

**THE CORRELATION BETWEEN STUDENTS' LEARNING STYLES
AND THEIR ACHIEVEMENT IN LISTENING SKILLS AND READING
SKILLS**

THESIS

Presented to:

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education



By :

NIKEN NUNGKI LASARI

9322.168.15

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2019

ACKNOWLEDGEMENTS

Alhamdulillahirobbil' alamin. I would like to thank Allah SWT for endlessly blessing me not only the good but rather than all the best things in my colorful life. Allah is always be with me in guiding my own self to finish this thesis.

In finishing this thesis entitled the correlation between students' learning styles and their achievement in listening skill and reading skill, it has gotten a lot of helps and advice that involve many people. Thus, the researcher would like to give appreciation to:

1. Dr. Nur Chamid, MM as the rector of State Islamic Institute of Kediri.
2. Dr. H. Ali Anwar, M.Ag as the chief of Tarbiyah Faculty.
3. Dr. Ary Setya Budhi Ningrum, M.Pd as the chief of English Education Department.
4. Dr. Toyyibah, S.S., M.Pd and Dr. Sri Wahyuni, M.Pd as the advisor in finishing this thesis who always gives advices, corrections and suggestions to make this thesis better.
5. Ossa Bodhi Tala Sumanto, M.A as the lecturer of listening class who admit me to collect the data in listening class.
6. My honorable all of the lecturers in English Department of IAIN KEDIRI who patiently give me a lot of knowledge for several years. *Jazakumullah Khoirun.*
7. My beloved father Rochibun, my respectable mother Mesiyah, my lovely brother Iksan Amri S.Kom, my lovely aunty Ari Damayanti, My lovely grandmother Paerah and all of my family thank you for your support.
8. All of people that help in finishing this thesis. Thank you so much for your attention, support, help, and guidance in finishing this thesis.

Finally, the researcher hopes that this thesis will be useful for all readers. It realized that this thesis is not perfectly enough yet. It is caused on limitation of capability and

knowledge that the researcher has owned. Thus, the writer is excited to receive constructive criticism and suggestion to make this thesis better.

Kediri, Mei 13th 2019
The Writer

Niken Nungki Lasari

DECLARATION OF AUTHENTICITY

Name : NIKEN NUNGKI LASARI
Students' ID Number : 932216815
Study Program : EDUCATION
Department : ENGLISH LANGUAGE DEPARTMENT
Title of Thesis : THE CORRELATION BETWEEN STUDENTS' LEARNING
STYLES AND THEIR ACHIEVEMENT IN LISTENING SKILLS
AND READING SKILLS

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others. This thesis is to fulfill the requirement for the degree of *Sarjana* (S1) in English Language Education, State Islamic Institute of Kediri (IAIN).

Kediri, June 13th 2019

The Researcher,

NIKEN NUNGKI LASARI
NIM. 932216815

Abstract

Lasari, Niken Nungki. 2019. *The Correlation between Students' Learning Styles and Their Achievement in Listening Skills and Reading Skills*. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri. State Islamic Institute of Kediri. Advisors (1) Dr. Toyyibah S.S., M.Pd (2) Dr. Sri Wahyuni, M.Pd.

Keywords: *Learning Styles, Listening skill, Reading skill*

There are many factors in second language acquisition. One of them is learning style. Based on Reid (1984) there are six types of learning styles namely visual, auditory, kinesthetic, tactile, group and individual. The objectives of this study is to find out students learning styles preferences, the correlation between students' learning styles and their achievement in listening skill and reading skill, the correlation between students' with visual learning style and their reading ability and the correlation between students with audio learning style and their listening ability.

The research design of this study is correlational design. The sample of this research are 70 students of second semester in English Department students at IAIN KEDIRI. There are two instruments used to obtain the data. First, the questionnaire is distributed to get the students' learning styles preferences. Second, TOEFL test of listening comprehension and reading comprehension to know the score of each skill. Pearson product moment is used to analyze the correlation between students' learning style and their achievement in reading skill and listening skill.

The result shows that the majority learning style preferences in their learning process is visual learning style. In addition the finding shows that there is no significant correlation between students' learning styles and their achievement in listening skill. The significance value shows 0.368. It can be concluded that there is no significant relationship between learning styles and their achievement in listening skill. Then, there is no significant correlation between students' learning styles and their achievement in reading skills. The significance value shows 0.837. It also shows that there is no significant correlation between students' learning styles and their achievement in reading skills. Next, there is no significant correlation between students with visual learning style and their reading ability. The significance value indicates 0.073. It can be concluded that there is no significant relationship between the two variables. Further, there is no significant correlation between students with audio learning style and their listening ability. The significance value shows 0.434. All of the result shows that the significant value is more than 0.05. It means that there is no significant correlation between two variables.

TABLE OF CONTENTS

COVER	
DECLARATION OF AUTHENTICITY	i
APPROVAL PAGE	ii
RATIFICATION SHEET	iii
NOTA KONSULTAN	iv
NOTA PEMBIMBING	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	x
TABLE OF CONTENTS	xi
LIST OF TABLE	xiii
CHAPTER I : INTRODUCTION	1
A. Background of the study.....	1
B. Problem of study.....	5
C. Objectives of the study.....	5
D. Hypothesis of the study.....	6
E. Significances of the study.....	7
F. Scope and limitation of the study.....	7
G. Definition of key terms.....	8
CHAPTER II: LITERATURE REVIEW	9
A. Learning styles.....	9
B. Listening skill.....	14
C. Reading skill.....	16
D. Previous studies.....	17
CHAPTER III: RESEARCH METHOD	20
A. Research Design.....	21
B. Population and sample.....	22

C. Research Instruments	22
D. Data Collection Method	26
E. Data Analysis	26
CHAPTER IV : FINDINGS AND DISCUSSION.....	29
A. Research Findings.....	29
B. Discussion	43
CHAPTER V : CONCLUSION AND SUGGESTION	46
A. Conclusion	46
B. Suggestion.....	47
REFERENCES.....	xiv
APPENDICES	xv

LIST OF TABLE

Table 3.1 The scheme of variables	21
Table 3.2 The scheme of visual learning style with reading ability and audio learning style with listening ability	21
Table 3.3 Perceptual Learning Style Preferences Questionnaire (PLSPQ)	23
Table 3.4 The Questionnaire Item Scoring	24
Table 3.5 Blueprint of TOEFL Test.....	25
Table 3.6 The Criteria of coefficient correlational level.....	27
Table 4.1 Students' perceptual learning styles preferences	29
Table 4.2 Distribution of overall students' perceptual learning styles	31
Table 4.3 Bar chart of students' learning styles preferences	32
Table 4.4 Percentages of learning style preferences	33
Table 4.5 Statistics Descriptive of Learning Styles	34
Table 4.6 Analysis Descriptive of Perceptual Learning Styles Preferences	34
Table 4.7 Statistic Descriptive of listening score	36
Table 4.8 Bar Chart of Listening score	36
Table 4.9 Statistic Descriptive of Reading Score	38
Table 4.10 Statistic Descriptive of Reading Score	38
Table 4.11 Test of Normality.....	40
Table 4.12 The Analysis of Person Correlation between Learning Styles and Listening Skill	40
Table 4.13 The Analysis of Person Correlation between Learning Styles and Reading Skill	41
Table 4.14 The Analysis of Person Correlation between Visual Learning Style and Listening ability	42
Table 4.15 The Analysis of Person Correlation between Learning Styles and Listening ability	42