

ABSTRACT

This research aimed to find a correlation between students' learning style and their achievement in listening comprehension. The method employed in this study was a quantitative method through correlational research design. The data were gathered by distributing learning style questionnaire through Google Forms and testing listening comprehension for 80 students of twelfth grade of SMAN 7 Palembang. The data were analyzed by Spearman Rank-Order. Based on the data analyses, for analytical learner, the rho-obtained (.161) was lower than the r-table (0.320); for communicative learner, the rho-obtained (.500) was lower than the r-table (0.997); for authority-oriented learner, the rho-obtained (.229) was lower than r-table (0.432); and the last, for mixed-type learner style, the rho-obtained was (-.393) was lower than r-table (0.482). It means that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Therefore, it is concluded that there was no significant correlation between students' learning style and their listening comprehension achievement.

Keywords: *learning style, listening comprehension achievement*