

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains the focus on presenting and discussing the results of the research conducted by the researcher.

A. Findings

The research findings showed that there was no significant correlation between students' learning styles and English academic achievement of tenth grade students at SMK Yasemi Karangrayung. Based on the results of the Spearman's rho test, a correlation coefficient value of 0.136 was obtained. The significance value was 0.193, which was higher than 0.05. Based on this result, H_0 was accepted and H_a was rejected. The findings also revealed that Kinesthetic was the most common learning style among the students. However, students with a read/write learning style had the highest mean English academic achievement scores. Therefore, the most common learning style among students did not always correlation to the highest English academic achievement scores.

1. Characteristics of Respondent

The respondents in this research were tenth-grade students of SMK Yasemi Karangrayung. The research sample was selected using the cluster sampling technique, resulting in three classes: X TBSM 1, X TKRO 2, and X TKRO 3. The selection of classes was carried out by considering the simplicity of doing the research and coordinating with the English teachers who taught English in those classes. In addition, the researcher became familiar with the learning characteristics in those classes during field practice activities. Therefore, the three classes were

considered suitable to be used as samples for research in examining students' learning styles and English Academic Achievement.

2. Descriptive Variable Analysis

The data in this research were collected using the VARK questionnaire to identify students' learning styles. The questionnaire is divided into four categories of learning style: Visual, Auditory, Read/Write, and Kinesthetic. Meanwhile, the data on English academic achievement was collected from the first semester English report card grades of tenth grade students for the 2025/2026 academic year, provided by the English subject teacher. This research was a quantitative study focused on finding out if there was a correlation between students' learning styles and English academic achievement

After the questionnaires were collected, the researcher calculated the scores in each category of students' learning styles. Next, the resulting scores were used to determine the learning style category with the highest score for each student. The learning style data were divided into four categories: visual, auditory, read/write, and kinesthetic. After that, the data were examined along with the students' first-semester English report card scores using SPSS. Here are the results of the students' learning style categorization based on the VARK categories:

Table 4.1 Result learning style and scores English achievement

No	Name	V	A	R	K	Learning Style	English Achievement
1.	ADR	7	4	2	3	V	76
2.	AIK	3	4	4	5	K	76
3.	AR	1	5	4	6	K	79
4.	AP	2	6	4	4	A	74
5.	ABS	2	5	1	8	K	79
6.	APR	2	6	4	4	A	74

7.	ARS	1	7	4	4	A	75
8.	BPP	1	6	3	6	A-K	76
9.	BA	4	4	7	1	R	79
10.	DAP	6	5	4	1	V	76
11.	DPP	4	6	2	4	A	76
12.	ER	5	2	4	5	V-K	76
13.	DDP	5	3	3	5	V-K	75
14.	KSP	1	9	2	4	A	80
15.	FAR	2	6	2	6	A-K	80
16.	MAS	1	5	4	6	K	78
17.	MFS	4	5	1	6	K	81
18.	MUA	3	3	6	4	R	79
19.	NRP	4	3	4	5	K	75
20.	OAP	5	3	4	4	V	76
21.	QZM	2	3	4	7	K	79
22.	RD	2	6	3	5	A	76
23.	RAS	2	5	4	5	A-K	75
24.	RAS	2	3	3	8	K	80
25.	SPA	2	3	6	5	R	74
26.	SF	4	9	1	2	A	78
27.	SBAP	6	2	4	4	V	76
28.	VVS	5	1	2	8	K	74
29.	YF	2	6	4	4	A	81
30.	AP	5	7	2	2	A	79
31.	AA	1	4	5	6	K	77
32.	AA	3	2	5	6	K	77
33.	AS	3	7	3	3	A	79
34.	AY	3	1	4	8	K	80
35.	ABS	1	3	0	12	K	79
36.	AK	4	5	1	6	K	78
37.	ABM	7	4	4	1	V	77
38.	BRS	4	4	2	6	K	77
39.	BAP	4	5	2	5	A-K	77
40.	DV	4	2	4	6	K	80
41.	FR	6	4	1	5	A	77
42.	FGS	5	3	1	7	K	77
43.	FZH	3	2	5	6	K	78
44.	FAA	2	5	5	4	A-R	80
45.	HSS	5	4	2	5	V-K	78
46.	IWA	4	6	2	4	A	80
47.	IMS	4	5	4	3	A	78
48.	KP	4	2	5	5	R-K	81

49.	MAS	0	7	2	7	A-K	78
50.	MAH	2	2	3	9	K	75
51.	MIS	4	2	1	9	K	77
52.	MKA	1	3	4	8	K	77
53.	MAS	4	6	2	4	A	80
54.	MRP	4	3	4	5	K	76
55.	MRAR	5	3	1	7	K	75
56.	MF	3	7	2	4	A	78
57.	OM	3	8	2	3	R	77
58.	RA	4	2	7	3	R	75
59.	RAM	3	2	5	6	K	74
60.	RLU	5	3	6	2	R	76
61.	RAS	1	6	3	6	A-K	82
62.	RR	8	1	5	2	V	83
63.	VF	3	6	3	4	A	80
64.	VJK	2	5	4	5	A-K	78
65.	WW	5	4	3	4	V	77
66.	AS	3	4	6	3	R	79
67.	AFM	6	3	4	3	V	72
68.	AM	3	6	1	6	A-K	73
69.	AFU	5	5	2	4	V-A	73
70.	ASA	4	2	4	6	K	80
71.	ANO	4	3	2	7	K	80
72.	BAA	2	7	3	4	A	79
73.	DA	3	7	0	6	A	73
74.	DBW	1	5	5	5	A-R-K	74
75.	DA	3	7	3	3	A	71
76.	GAP	3	7	2	4	A	81
77.	HF	3	1	7	5	R	79
78.	JAA	0	6	3	7	K	77
79.	KND	3	2	4	7	K	73
80.	MIAJ	7	3	4	2	V	72
81.	MH	1	5	5	5	A-R-K	73
82.	MHR	2	5	1	8	K	76
83.	MIML	3	5	4	4	A	74
84.	MJSM	4	7	1	4	A	73
85.	MVBE	3	2	2	9	K	80
86.	QFS	4	2	5	5	R-K	72
87.	RAR	3	3	5	5	R-K	80
88.	RAP	3	5	5	3	A-R	76
89.	RAS	3	7	1	5	A	75
90.	RA	4	0	4	8	K	79

91.	SDL	2	3	6	5	R	76
92.	TIAP	3	1	6	6	R-K	80
93.	TRH	2	1	4	9	K	80

Based on the VARK questionnaire results, some students had the same scores in two or more learning style categories. This means that they had more than one learning style preference. There were 20 students who were classified as multimodal. Meanwhile, 8 students were classified as visual, 23 students as auditory, 9 students as read/write, and 33 students as kinesthetic. The students were grouped into five categories: multimodal, visual, auditory, read/write, and kinesthetic. The data were analyzed together with the students' English achievement scores using Spearman's rho.

Furthermore, the students' English Academic Achievement scores were analyzed. The descriptive statistics based on each learning style category are presented in the following table :

Table 4.2 Mean Score in English Academic Achievement

Learning Style	Mean	Std. Deviation
Visual	77.75	2.712
Auditory	77.00	2.923
Read/Write	78.11	2.369
Kinesthetic	77.06	2.193
Multimodal	76.55	3.034

Source: Proceed using SPSS 25

students with a Read/Write learning style achieved the highest mean score in English Academic Achievement (78.11). This was followed by visual (77.75), kinesthetic (77.06), and auditory (77.00). Meanwhile, students with a multimodal learning style had the lowest mean score (76.55). Although there were differences in the mean scores among the five learning style categories, the differences were

relatively small. The research data showed that the kinesthetic learning style was the most common among students. However, students with the read/write learning style achieved the highest average scores in English academic achievement.

3. Prerequisite Analysis

a. Normality Test

The normality test was conducted to determine whether the English achievement data from 93 students were normally distributed. The results showed a significance value of 0.002 in the Kolmogorov-Smirnov test and 0.029 in the Shapiro-Wilk test. Since both values were less than 0.05, the data were not normally distributed. Therefore, Spearman's rank correlation was used to examine the correlation between learning styles and English achievement. The results are presented as follows:

Table 4.3 Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
English Achievement	.121	93	.002	.970	93	.029

Source: Proceed using SPSS 25

4. Data Analysis

a. Hypothesis Test

After all the normality tests, The normality test indicated that the data did not follow a normal distribution. Therefore, Spearman's Rank Correlation was applied to determine whether there was a correlation between students' learning styles and their English Academic Achievement.

Table 4.4 Spearman's Rank Correlation

			learning styles	English Achievement.
Spearman's rho	learning styles	Correlation Coefficient	1.000	.136
		Sig. (2- tailed)	.	.193
		N	93	93
	English Achievement.	Correlation Coefficient	.136	1.000
		Sig. (2- tailed)	.193	.
		N	93	93

Source: Proceed using SPSS 25

Based on Spearman's rho, the analysis showed a significance value of 0.193, which was above 0.05, with a correlation coefficient of 0.136. These results indicate that students' learning styles were not significantly correlated with their English Academic Achievement. Therefore, H0 was accepted and Ha was rejected.

B. Discussion

This study aimed to examine whether there was a significant correlation between students' learning styles and the English academic achievement of tenth-grade students at SMK Yasemi Karangrayung. The research data showed that the kinesthetic learning style was the most common among students. However, students with the read/write learning style achieved the highest average scores in English academic achievement. Based on the results of Spearman's rho, a correlation coefficient of 0.136 was obtained with a significance value of 0.193. The results show that the significance value is above 0.05, indicating no statistically significant correlation between students' learning styles and their English academic

achievement. Based on this result, H_0 is accepted and H_a is rejected. The results of this study indicated that the learning styles used by students did not have a significant correlation with the English academic achievement of the tenth grade students of SMK Yasemi Karangrayung..

The results of this study differed from several previous studies. Tabita (2023) found that there was a significant correlation between the learning styles used by students in English and the academic achievements attained. As indicated by Zulianti and Asari (2022), students who used visual learning styles had a stronger correlation with their English learning outcomes. However, the findings of this study aligned with the research of Syazwani et al. (2021), which indicated that there was no significant correlation between learning styles and academic achievement in online learning. The different results regarding learning styles and academic achievement may be caused by differences in student characteristics and learning conditions in each study.

This was also supported by the finding that 20 students had two or more similar scores in the VARK learning style category. This indicated that these students did not have just one learning preference, which can be referred to as multimodal. They can use several learning methods, such as listening, reading, writing, or practicing, according to their learning needs. This condition showed that students' learning styles cannot always be described by just one category. These findings were in line with Septiani et al. (2024), who found that some students used more than one learning style and could adapt their learning methods to different situations.

Furthermore, Syazwani et al. (2021) explained that learning styles were not the only factor related to academic success. Student motivation and learning conditions can also affect learning outcomes. In line with Sartika et al. (2023), learning success was influenced by internal and external factors of the students. This can be seen from the findings of this study, as the mean English academic achievement of the VARK learning style groups and the students in the multimodal group was not much different. Therefore, the difference in scores among the learning style groups in this study was relatively small. This means that learning styles were not enough to explain the correlation with students' English academic achievement.

The results of interviews with several students provided additional information that supported the findings of this research. Based on the interview results, students also showed that learning motivation was one of the factors related to English learning achievement. Some students said they did not like English and had no interest in studying it. Some students also stated that they only studied when given assignments or when they had to learn specific materials. This condition made students feel it was difficult to understand the material and improve their English academic performance. This finding was in line with the research by Saputra et al. (2023), which found that learning motivation had a strong relationship with English learning achievement. From the interview results, it could be seen that having an ideal learning style was not always related to higher student grades if the student lacked motivation to learn.

From the interview results, it was also found that some students had difficulty learning English. Problems that students experienced were primarily in understanding vocabulary, reading texts, and speaking. Some students said they encountered many unfamiliar words, making it difficult to. Students also experience difficulties in understanding the meaning of texts and remembering the material. In addition, some students feel uncomfortable when they are required to speak English. This finding is consistent with Arif and Ayu (2023), who stated that vocabulary mastery has a strong relationship with students' success in learning English.

Additionally, students also used support from various sources. Some students used Google Translate to help understand or complete tasks, while others chose to ask friends for help. The use of such assistance showed that students did not just utilize the learning methods they chose. In the learning process, learners also modified the situation and used the available resources. It can be said that students' English academic achievement did not correlate with learning style.

In general, the research results showed that learning styles were not significantly correlated with the English academic achievement of tenth-grade students at SMK Yasemi Karangrayung. Furthermore, the presence of students with multimodal learning styles indicated that some students had more than one style of preference in learning. The interview results also indicated that students had several difficulties in learning English, particularly low motivation and difficulty in understanding vocabulary. Some students also used the help of friends and digital technology to help with the way they learned. Therefore, the English academic

achievement of the tenth-grade students at SMK Yasemi Karangrayung was not only related to their learning styles but was also correlated with the motivation and challenges they experienced in learning English.

