearing and reproducing sounds or speech patterns. The analysis with Pearson Product Moment formula showed a strong positive correlation between students learning styles and their academic achievement with a correlation coefficient of $r = 0.750$, which is in the high category (0.600.799). This means that the better students understand and apply their preferred learning style, the higher their academic performance will be.

However, the study also found that learning style is not the only factor that influences academic achievement. Besides that, variables such as motivation, learning environment, teaching methods, and social support, affect students' success in learning English. This research highlights the point that knowing the students' learning styles is one of the factors teachers should not overlook when preparing their effective and adaptive teaching strategies. Matching the instructional methods to the students' preferred learning styles makes the teaching and learning process more interactive, interesting, and thus more likely to result in academic success

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