

**The Correlation Between Learning Styles And English Academic
Achievement Of The Eleventh Grade Students Of Sma Negeri 14 Palembang**

ABSTRACT

The aim of the present study was to find out the correlation between learning style and English academic achievement, and whether learning styles contributed to their English academic achievement. The study was in the form of correlational research method. The population of the study was 338 students from the eleventh- grade of SMA Negeri 14 Palembang. By using simple random sampling technique, there were 86 students involved as the sample of this study. The data was gained by using two instruments which were Learning Style Survey (LSS) Questionnaire by Cohen, et al. (2001) and students' English academic achievement test scores'. To answer the first research problem, Pearson Product Moment Correlation Coefficient was used. Based on the data, it was found that there was a significant correlation between each types of students' learning styles and their English academic achievement since the probability (p) of visual (.000), auditory (.000), and kinesthetic (.0001) was lower than significance value (.005). Furthermore, students 'learning styles contributed 51%, to their English academic achievement. As the result, the students with good understanding and management of their learning styles, and apply it effectively in the English learning process, will have satisfactory English academic achievement.

Keywords: *English Academic Achievement, Learning Styles*