



Learning Anxiety And learning Styles as Predictors of English Achievement among Eighth-Grade Students

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui sejauh mana kecemasan belajar dan gaya belajar berperan sebagai prediktor pencapaian bahasa Inggris siswa kelas VIII di SMP Negeri 1 Gondang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain non-eksperimental. Sampel penelitian terdiri atas 40 siswa yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui angket kecemasan belajar, angket gaya belajar, serta tes pencapaian bahasa Inggris. Data dianalisis menggunakan statistik deskriptif dan inferensial, meliputi uji korelasi Pearson Product Moment dan analisis regresi linier dengan bantuan program SPSS 26. Hasil penelitian menunjukkan bahwa kecemasan belajar dan gaya belajar secara simultan berpengaruh signifikan terhadap pencapaian bahasa Inggris siswa. Secara parsial, kecemasan belajar memiliki pengaruh negatif yang signifikan terhadap pencapaian bahasa Inggris, yang menunjukkan bahwa semakin tinggi tingkat kecemasan belajar, semakin rendah pencapaian siswa. Sebaliknya, gaya belajar tidak menunjukkan pengaruh signifikan secara parsial terhadap pencapaian Bahasa Inggris. Temuan ini menegaskan bahwa kecemasan belajar merupakan faktor afektif yang penting dalam pembelajaran bahasa asing, khususnya bahasa Inggris. Meskipun gaya belajar dapat memengaruhi pengalaman belajar siswa, faktor tersebut tidak menjadi penentu utama pencapaian akademik apabila berdiri sendiri. Oleh karena itu, guru Bahasa Inggris disarankan untuk lebih memperhatikan kondisi emosional siswa serta menciptakan lingkungan belajar yang suportif guna meminimalkan kecemasan dan meningkatkan pencapaian belajar. Penelitian selanjutnya diharapkan dapat mengkaji variabel psikologis dan pedagogis lain yang berkontribusi terhadap pencapaian Bahasa Inggris.

ABSTRACT

This study investigates the extent to which learning anxiety and learning styles predict English achievement among eighth-grade students at SMP Negeri 1 Gondang. Employing a quantitative non-experimental research design, the study involved 40 students selected through purposive sampling. Data were collected using a learning anxiety questionnaire, a learning styles questionnaire, and an English achievement test. The data were analyzed through descriptive statistics and inferential statistical techniques, including Pearson Product Moment correlation and linear regression analysis using SPSS 26. The findings reveal that learning anxiety and learning styles simultaneously have a significant effect on students' English achievement. Partially, learning anxiety shows a significant negative influence on English achievement, indicating that higher levels of anxiety are associated with lower performance in English. In contrast, learning styles do not demonstrate a significant partial influence on English achievement. These results highlight learning anxiety as a crucial affective factor in foreign language learning, particularly in English classrooms. Although learning styles may shape students' learning experiences, they are not a decisive factor in determining achievement outcomes when examined independently. The study suggests that English teachers should pay greater attention to students' emotional conditions, especially anxiety, and create supportive learning environments to minimize anxiety and enhance achievement. Future research is recommended to explore additional psychological and instructional variables that may contribute to English achievement.

1. INTRODUCTION

In the context of learning English as foreign language, the main goal is to enable students to communicate using English (Septiana, 2015). If the learners can communicate using the language learned, it means that the learners already become users of the language. However, (Ali & Anwar, 2021) found that English language learners often face anxiety during the acquisition process.

Learning anxiety is an emotional and individual characteristic that is one of the factors that can hinder foreign language learning. Moreover, anxious language learners may find language study less enjoyable and have decreased performance (Ali & Anwar, 2021). This indicates that students experience anxiety that can hinder their performance. (Hadinata, 2020) explains that anxiety can hinder various types of learning and is one of the most frequently studied factors in psychology and education. Furthermore, anxiety in the classroom, especially severe anxiety, appears to be linked to negative experiences in English lessons.

Besides learning anxiety, learning styles also become a factor to consider in foreign language learning. Learning styles reflect students' habits in thinking, perceiving, problem-solving, and storing information. Each student's learning style aligns with their internal learning habits. Learning styles can be interpreted in various aspects depending on perception; some students learn by reading, others by listening, and some in other ways.

Moreover, individual differences in language learning can be observed through learners' learning styles (Balci, 2017). A student's learning style greatly affects their learning outcomes and they will feel it later when they grow up and benefit from the guidance given to them. The success of the teacher or even parents in educating can be determined, one of them, by knowing the children's learning styles and then provide the suitable learning method. Not a few teachers or parents 'force' provide learning patterns. Teachers or parents often assume that children are all the same. Yet, the children's learning styles must match the teacher's or parent's teaching style, which is one of the causes of teacher or parent failure in educating (Marpaung, 2015).

Based on the observations by the author from August to September 2024, many students do not enjoy English lessons and face difficulties in their learning process. Thus, there are some impacts on their performance in English that can be proven by the students' score that are below the minimum completion criteria set by the school. There are some reasons why students dislike English lessons including the anxiety they experienced during the learning process and the mismatch between their learning styles and the teachers' teaching methods. Consequently, their learning outcomes are affected.

Related to learning anxiety and learning styles, a study has been done to see the relationship of learning anxiety and learning styles on English achievement (Liu, 2023) who confirm the influence of learning anxiety and learning styles in second/foreign language learning. Besides, English achievement, according to (Suhaini, 2020), is considered an important indicator of good academic performance. Student achievement is considered an important indicator of good academic performance, and educational efforts are always aimed at achieving high school performance levels.

Thus, the present study is aimed at seeing learning anxiety and learning styles as the predictors of students' English achievement. Further, the research problems were formulated as follows: 1) Is there any significant partial influence between learning anxiety and students' English achievement? 2) Is there any significant partial influence between learning styles and students' English achievement? 3) Is there any simultaneous influence of learning anxiety and learning styles on students' English achievement?

Review of Literature

a. Learning Anxiety

In the context of language learning, anxiety significantly influences listening and speaking skills during foreign language learning. Learning anxiety in English classroom negatively impacts students' learning process by causing a lack of focus when receiving information and limiting their ability to express the skills they have acquired (Afifah, 2024). Based on the explanation, anxiety in relation to language learning can be understood as the discomfort or tension students feel when initiating and participating in the learning process, often associated with negative emotional responses toward the process itself.

Moreover, (Calhoun & Acocella as cited by Riza, 2022) explain that there are 3 types of anxiety; that can be elaborated as follows:

- 1) Emotional reactions, which are the component of anxiety related to personal anxiety that has psychological effects such as feelings of concern, tension, and sadness.
- 2) Cognitive anxiety, reactions are anxieties that can trigger fear or worry in a person by impacting and influencing their ability to think clearly, thereby hindering how someone deals with every problem in their life.

- 3) Physiological anxiety, anxiety experienced by a person towards sources of strength and worry. This type of response is related to the nervous system, which can control various muscles and glands in the body, leading to physical reactions.
- b. Learning Style
- (Purnomo et al., 2021) showed that learning styles is the way students think, perceive, and remember information, which influences the learning process and student interactions in the classroom, as well as supporting factors such as the environment, social interactions, and personal characteristics. Learning styles is how students choose to respond to stimuli and use them to absorb, organize, and process information in the learning process (Dunn & Burke, 2006). From the explanations, it can be concluded that learning styles is how students follow the learning process provided through several processes such as paying attention, taking notes, memorizing, and understanding the entire learning material.
- Besides, according to (Jaya, 2019), learning styles are divided into three;
- 1) Visual Learning Style

Style that focuses on the sense of sight. Students who have this learning styles are required to see things in reality first in order to better understand the information, and they will trust something that has visible evidence. Visual learning styles are superior for acquiring information through videos, images, sounds, diagrams, and other visual symbols. It can be concluded that students with a visual learning style pay attention to the attitude and the gestures of the teacher or lecturer, and enjoy seeing written instructions, photos, and illustrations, when learners give the instructions, they usually respond based on the provided material and process the information received, then draw conclusions according to how they interpret the information given, whether written or oral.
 - 2) Auditory Learning Style

Based on (Jaleel & Thomas, 2019), auditory learning style emphasizes the auditory process to understand and remember information. This learning style will find it easier to capture and comprehend information by listening to sounds. (Zagoto et al., 2019) explained that this learning style manages all kinds of sounds and words, music, and discussions. This type of learning style can enhance the learning process by listening to materials such as lectures, tutorials, recordings, group discussions, and discussing new materials.
 - 3) Kinesthetic Learning Styles

Kinesthetic learning styles is a way for teachers to touch or demonstrate something that conveys information or learning material for students to remember. Kinesthetic students learn through movement, doing, or touching. Students with this kinesthetic learning type are accustomed to moving and doing things because they have a strong desire to explore and be active. Children with this learning styles learn through movement and touch (Zagoto et al., 2019). Students are better off moving in the learning process because it will develop creativity, if the teacher implements this system, where students are actively involved in the learning process. Students will find it easier to grasp lessons if they move or take action.
- c. English Achievement
- In the context of learning, English achievement is the ability of students to accept the learning process provided by the teacher throughout the learning process until the end of the semester after the assessment. If related to students' English achievement, it can be concluded that English achievement is how students receive English as a foreign language. In this achievement, they must be proficient in four skills, namely listening, speaking, reading, and writing. (Maulidiyah, 2020) stated that English achievement is an overall ability that consists of language skills, speaking, listening, reading, and writing, as well as other language components.

2. METHODS

This research used quantitative research approach of non-experimental research. There were three variables that involved in this study that is learning anxiety (X1), learning styles (X2) and English achievement (Y). The data was taken at SMPN 1 Gondang Tulungagung Regency East Java. Further, this research employed a purposive sampling technique, where participants were selected from a class in the school. This condition happened because it is not feasible to take the data randomly. Out of 405 students as the population, the sample taken were consisted of 40 students of eight grade.

Instruments

Researchers used research instruments to collect data with the aim of facilitating the research and obtaining better results. Research instruments are a more meticulous, comprehensive, and systematic. Since this research was aimed at finding the relationship of learning anxiety and learning styles on students' English achievement, there were three instruments namely learning anxiety questionnaire, learning styles questionnaire, and English achievement text. Further, the blueprint of those three instruments can be seen in Table 1, Table 2 and Table 3. Learning anxiety questionnaire in this research were adopted from (Kahiji et al., 2024).

Table 1. Blueprint of Learning Anxiety

No	Variable	Aspect	Indicator	Question Number
1	Learning Anxiety (X1)	Communication apprehension	a. I am afraid that the other students will laugh at me when I speak English.	1,2
			b. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3,4,5
			b. I get nervous and confused when I am speaking in my English class.	6,7,8
		Test anxiety	a. I am usually panic during tests in my English class	9
			b. I find difficult to translate the question.	10
			b. I would probably feel not comfortable during the test.	11
		Fear of negative evaluation	a. I am anxious about the results I will get.	12
			b. I feel anxious when I have to do remedial.	13
			c. I am afraid of being mocked by my friends if I get a bad grade.	14
			d. I'm afraid my parents will be angry with my exam results.	15

Source: (Kahiji et al., 2024)

Learning style questionnaire used to collect data were adopted from research conducted by (Septiana & Hanafi, 2023). This questionnaire was a closed-ended questionnaire, which allows respondents to only select from the provided answers.

Table 2. Blueprint of Learning Styles

No	Variable	Aspect	Indicator	Question Number
1	Cognitive Learning Style (X2)	Visual learning style	a. Remembering what was seen	16
			b. Not losing focus with the noise	17
			b. Answering questions	18
		Auditory learning style	a. Difficulty writing but able to explain	19
b. Remembering what was discussed rather than what was seen	20			

		c. Easily distracted by noise. Easily disturbed by noise	21
Kinesthetic style	learning	a. Learning method is enjoyable with a practical model	22
		b. A lot of writing without re-reading	23
		c. Using fingers as pointers while reading	24
		d. Memorizing by writing information repeatedly	25

Source: (Septiana & Hanafi, 2023)

Assessing a student's learning is very important for a teacher not only to give them a grade compared to others, such as in norm-referenced assessment or based on certain criteria, but also to reflect on and modify their teaching style and methods. Accurate assessment will lead to effective teaching methods and teaching styles. Error-free assessment can be achieved systematically only through reliable and valid tests, free from ambiguity. In this study, the English achievement scale consists of test, and the test used to collect data were adopted from research conducted by (Chakraborty & Ambedkar, 2022).

Table 3. Blueprint of English Achievement

No	Aspect	Aspect	Test Number	Sum
1	Preposition	Student identify relationship between items in a sentence, usually indicating direction, time, place, position, or exclusion	1,2,3,4	4
2	Verbs	Student find out how much someone knows, or what they can do, by asking them questions or giving them activities to perform	5,6,7,8	4
3	Adj/Advb.	Student identify adjectives and adverbs, and understanding their usage in sentences	9,10,11,12	4
4	Vocabulary	Student understanding and use of words, and to measure their language proficiency	13,14,15,16	4
5	Phrases	Student knowledge of phrases, such as noun phrases, verb phrases, and prepositional phrases	17,18,19,20	4
Sum				20

Source: (Chakraborty & Ambedkar, 2022)

Data Analysis

a. Validity and Reliability Test

A test is valid if the test exactly can measure what will be measure, validity refers to the degree in which that evidence supports the inferences that are made from the scores. The inferences regarding specific uses of a test are validated, not the test itself. Validity must consider to the test's content and method, how test-takers perform.

Reliability is the consistency of data, scores, or observations obtained using measurement instruments, which can include a range of tools from standardized tests to tasks completed by participants in a research study. To determine the reliability of FLCAS, the researcher uses Cronbach's Alpha. The formulation is as follow.

b. Descriptive Statistics

This research used pre-test and post-test to measure student scores. Apart from that, the maximum score, minimum score, and mean score were used to find out descriptive statistical data. The researchers analysed it using SPSS iBM 26.

c. Normality Test

Before implementing correlation technique analysis, the assumption that needed to be fulfilled beforehand is the normality test. To determine whether the test is normally distributed or not, the researcher used the normality test. There was Learning Anxiety (X1), Learning Styles (X2), and English Achievement (Y). In this normality test, researchers used the Kolmogorov-Smirnov

formula. The statistical analysis used was the Kolmogorov Smirnov using the SPSS 26 program. Data requirements are normal if the probability or $p > 0.05$ in the normality test Saphiro Wilk.

d. Parametric Statistical Analysis

Partial hypothesis testing aims to determine the influence and significance of each independent variable on the dependent variable. Partial testing of the regression coefficients using the t-test at a 95% confidence level and a 5% error level in the analysis (α) with degrees of freedom (df) = n-k, where n is the sample size and k is the number of variables. The basis for the decision return is:

If t-calculated < t-table : H0 is accepted and H1 is rejected

If t-count > t-table : H0 is rejected and H1 is accepted

3. RESULT AND DISCUSSION

Validity and Reliability Test

Table 4. Learning Anxiety (X1) Validity Test Result

X1	Rcount	Rtable	Description
1	.610	.320	Valid
2	.615	.320	Valid
3	.678	.320	Valid
4	.566	.320	Valid
5	.634	.320	Valid
6	.631	.320	Valid
7	.659	.320	Valid
8	.630	.320	Valid
9	.676	.320	Valid
10	.555	.320	Valid
11	.588	.320	Valid
12	.707	.320	Valid
13	.600	.320	Valid
14	.494	.320	Valid
15	.430	.320	Valid

Table 5. Learning Styles (X2) Validity Test Result

X2	Rcount	Rtable	Description
1	.509	.320	Valid
2	.616	.320	Valid
3	.387	.320	Valid
4	.624	.320	Valid
5	.614	.320	Valid
6	.410	.320	Valid
7	.693	.320	Valid
8	.547	.320	Valid
9	.662	.320	Valid
10	.443	.320	Valid
11	.605	.320	Valid
12	.597	.320	Valid
13	.509	.320	Valid
14	.703	.320	Valid
15	.681	.320	Valid

Table 6. English Achievement (Y) Validity Test Result

Y	Rcount	Rtable	Description
1	.358	.320	Valid
2	.341	.320	Valid
3	.357	.320	Valid
4	.329	.320	Valid
5	.341	.320	Valid

Y	Rcount	Rtable	Description
6	.341	.320	Valid
7	.357	.320	Valid
8	.346	.320	Valid
9	.345	.320	Valid
10	.355	.320	Valid
11	.343	.320	Valid
12	.341	.320	Valid
13	.356	.320	Valid
14	.346	.320	Valid
15	.341	.320	Valid
16	.345	.320	Valid
17	.329	.320	Valid
18	.329	.320	Valid
19	.325	.320	Valid
20	.325	.320	Valid

Further, by considering the number of respondents as many as 40 students, the table of critical values *r* Product Moment with a significance level of 5% shows a value of 0.320., through *r*-table the validity test calculation, the hypothesis states that a Likert scale instrument is considered valid if its value is greater than 0.320, the instrument is declared valid.

Table 7. Reliability Statistics

Reliability Statistics		
Variables	Cronbach's Alpha	N of Items
Learning Anxiety	.876	15
Learning Style	.854	15
English Achievement	.602	20

Meanwhile, based on reliability calculations using Cronbach's Alpha with SPSS 26 all indicators in variables X1, X2, and Y have values above the 0.60 criterion, so they can be declared reliable.

Descriptive Statistics

Table 8. Descriptive Statistics Values of the Learning Anxiety Questionnaire Results

Learning Anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Communication Apprehension	24	60.0	60.0	60.0
Anxiety of the test	4	10.0	10.0	70.0
Fear of negative evaluation	12	30.0	30.0	100.0
Total	40	100.0	100.0	

From the table 8, it can be seen that the learning styles questionnaire resulting on 24 students or 60% students got communication apprehension, 4 students or 10% students got anxiety of the test and 12 tactile students or 30% students were fear of negative evaluation. Therefore, the communication apprehension dominates the class which means that most of them learn by observing or seen something.

This result indicates that a majority of the students feel anxious or reluctant to speak up or participate in communicative activities, possibly due to fear of making mistakes or being judged. Consequently, these students tend to prefer passive learning methods, such as watching demonstrations, listening to explanations, or reading written materials, rather than engaging in active verbal interactions. This can have a significant impact on classroom dynamics and instructional strategies, suggesting that the teacher should incorporate more visual aids and reduce pressure in communicative tasks to create a more supportive and less intimidating learning environment. Addressing communication apprehension through scaffolding techniques, group discussions, or confidence-building exercises might also improve students' engagement and academic performance.

Table 9. Descriptive Statistics Values of the Learning Styles Questionnaire Results
Learning Styles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Visual learning styles	26	65.0	65.0	65.0
	Auditory learning styles	10	25.0	25.0	90.0
	Kinesthetic learning styles	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

From table 9, it can be seen that the learning styles questionnaire resulting on 26 students or 65% students were Visual learning styles, 10 students or 25% students were auditory learning styles and 4 students or 10% students were Fear of negative evaluation. Therefore, the communication apprehension dominates the class which means that most of them learn by observing or seen something.

This finding shows that visual media, particularly visuals, graphs, colours, videos, and written materials, help most students comprehend and remember information better. When given organized visual input, these learners tend to be more engaged, and they could find it difficult to digest material that is only spoken. Thus, in order to enhance students' understanding, teachers are urged to make the most of visual aids like mind maps, diagrams, presentation slides, and instructional films.

Furthermore, the percentage of students who are auditory learners and those who show signs of fearing a poor grade indicates that a smaller subset of students might benefit from alternative methods. Teachers should think about using a range of teaching techniques to accommodate this diversity, including group discussions, audio recordings, and building a positive, accepting environment in the classroom. This will help to effectively address all learning styles and give students greater confidence to participate in the learning process.

Table 10. Descriptive Statistics Values of the English Achievement Results
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
English Achievement	40	40	95	66.38	16.211
Valid N (listwise)	40				

From table 10 above, it can be seen that there were 40 students did the writing test. The result show that the minimum score was 40 while the maximum score of the students was 95. Meanwhile, the mean score of the class was 66.38 which is categorized into good writing ability.

This average score indicates that, overall, the students have a relatively strong foundation in English, with most of them demonstrating adequate skills in grammar, vocabulary, coherence, and content organization. However, the wide range between the minimum and maximum scores also indicates significant variation in students' test performance. This gap highlights the presence of both high-achieving students and those who may require additional support and targeted instruction.

Normality Test

In the normality test, the data were considered normally distributed if the significance values from both the Kolmogorov-Smirnov and Shapiro-Wilk tests exceeded the significance level of $\alpha = 0.05$.

Table 11. Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning Anxiety	.102	40	.200*	.958	40	.146
Learning Styles	.118	40	.165	.954	40	.106
English Achievement	.113	40	.200*	.950	40	.075

The calculation is found in the asymp. Sig. (2 tailed) which is the Shapiro-Wilk coefficient of 0.146, 0.106, and 0.075. Because the Shapiro-Wilk coefficient is $0.146 > 0.05$ on variable X1, $0.106 > 0.05$ on variable X2, and $0.075 > 0.05$ on variable Y, the data obtained with a Likert scale questionnaire instrument is normally distributed.

Linear Regression

This test is used to measure the model's ability to explain variance in the independent variable. Adjusted R Square testing in this study was carried out using the SPSS 26 application, with the criteria that values > 0.75 are considered strong, values between 0.50 - 0.75 are considered moderate, and values 0.25 - 0.50 are considered weak. The following is the calculation table for the Coefficient of Determination.

Table 12. Calculation of Variables Learning Anxiety (X1) to English Achievement (Y)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 ^a	.708	.700	8.875

- a. Predictors: (Constant), Learning Anxiety
- b. Dependent Variable: English Achievement

The value obtained in the table 4.9 from the research instrument results obtained a value coefficient at 0.708. The value of the coefficient of determination of 0.708 is equal to 70.8%. This figure means that the variable Learning Anxiety (X1) affects the variable English Achievement (Y) by 70.8%. Meanwhile, the remaining 29.2% (100% - 70.8% = 29.2%) is influenced by other variables outside this regression equation or variables that were not studied.

Table 13. Calculation of Variables Learning Styles (X2) to English Achievement (Y)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.140 ^a	.019	-.006	16.263

- a. Predictors: (Constant), Learning Styles
- b. Dependent Variable: English Achievement

The value obtained in the table 4.10 from the research instrument results obtained a value coefficient at 0.019. The magnitude of the coefficient of determination of 0.019 is equal to 1.9%. This figure means that the variable learning styles (X2) affects the variable English Achievement (Y) by 1.9%. Meanwhile, the remaining 98.1% (100% - 1.9% = 98.1%) is influenced by other variables outside this regression equation or variables that were not studied.

Table 14. Calculation of Variables Learning Anxiety (X1) and learning styles (X2) to English Achievement (Y)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.861 ^a	.741	.727	8.477

- a. Predictors: (Constant), Learning Anxiety, Learning Styles
- b. Dependent Variable: English Achievement

The value obtained in the table 14 from the research instrument results obtained a value coefficient at 0.741. The coefficient of determination value of 0.741 is equal to 74.1%. This figure means that the variable Learning Anxiety (X1) and the variable Learning Styles (X2) simultaneously (together) influence the variable English Achievement (Y) by 74.1%. Meanwhile, the remaining 25.9% (100% - 74.1% = 25.9%) is influenced by other variables outside this regression equation or variables that were not studied.

Linear Regression: Test T

Table 15. Hypothesis Test Results Variables Learning Anxiety (X1) to English Achievement (Y) (X1 to Y) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	239.104	18.050		13.246	.000
Learning Anxiety	-2.579	.269	-.841	-9.598	.000

- a. Dependent Variable: English Achievement

Based on table 15 above, it is known that the significance (Sig) value of the Learning Anxiety (X1) variable is 0.00. Because the Sig value of $0.00 < 0.05$, it can be concluded that H_a is accepted. This means there is an influence of Learning Anxiety (X1) on English Achievement (Y).

In other words, there is sufficient statistical evidence to conclude that students' levels of anxiety in the learning process significantly affect their performance in English. A lower level of anxiety is likely associated with better English achievement, while higher anxiety may hinder learning outcomes. These findings highlight the importance of addressing emotional factors, particularly anxiety, in efforts to improve academic performance in language learning contexts.

Table 16. Hypothesis Test Results Variables Learning Styles (X2) to English Achievement (Y) (X2 to Y) Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.871	38.657		.850	.400
Learning styles	.493	.567	.140	.869	.391

a. Dependent Variable: English Achievement

Based on table 16 above, the significance value (Sig) of the learning styles variable (X2) is 0.391. Since the Sig value of $0.391 > 0.05$, the alternative hypothesis (H_a) is rejected. This means there is no influence of learning styles (X2) on English Achievement (Y).

Stated in distinct ways, there is insufficient evidence in the data to draw the conclusion that students' performance in the English language is directly impacted by their chosen learning strategies. This implies that learning styles are not a determining factor in academic accomplishment in English, even though they may influence individual learning experiences. Students' results may be more significantly influenced by other elements, such as motivation, the calibre of the instructor, or emotional states.

Table 17. Hypothesis Test Results Variables Learning Anxiety (X1) and learning styles (X2) to English Achievement (Y) (X1 and X2 to Y) Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.861 ^a	.741	.727	8.477	.741	52.819	2	37	.000

a. Predictors: (Constant), Learning Anxiety, Learning Styles

b. Dependent Variable: English Achievement

Based on table 17 above, the Significance (Sig) value is 0.000. Because the Sig value of $0.000 < 0.05$, H_a is accepted. Therefore, the hypothesis test results indicate that there is an influence of Learning Anxiety (X1) and Learning Styles (X2) on English Achievement (Y).

This means that, when considered together, both learning anxiety and learning styles play a meaningful role in explaining students' English achievement. Although individual learning styles may not have shown a significant effect, their combined presence alongside learning anxiety contributes to the overall variance in academic performance. These findings emphasize the importance of addressing multiple aspects of the learning process—both emotional and cognitive—in order to support student success in English language education.

Discussion

The results of the hypothesis test through regression and descriptive analysis show that Learning Anxiety has a significant impact on English achievement. Based on the simple linear regression table, the significance value is $0.000 < 0.05$, so it can be concluded that H_0 is rejected and H_1 is accepted, which means that learning anxiety has a significant impact on English achievement. The value of the coefficient of determination of 0.708 is equal to 70.8%. 29.2% ($100\% - 70.8\% = 29.2\%$) is influenced by other variables outside this regression equation or variables that were not studied. This is supported by (Afifah, 2024) that shows the influence of learning anxiety on English Achievement. The higher level of learning anxiety, the more it will affect English achievement. In this study, communication apprehension played a great value on students' learning anxiety. They tend to have lack of confidence in learning foreign language. Next, the fear of negative evaluation also became the anxiety students faced in learning foreign language. Students usually felt nervous when they have to perform using English skill because they were afraid of negative judgment

from both peer and the teacher. The last is anxiety of the test in which they tend to be afraid to do the test because they were afraid of getting low score.

The results of the hypothesis test through regression and descriptive analysis show that learning styles has a significant impact on English achievement. Based on the simple linear regression table, the significance value is $0.391 > 0.05$, so it can be concluded that H_0 is accepted and H_1 is rejected, which means that learning styles has no significant impact on English achievement. This means that the variable Learning Styles (X_2) affects the variable English Achievement (Y) by 1.9%. Meanwhile, the remaining 98.1% ($100\% - 1.9\% = 98.1\%$) is influenced by other variables outside this regression equation or variables that were not studied. This is supported by (Prasetyo, 2021) who also found that there is no influence of learning styles on student achievement. This can happen because students tend not to be aware with their learning styles.

Next, if $F_{count} \leq F_{table}$, it means that H_0 is accepted. Meanwhile, if $F_{count} > F_{table}$, it means that H_0 is rejected. F_{table} for this test was 2.85. Since the F_{count} was 52.819, it means that $F_{count} > F_{table}$ ($52.819 > 2.85$). Thus, H_0 is rejected and it means that there is significant simultaneous influence of learning anxiety and learning styles on English achievement. It means when two variables of learning anxiety and learning style worked together, it can be used to predict the students' English achievement. This is supported by (Pratama & Anwar, 2024) who also found that there is influence of learning styles on student achievement. According to (Pratama & Anwar, 2024), learning styles and learning anxiety with comprehension ability have a positive influence and both have a significant impact. With the low level of learning anxiety, there is an increase in students' English achievement, it can be concluded that learning anxiety and learning styles simultaneously have an impact on students' English achievement.

4. CONCLUSION

Based on the data carried out by researchers in the discussion of research results following conclusions can be drawn:

- a. There is a significant partial influence of Learning Anxiety on English Achievement Eighth Grade Students at SMP Negeri 1 Gondang as variable X_1 obtained t_{count} value of -9.598 with significance level of 0,000. By using the significance level of 0.05, the t_{table} of 1.68 is obtained, which means the $t_{count} > t_{table}$ and the significance of $0.000 < 0.05$, which means H_a is accepted. So that there is a significant influence between Learning Anxiety X_1 partially on English Achievement Y .
- b. There is no significant influence of learning styles on English Achievement Eighth Grade Students at SMP Negeri 1 Gondang as variable X_1 obtained t_{count} value of -.869 with significance level of 0,000. By using the significance level of 0.05, the t_{table} of 1.68 is obtained, which means the $t_{count} > t_{table}$ and the significance of $0.391 > 0.05$, which means H_a is rejected. So that there is no significant influence between learning styles X_2 partially on English Achievement Y .
- c. There is an effect of learning anxiety and learning styles on English achievement, it can be seen from the data results of variable obtained f_{table} of 52.819 with a significance level of 0.000. Which means that the $f_{count} > f_{table}$ and the significance of $0.000 < 0.05$, which means that H_a is accepted.

This study is unique in examining the correlation between English classroom anxiety and learning styles and their impact on students' English achievement. The findings can be added to the existing theories. The study suggests that learning anxiety and learning styles play significant factors in foreign language learning. Further the data, debates, and conclusion suggest that teachers should acknowledge students' learning anxiety and learning styles. Learning anxiety should be accommodated so that it will not affect the English achievement while different learning styles require different teaching materials and methods.

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