ABSTRACT

Malihah, Umi. (2015). Correlation between Students' Learning Style and Achievement in Critical Reading Class of English Teacher Education Department at Sunan Ampel State Islamic University Surabaya. A Thesis English Teacher Education Department, Faculty of Tarbiyah and Teachers Training Sunan Ampel State Islamic University Surabaya. Advisor: Muhammad Salik

Key Words: students' learning style, students' achievement, critical reading class.

This research discusses two major concerns; to identify the students' learning style (visual, auditory and kinesthetic) preferences and to investigate whether there is significant correlation between students' learning style and achievement in critical reading class or not. Because learning styles affect the way that students prefer to learn and the areas in which they will have difficulty learning critical reading, so students' learning styles might cause specific effects on students' achievement in critical reading class. The subjects of this research were 4th semester students of English teacher education department at Sunan Ampel State Islamic University Surabaya who take critical reading class. This research employed Pearson Product Moment correlation to be the method. The instruments of this research are questionnaire and document study. Questionnaire used by researcher was Learning Style Survey by Rebecca Oxford 2001 and students' critical reading score which was taken from midterm examination score. The result showed that the types visual learners were 42 students (60%), auditory learners were 13 students (19%) and kinesthetic learners were 15 students (21%). As a result, visual learners were more dominant than auditory and kinesthetic learners in critical reading class. From the analysis of the results of the critical reading achievement and their correlation with the students' learning styles, it was found that all of the result of the data showed a weak and very weak correlation and almost no significant correlation both of them because all of the sig. is higher than the standard level of significant (0.05) the Pearson Correlation of visual = 0.211 (Sig. = 0.100), auditory = 0.60 (Sig. = 0.64) and kinesthetic = 0.024 (Sig. = 0.843).