The variation of students in grasping and restoring knowledge were influenced by learning style. Learning style was inherent because when human born, everybody was gifted different learning style and as long as human grew up, learning style changed and became stable. This study was conducted to analyze the correlation of student’s learning style and academic achievement in learning English. In order to investigate the correlation, 65 students were participated at this study. The investigation of this study was done through the quantitative research. To get the data, the Learning Styles Survey (LSS) instrument which was based on Joy Reid’s Perceptual Learning-Style Preference Questionnaire was used to investigate the major, minor and negligible student’s learning style and Demographic Questionnaire was used to know the student’s personal characteristics such as age, gender, and academic achievement. At this research, grade point average was considered as student’s academic achievement in learning English. A statistical investigation was revealed to describe the correlation of learning style and grade point average by using Pearson Product Moment.

After analyzing the major, minor, and negligible learning style, the data revealed kinaesthetic learning style was the major learning style. Visual, auditory, tactile, individual and group learning style revealed as minor learning style. There was no negligible learning style among participants. The statistical result showed only kinaesthetic as major learning style had correlation with low significant score. Since from all perceptual learning style, only kinaesthetic learning style indicated correlation therefore it concluded no significant correlation of learning style and academic achievement revealed at this research.

**Key words:** Learning Style, Academic Achievement, Grade Point Average

I. Introduction

Every student is special because every student is different to one another though some were born as twins with similar physical appearance but the motivation, characteristic and behaviour are different. So is learning style, every student has learning style but learning style among students are different to one another. Learning style is internally based characteristics of individuals to intake of understanding of new information (Reid, Learning Styles in the EFL/ESL Classroom). Learning style is unique because it is inherent. The uniqueness of learning style is there is no good or bad style, each learning style is equal to one another learning style. Learning style can change over time because the majority of learning style element is biologically based and as children grow up, learning styles change. Beyond teenage years, biological learning style preferences are fairly set and remain pretty stable over a life
time. In term of the specials of learning style, students have special way to absorb and to achieve something.

During the last couple of decades the world has been concerned with cultural, social, political and technological changes. English language is one of main factors to embrace those need since many products and instructions are provided in English. In the work field, many company demands the graduated students to be fluent to speak English therefore, many students choose English department in university especially at Jambi University.

Being success in study is the main goal for each students and one of key success to attain that goal is the influences of learning style. Most students favour to learn in particular ways with each style of learning contributing to the success in retaining what they have learnt. It is supported by many researches has been conducted to analyze about learning style and language learning especially English. A study has been conducted by (Jhaish, 2010) about the correlation of learning style and academic achievement at English Department. The result of study revealed a significant correlation of learning style and academic achievement.

To be success at learning foreign language, teacher plays the important role to match teaching style toward the variation of students learning style in understanding of new information. According to Felder and Spurlin (2005) as cited in (Abidin, Rezaee, Abdullah, & Singh, 2011) since learners differ in their preferences to certain learning styles, it will be important for teachers to examine the variations in their students on the features of their learning styles, because the information about learner’s preference can help teachers become more sensitive to the differences students bring to the classroom.

Talking about the successful in learning language is similar with talking about two side of coin. When the first side shows how learning style will lead into the success in academic achievement, meanwhile at another side, the success in academic achievement is indirectly influenced how teacher’s teaching style tailor to variation of student’s learning style. The mismatch of these two sides will lead to the imbalance of student’s in learning foreign language. For the example lecture ignores the importance of compatibility in presenting material such as during learning process, lecture gives material by presenting chart in power point. At this case the mitmatch comes for students who learn best by oral instruction because those students will get difficult in absorbing knowledge. To overcome the mismatch, the understanding of student’s learning style is needed.

Talking about academic achievement in university, the success of students achievement can be seen in GPA (Grade Point Average). Grade Point Average is achieved after completing the taken subject from first semester. The intelligence and the reflection of students academic are seen at GPA. A research stated that more clever student more high the GPA is (Dunn, 1995). Based on statement, the researcher is pumped to analyze the correlation of learning style and academic achievement in learning foreign language since learning style is one factors to the success in learning.
II. Research Question

The following research questions guided this study in an attempt to understand and describe the students learning style and their achievement of the English study programs:

- What are students personal characteristics?
- Is there any correlation of students’ learning style and their achievement?

III. Research Objective

This study concerns in two aspects. First, it describes students personal characteristics at one public university. Second, it finds out the relationship between students learning style and their achievement.

IV. Literature Review

Definition of Learning Style

Based on the Taxonomy of Learning Style, there are some researchers who have defined learning style in different aspects. The first comes from Herman A. Witkin (1973) as cited in Jhaish (2010) who defined learning style in the form of cognitive style. Witkin stated that learning style is how individual has differences in perceive information which is influenced by the surrounding situation and known as Field Independent and Field Dependent. Furthermore, Cognitives styles domain is also observed by Kagan (1965) as cited in Tabanlıoğlu (2003). Kagan defined learning style as the spontaneous of individual in perceiving information. Next researcher is David Kolb (1971) as cited in Gappi (2013) defined learning style as how person grasps new information through experience. A perceptual learning style is conducted by Joy Reid. Reid defined learning style in Visual, Auditory, Kinesthetic, Group, Tactile, and Individual learning style.

Perceptual learning style which is developed by Joy Reid will be taken as basic at this research. Reid (1995) has developed learning style model and instrument called Perceptual Learning Style Preference Questionnaire (PLSPQ). The instrument is developed for learners of foreign language.

Perceptual Learning Style

Reid observed based on how students learn best using their perceptions such as visual, auditory, kinesthetic and tactile and also two social aspects of learning such as group and individual preferences.

Visual learner is easy on getting information by using visual stimulation likes reading, think best in visual display like diagrams, charts, mindmap, and picture (Tabanlıoğlu, 2003).

Auditory learner is easy on getting information through verbal lessons such as listening. The characteristic of this learner is comfortable without visual input and learn from unembellished lectures, conversations, and oral directions (Karthigeyan & Nirmala, 2013)

Kinaesthetic is easy on getting information by taking note and using body language, gestures such as hand and body while studing. Kinaesthetic learner can’t be quite for long period since the way of grasping knowledge is using body movement.
Tactile learners enjoy drawing something in book, good at drawing designs, sit near the door or someplace else where they can easily get up and move around, use bright colors to highlight reading material while attending course. Nowadays finding student in class who use highlight in reading material is one of characteristics of tactile learner.

There are two groups of Social Learning Style, Group Learning Style (Interpersonal) and Individual (Intrapersonal) Learning Style. Group learner is easy on getting information through group discussion, work in pair and others during learning language at class. Group learner tends to do collaboration with one or more other students in planning, discussing, sharing responsibility, organizing (Wilson, 2011).

Individual (Intrapersonal) is easy on getting information by working alone. This type of learner is favor to control themselves to acheive something. Individual learner likes comparing new information with previous experience and reflecting understanding through their own opinions and modes of perception. Individual learning style has analytical mind.

Academic Achievement

Achievement is something very good and difficult that someone has succeeded in doing. According to Wilson (2011) academic achievement refers to the achievement levels of students in all academic content area as indicated by results of a standardized achievement test. The result of academic achievement at this research is seen from Grade Point Average.

Grade Point Average

Grade point average or GPA is a numerical method of showing students overall level of subject that has been taken. The average is calculated by attaching a number to grade of students achievement for each subject and using that number to work out a mean average. The grade is a measure of achievement on students. The grade point is the number attached to each grade. The grade point average is the mean average of students point (GPA What It Is and How It Affects You A Brief Guide for Students, 2013).

Student’s Personal Characteristics

The concept of student’s personal characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what student learns (Kirschner & Drachsler, 2011).

This research explains about personal characteristics of participants in demographic questionnaire such as age, gender, GPA, ethnic since those variables are considered to influence learning style and academic achievement (Sharp, 2004)
Student’s personal characteristics at this research will be describe as age, gender, ethnic, GPA, gender, place date of birth, class, marital status, and phone number at Demographic Questionnaire. Personal characteristic helps describing the image of participant’s personal information.

**Previous Related Research**

Some previous studies by Tabanlioğlu (2003), Jhaish (2010), and Gappi (2013) were used as references to help in doing this research.

**V. Methodology**

This research was correlational studies which used quantitative approach. Total sampling technique was used at this research. Total sampling technique was a sampling technique which took all the population as participant (Sugiyono, 2009). Total sampling technique was revealed because of target population number was under 100 students since the number of population of sixth semester was only 65 students.

Since this research was correlational studies, the independent variable was learning style and dependent variable was academic achievement. For data collection, questionnaire was revealed for investigating students preference of learning style at this research since questionnaire was one of collecting data technique in quantative. The Perceptual Learning Style Preference Questionnaire (PLSPQ) was used to know the participant’s learning style preference. The questionnaire was adapted from The Perceptual Learning Style Preference Questionnaire (PLSPQ) which proposed by Joy Reid in 1995. Perceptual Learning Style Preference Questionnaire was distributed to examine participant’s perceptual learning style. The original questionnaire consist of 30 question since adapted questionnaire was used to collect the data, reducing 12 question was done to shorten time for participants in filling the questionnaire. Moreover, each question had representatived another question for each perceptual learning style.

Visual, Tactile, Auditory, Group, Kinaesthetic, and Individual. The participants responded on the basis of a five point Likert scale, ranging from strongly agree to strongly disagree.

To measure the reliability of questionnaire, therefore giving questionnaire for two times was conducted. Giving questionnaire was revealed to test the reliability consistency. After distributing the questionnaire, the data analyzed by Cronbach’s Alpha. The first distribution questionnaires were given to six semester of english department at mandiri program and the second distribution was given to six semester of english department at regular program.

After giving questionnaire to all participants, the researcher collected the data and conduct editing. Next was analyzing the participant’s learning style preference by using descriptive statistic to know the major, minor, negligible. Grouping major, minor negligible learning style was analyzed by the mean score of each perceptual learning style.
VI. Research Findings and Discussions
Demographic Survey Based on Gender

After distributing Demographic Information Questionnaire, it was found that female gender were mostly dominated at sixth semester as presented at chart of participant gender above. From sixty five participants, there were twenty five female students and eight male students were found at A class meanwhile twenty four female students and eight male students were found at B class. Overall, female participants were dominated with total fourty nine students meanwhile male participants were sixteen participants.

Demographic Survey Based on Age

From chart of participant’s age above, it could be explained that twenty years old were absolutely dominated among participants. The demographic questionnaire of A class revealed one student was twenty four years old, one student was twenty two years old, four students were twenty one years old, twenty four students were twenty years old, and three students were nineteen years old. Meanwhile the demographic questionnaire of B class revealed one student was twenty two years old, four students were twenty one years old, eighteen students were twenty years old, and nine students were nineteen years old. Overall, total of twenty four years old was one student, twenty two years old was two students, twenty one years old was eight students, twenty years old was founry two students, nineteen years old students was twelve students.
Student’s Perceptual Learning Style

After participants filled the questionnaire, researcher analyzed the major, minor, and negligible learning style by using Descriptive Statistic. It could be shown in table of below.

Chart of Number of Participant Learning Style Preference

![Chart of Number of Participant Learning Style Preference]

Deciding major, minor, and negligible learning style preference could be seen from mean score. The number of major learning style preference score was 23,00 – 30,00. From table above, it could be seen that Kinaesthetic was the only one major learning style preference with score 23,58. Visual got 21,93, tactile got 22,40, auditory got 22,89, group got 21,53, individual got 20,70. Meanwhile the number of minor learning style preference was 15,00 – 22,00 and it could be seen most of students had minor learning style preference in visual, tactile, auditory, group, and individual. The table shown no negligible learning style preference among participants because the mean range between 0,00 – 14,00 stood for negligible learning style and from table above there were no mean score indicated such thing.

Correlation of Student’s Learning Style and Achievement

Finding of table of Correlation of Student’s Learning Style and Achievement revealed there was no statistical significant correlation of learning style and achievement. To know whether learning style variable had correlation with grade point average variable, it could be analyzed by the sign of statistical package of Pearson Product Moment meanwhile the significant value could be seen from the second row of corelation coefficient.

Visual learning style had correlation coefficient (-.097) and significant level (.443), from statistical of Pearson Product Moment showed no correlation appeared at visual learning style and grade point average. Tactile learning style had (.143) as correlation coefficient and (.255) as significant level. Similar, no correlation appear from statistical method. (.137) was appeared as correlation coefficient of Auditory and (.277) as significant level. No correlation sign appeared. Group learning style revealed no correlation appeared with (-.099) and significant level (.432). Individual learning style had correlation coefficient (.026) and significant level (.836). Those learning style preference variable didn’t have
correlation with grade point average due to no statistical sign appeared but only Kinaesthetic learning style had correlation (.248) with significant value (.046). Based on (Sudijono, 2011) the range value (0.20 - 0.40) had weak correlation therefore (.248) was considered to have weak correlation. According to Sugiyono (2004) if correlation level was higher than significant value or known as r table so that H0 was rejected and vice versa. At this case the r table was (.046) and correlation level was (.248) therefore H0 was rejected but table Correlation of Student’s Learning Style and Achievement showed only Kinaesthetic learning style had correlation with achievement moreover the correlation value was weak so the correlation considered to not have correlation.

Overall, H1 was rejected it meant the result of research was there was no correlation between student’s learning style and achievement. Though kinaesthetic was the major learning style preference at sixth semester but it didn’t influence student’s achievement meant, high or low the grade point average would not have impact on learning style otherwise, whatever the perceptual learning style would not influence student’s grade point average. The result of research had same result with current study by Gappi (2013), the result found there was no statistical significant correlation of learning style and achievement. Achieving success in language learning could not be determined by learning style itself because language learning was a complex process and other factors such as the students’ own language learning aptitude, parental involvement, pedagogical approaches and classroom dynamics may also influence the success of the students in learning a second language (Ahmad, 2011). Moreover according to Cohen & Dornyei (2002) the impetus behind success in learning foreign language depends on a variety of factors such as the duration and intensity of the language course, the characteristics and the abilities of the teacher, the appropriateness of the teaching methodology, the quality of the textbook, and the amount of natural practice of the new language. The result of Pearson Product Moment was shown in table below.

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### VII. Conclusions

Based on the finding and discussion, there was no correlation of learning style and achievement since from all perceptual learning styles only Kinaesthetic learning style had statistical significant correlation of learning style and grade point average with $p = .248$ and $r$ table $=.046$, $H_0$ was accepted and $H_1$ was rejected. It meant high or low the grade point average would not have impact on learning style otherwise whatever the perceptual learning style would not influence student’s grade point average in sixth semester.

Learning style was not an absolute factor to influence student academic achievement in success of learning foreign language. Being a candidate of english teacher must be creative in facing the background among students. Each learning style was special, there was no learning style better than another learning style. This research found there was no correlation of learning style and academic achievement. The result gave enlightenment that learning style was not the only one influence at academic achievement especially grade point average. Many factors must be considered in achieving academic achievement especially at learning foreign language.

### References


