

The Correlation Between Learning Styles And Listening Comprehension Achievement of The Eleventh Grade Students of Ma Patra Mandiri Palembang

ABSTRACT

The aims of the study were (1) to find out whether each type of learning styles had any significant correlation to the students' listening comprehension achievement and (2) whether each type of learning styles influenced their listening comprehension achievement. The population of this research was the eleventh grade students of MA Patra Mandiri Palembang with total number of 220 students. There were only 66 students involved as sample in this research taken by using simple random sampling. The method of this research was a correlational research. The data were collected by using a ready-made questionnaire by Barsch (1996) and listening comprehension test. Person Product Moment Correlation Coefficient was used to find out the correlation between variables. The result showed there was no significant correlation between each type of learning styles and listening comprehension achievement (all the p -significances were higher than .05). The level of p -significance was .727 for visual and listening comprehension achievement, the level of p -significance was .575 for auditory and listening comprehension achievement and the level of p -significance .629 for kinesthetic and listening comprehension achievement. Thus, since there was no significant correlation, the second research problem was eliminated. This study had successfully proven that learning styles were not dominant factors contributing to the students' learning comprehension achievement.

Keywords: learning styles, listening comprehension achievement.