

## ABSTRACT

**Riski Nur Istiqomah, 2018: THE RELATIONSHIP BETWEEN EFL LEARNING STYLE AND THEIR ENGLISH READING COMPREHENSION ACHIEVEMENT** (*A Correlational Study in the Second Semester at UIN Sunan Gunung Djati Bandung in the Academic Year 2017/2018*)

This research aimed to find out the relationship between students' learning style and their reading comprehension achievement. Then this paper is written to achieve the objectives: 1) to find out the kinds of learning style of EFL students of English Education Department, 2) to find out the reading comprehension achievement of EFL students of English Education Department at UIN Sunan Gunung Djati Bandung. 3) to find out the relationship between students' learning style and their reading comprehension achievement.

The method used in this research is quantitative research through correlational research design. The instruments used in the research were ILS questionnaire and the document of the students' scores of reading comprehension. The scores from both of the instruments were calculated and analyzed by using SPSS 16 version to find out if there was a relationship between the two variables. The research was conducted at UIN Sunan Gunung Djati Bandung. The population of the research was the second semester students in the academic year 2017/2018, as many as 122 students. However, only 64 out of 122 students were chosen as the sample by using random sampling.

The result of this research showed that the majority of students learning style was visual/verbal learning style. For the criteria of students' reading comprehension achievement was categorized as a good achievement. Furthermore, there was low correlation with the index value of the correlation coefficient was 0.245. In addition, the hypothesis testing showed that  $t_0 > t_{table}$ , in which  $2 > 0.3198$ . The alternative hypothesis ( $H_a$ ) is accepted there is a positive relationship between students' learning style and their achievement in reading comprehension. The relationship between students' learning style and their reading achievement is a positive relationship although the correlation value is low.

In conclusion, it is suggested that it is important for the teachers to know students' learning style which can be used to determine the appropriate method especially for teaching reading comprehension.