

**THE CORRELATION AMONG STUDENTS' LOVE OF  
LEARNING ENGLISH, LEARNING STYLE, AND THEIR  
ENGLISH ACHIEVEMENT IN CAMBRIDGE CLASS AT  
SENIOR HIGH SCHOOL 17 PALEMBANG**

**A thesis by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND  
EDUCATION SRIWIJAYA UNIVERSITY**

**PALEMBANG 2020**

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## DECLARATION

I, the undersigned

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Certify that thesis entitled “The Correlation among Students’ Love of Learning English, Learning Style, and their English Achievement in Cambridge Class at Senior High School 17 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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## **DEDICATION**

I sincerely dedicate this work to myself Liza Aprillia Subagio, a person who always tries to improve herself and keep learning. Thank you for always believe in yourself and never get tired of this life. Don't forget to love yourself and be grateful for everything.

The most beautiful gift for those who never give up their prayers and unconditional love, my beloved parents Hernina, SST and Subagio.

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Aamiin

Palembang, August 2020

The writer



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**Abstract:** *Love in learning English is a positive emotion during learning English and leading the student to express a strong and stable emotion of love towards English. It becomes a reason that contributes during learning process and students' achievement in English. Love in learning is a mental resource that enhances learning which leads to a better performance and achievement in learning. The aims of this study were to investigate the correlation between Students' Love of Learning and English Achievement, Learning Style and English Achievement, Students' Love of Learning and Learning Style toward English Achievement. This study was conducted at Senior High School 17 Palembang. There were 100 students of Cambridge Class participating in the study. Student Love of Learning Questionnaire by Goctu (2016) and Learning Style by Maryani (2017) were used as the instruments to collect the data which were analyzed the data statistically by using Pearson Product Moment Correlation Coefficient in SPSS 25. The result of the study revealed the correlation between Students' Love of Learning English and English Achievement showed strong correlation with score 0.845, Learning Style and English Achievement showed strong correlation with 0.944, then the contribution Students' Love of Learning English and Learning Style toward English Achievement was 0.378 so it can be explained that Love of Learning English and Learning Style simultaneously has a significant effect on English Achievement.*

**Keywords:** *Love, Learning Style, English Achievement*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

#### **1.1 Background of the Study**

Emotion is socially constituted syndromes or transitory social roles which include an individual's appraisal of the situation which interpret as passions rather than as an action (Averill in Pavelescu & Petrić, 2018). Emotion plays a crucial role in language learning and in this case, English is one of them because in an analysis of language learner narratives and collaborative dialogue find that learning English is not only a cognitive, but also an emotional process included and due of positive emotions during learning English, the student will express a strong and stable emotion of love towards English (Swain, 2013).

Love in learning English is the driving force in the learning process, creating effective coping mechanisms when there is a lack of enjoyment in certain classroom situations and motivate the student to invest greater effort during learning process. Moreover the love of learning can expand cognition and maintain the engagement of the student in learning English, then in this study was to emphasize the role of strong and enduring positive emotions in students' learning of English subject.

According to Ainley, Hidi, & Berndorff (2002), students' love of learning English during teaching and learning process is really needed. It is often become a reason that will contribute during learning process and students' achievement in English. Love to a certain subject is a mental resource that enhances learning, which leads to a better performance and achievement in learning.

Harackiewicz and Chris (2010) believe a high level of student performance will give the student encouragement to increase students' love of learning toward the subject, because it is really important for the student. If the student learns something with a strong and stable emotion of love towards



learning especially English, we can expect the result will be good because the student will try as best as they could in learning English without any hesitation. In this case, love of learning greatly affects the student achievement, if the subject whom the student learns is in accordance with the interests and talents of the student then the student will learn as good as possible because it will help the student not only to enjoy the process and easier to understand the subject but also will persevere in effort, vigorously refuse to give up, and actively read as much as possible in order to enhance the students' achievement.

The higher score the student gets in English subject can be a reason the student starts to like the learning English process. Then the importance of learning English would likely change their mindset unconsciously. It is a good start by their fondness to certain subject that will help during learning process and make it much easier for the student. It is suitable with internal factor in the social cognitive theory, the successful learning is come from the student themselves which are interest, motivation, talent, and perception toward learning process (Cartledge & Milburn, 2003).

After that, the student will find a proper method and strategies in learning to coordinate the filing process. The one who knows the best method and strategies are the student because they know about themselves well than anyone else. Brown (2003) says that there are different kinds of learners because people are different and have different preferences and styles; consequently, individuals differ in how they learn and what sense and parts of their brain are used in the process. This may be the reason for the low level of their English Achievement despite the high enthusiasm of student learning, which is an error in teaching and learning style since the student cannot maximize their learning potential in English, it is same as mentioned by Pornsakulvanich, et al. (2012) that the failure of the learning style will have negative consequences for both the teachers and the students. Some negative consequences are the student get bored, become inattentive, get low scores in tests, get discouraged about the course and eventually drop the course.

There are many factors can cause the student success in learning foreign

language. According Jaya (2019) the student's success in learning foreign language is determined by two factors; external factor which are school, teacher, curriculum, facility, etc. The other one is internal factor which are language aptitude, personality & attitude, and also learning styles. It is same with Castro and Peck (2005) that believe the key to each student's learning success lies in their learning style. The more they know and apply the suitable learning style then they will be more successful in learning process. The learning style is the easiest way the student has in absorbing, organizing, and processing the information during learning process. An appropriate learning style is the key to students' success in learning. Discover the learning style will allow the student to determine their own personal strengths and weaknesses and learn from it.

The importance of implementing the right teaching and learning style can cause big differences for students' English Achievement. Oxford (2003) asserts that "Learning styles and strategies are among the main factors that help determine how – and how well – students learn a foreign language" (p.1). Although the student already has a strong interest in learning English but still cannot find the best way to learn the subject then it becomes a factor which is not making significant changes for the student. In this case, it is clear that students' love of learning English is not enough to increase students' English Achievement. The student should know and make their own method in learning English.

English subject has four skills also known as four skills of language learning. These skills are Listening, Speaking, Reading, and Writing. All skills are very important and complete each other. Learning style becomes one of strategies of the students has to know because it will help them to maximize their learning process. Moreover, there are many teachers who do not pay attention to the student learning styles as said by Sitt-Gohdes (cited by Abidin, et al., 2011), many teachers still hold to this belief. This can be a cause of frustration for a good number of students because they see that their learning preferences are not taken into consideration by many teachers. According to Chiya (2003, p. 27), teachers should consider the student learning styles for

their successful learning.

English Achievement is one of important parts in terms of learning second or foreign language. By knowing students' Achievement, both teachers and students are able to see their progress in teaching and learning. Learning achievement can be defined as successful completion, through effort, of the acquisition of academic contents and skills. In line with the statement above, Syah (2007) stated that learning Achievement is the level of students' success in learning the subject matter in schools that are expressed in the scores obtained from the result of test on a particular subject matter.

These correlation findings led us wondered if we might be able to intervene in the process of students' love of learning English and learning style towards English Achievements. Therefore, the writer conducted a study entitled "The Correlation among Students' Love of Learning English, Learning Style, and English Achievement of Cambridge Class at Senior High School 17 Palembang". In fact, revealed the correlation among students' love of learning English, learning styles, and English achievement might be great benefit to the students, teachers, researchers, and syllabus designers. As for education context, the interest of students in learning English and English learning style have been investigated; however in this study the writer did the research in Senior High School 17 Palembang which provided a Cambridge Curriculum.

Senior High School has implemented Cambridge Curriculum since 2018 with total three classes, 2 classes in tenth grade and 1 class in eleven grade. Mahendra (2018) said Cambridge is a program followed by the student who has the ability in academic, psychology test, communication, and responsibility. Each class consists of 31-36 students and for the duration of study in class is the same with K13. The student learns 42 hours for a week same with the regular that implement national curriculum. The Cambridge curriculum use English in daily life and taught with special teachers who have been academically selected and have master in English.

The writer intentionally focused this research on schools that implementing the Cambridge curriculum because of the intensity and weight of English lesson during teaching and learning in the classroom. An education system in Cambridge Curriculum is also different from the National Curriculum because they apply dual Curriculum; the National Curriculum and International Curriculum of Cambridge which adopted from the University of Cambridge in United Kingdom (Apriyani, 2018).

### **1.2 Research of Questions**

The research of questions in this study are formulated in the following questions:

1. Is there any significant correlation between Students' Love of Learning and Students' English Achievement?
2. Is there any significant correlation between Students' Learning Style and Students' English Achievement?
3. How is the contribution between Students' Love of Learning and Students' Learning Style toward Students' English Achievement?

### **1.3 Objective of the Study**

This study is aimed to find out whether or not:

- a. there is a significant correlation between Students' Love of Learning and Students' English Achievement.
- b. there is a significant correlation between Students' Learning Style and Students' English Achievement.
- c. there is the contribution between Students' Love of Learning and Students' Learning Style toward Students' English Achievement.

### **1.4 The Significance of the Study**

In this study there are three variables, which are Student Love of Learning English, Learning Style, and English Achievement. The Student Love of Learning English has done research by Pavelescu & Petrić (2018) and Penman & Ellis (2019). It is consider as a new

issue in a literature because there are not many researchers that investigate this variable into study. The love of learning English recently done by Pavelescu & Petrić and Penman & Ellis two years ago, the study was done in United Kingdom and Australia. So the writer investigated the variable Love of Learning English with different participant and in different place which was in Indonesia, Palembang.

On the other hand, two variables of Learning Style and English Achievement have already been done by Kartika, Sukirlan, & Suka (2014) and Afriani (2017). All variables have been conducted by other researchers but the correlation among three variables focuses investigate in Cambridge Class was questionable because it still cannot be found in the educational literature. It made the writer wondered either there is a significant correlation or not among those three variables. The writer hopes this study will contribute to the improvement of education in language learning especially in English. To investigate whether or not there is any correlation among Student Love of Learning English, Learning Style, and English Achievement may consider as a knowledge or information to whom people in the same scope.

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