

ABSTRACT

Shella Fitria Nurjanah, 2018: THE RELATIONSHIP BETWEEN STUDENTS' LEARNING STYLES AND THEIR ACHIEVEMENT IN LISTENING SKILL (A Correlational Study in the 11th Grade Student at SMAN 27 Bandung)

Listening is a receptive skill besides writing, reading and speaking that teachers have to teach. For some students, listening is a difficult skill because students have to pay attention and concentrate to the listening subject. To make the listening subject easier, teacher have to prepare appropriate strategies. The appropriate strategies in teaching listening can be determined based on the understanding of students' learning style.

This research focuses on investigating the students' learning style using Fleming's Theory (2012) and students' listening skill of the eleventh-grade students at SMAN 27 Bandung. The research aims to find out the relationship between students' learning style and their listening skill achievement.

The method used in this research was a quantitative method through correlational research design. The research was conducted at SMAN 27 Bandung. The population of the research was the second-grade students in the 2017/2018 academic year. However, only the class of XI-IPA 5 which was chosen as the sample by using random sampling. The instruments that were used in the research were the VARK questionnaire and the document of the students' listening skill scores. The scores from both of the instruments were calculated and analyzed by using the statistical procedure of Pearson r correlation formula to find out if there was a significant relationship between the two variables.

The result of this research showed that 6 students have visual learning style, 12 students have an aural learning style, 9 students have read/write learning style and there are 10 students who have a kinesthetic learning style. It showed that the majority of students' learning style was aural learning style. For the criteria of students' listening achievement was categorized as a very good achievement. Furthermore, there was a high correlation with the index value of the correlation coefficient was 0.722. In addition, the hypotheses testing showed that $t_0 > t_{Table}$, in which $6.264 > 0.4182$. In conclusion, the alternative hypothesis (H_a) is accepted, and there is a significant correlation between students' learning style and their achievement in listening skill. Therefore, it is suggested that it is important for the teachers to know students' learning styles which can be used to determine the appropriate method especially for teaching listening in the classroom.

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