

**THE CORRELATION BETWEEN LEARNING STYLES AND SPEAKING
ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirements to get a bachelor's degree of
Sarjana Pendidikan (S.Pd)**

by:

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**ENGLISH EDUCATION STUDY PROGRAM
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PALEMBANG**

2019

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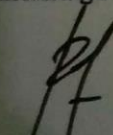
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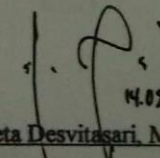
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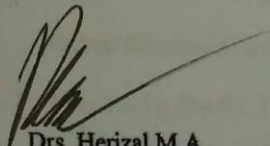
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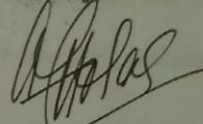


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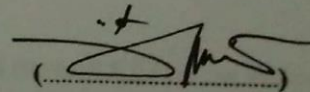
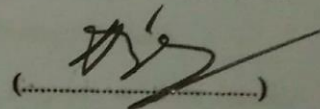
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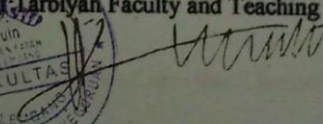


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MOTTO:

Allah is Your Protector, and He is The Best of Helper (3:150)

I Do Not Mean Anything Without My Parents

DEDICATIONS

This thesis is dedicated to:

- *Allah SWT the lord of world who always gives me his mercies, his bless and his answer toward my prayers.*
- *My prophet Muhammad SAW as a my biggest inspired in my life.*
- *My beloved parents Mr. Andika and Mrs. Sutika who always love, support, and pray for me. Thanks a lot for everything.*
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STATEMENT PAGE

I hereby,

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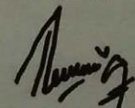
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Palembang, 2019

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Palembang, January , 2019

The Writer

Iski Vitaloka

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ABSTRACT

The aims of the study were (1) to find out whether each type of learning styles had any significant correlation to speaking achievement of English Education Study Program Students of UIN Raden Fatah Palembang, (2) whether each type of learning styles influenced speaking achievement, and (3) which type of learning styles that became the best predictor of speaking achievement. The method of this research was correlational research. The population of this research was all of the active students of English Education Study Program Students of UIN Raden Fatah Palembang in the academic year of 2017-2018 with total number of 430 students. However, there were only 98 students involved as sample in this research taken by using purposive sampling. The students' learning style score was taken by distributing questionnaire by Barsch (1996), while the students speaking achievement was obtained by conducting speaking test. To answer the first problem, Pearson Product Moment Correlation Coefficient was employed. The result of this study showed that there was no significant correlation between each type of learning styles and speaking achievement. Since there was no significant correlation, further analyses were eliminated.

Keywords: learning styles, speaking achievement.

