

ABSTRACT

Maulidiyah, Nur, Aza. 2016. *The Correlation between Students' Learning Style and English Achievement at Muhammadiyah Junior High 1 Gresik*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Yudhi Arifani, M.Pd, (II) Rohmy Husniah, S.S., M.Pd

Key words: Correlation, Learning Style, English Achievement

The students have their own model for learning language to reach the goal of learning. Learning style is the way of the students to decide the effective and efficient way to sense, remember, process, and save what they have tried to learn. However, the students of junior high school, especially at eighth grade, they have their own learning style to learn the language, but they have not known yet which learning style that can help them achieve English achievement. Meanwhile, there are four kinds of learning style. Those are converger, concrete, conformist, and communicative learners.

This quantitative study wants to investigate whether there is correlation between students' learning style and English achievement. So, The researcher gave the questionnaire which was adopted from Willing (1988) to the students to find the students' learning style. 25 students of Muhammadiyah junior high 1 Gresik grade 8A were given the questionnaire. Then, the researcher gave writing test to 17 students who have converger and concrete learning style to know their English achievement. The writing test was analyzed using rubric for the English teacher. The last, the researcher interviewed some students to check the validity of students' respond in questionnaire. Meanwhile, the data analyzed using SPSS 16.0 and used pearson's product-moment correlation coefficient.

The research finding from calculating of data showed that there was positive and weak correlation between converger learning style and English achievement ($r = 0.187$). In the different result, the data showed that there was positive and strong correlation between concrete learning style and English achievement ($r = 0.818$). Furthermore, the p-values were 0.605 and 0.024. That is why, the first p-values was accepted the null hypothesis (H_0) and the second p-values was rejected the null hypothesis (H_0). It means that there was no significant correlation between students' converger learning style and English achievement at Muhammadiyah junior high school 1 Gresik and there was significant correlation between students' concrete learning style and English achievement at Muhammadiyah junior high school 1 Gresik.

Finally, the result of this study showed the different result with the previous study. The previous study showed that converger and concrete could give impact on students' academic achievement. This study showed that there was no significant correlation between converger learning style and English achievement. On the other hands, the result of concrete learning style has the similar result with the previous study which showed significant correlation

between concrete learning style and English achievement since the subject of the study was high school students. Because this study showed different result, it is suggested to conduct studies which aim to find the correlation between all students' learning style type in learning language for finding the best learning style to reach their English achievement. By doing so, students need to develop their learning style to improve their learning process. It can produce good achievement in learning English.