ABSTRACT

Anjani, Natasha Nur Afifah. 2026. *The Correlation Between Students' Learning Style and Their Listening Comprehension at Universitas Muhammadiyah Jember.* English language education program, faculty of teacher training and education, Universitas Muhammadiyah Jember. Advisors: (1) Dr. Hanafi, M.Pd. (2) Fitrotul Mufaridah, M.Pd.

Key Word: Learning Style, Listening Comprehension, Students.

Since the learning method developed in number of various methods, it is accordance with the students' learning styles. The used of listening skill is not only important on daily communication, but also listening skill is highly important on the process of learning. The learning styles concept appears to have wide acceptance not only among educators but also among parents and the general public. And the learning style studies is aiming to give students most effective learning method or moreover on the specific instruction that the students gained the maximum outcome learning.

This study is investigating whether there is any significant correlation between students' learning style and their listening comprehension? Based on the presented literature review, this research proposes a hypothesis alternative that "There is significant correlation between students' learning style and their listening comprehension". And the hypothesis null that "There is no any significant correlation between students' learning style and their listening comprehension".

This research used a quantitative method, to measures the collected data. The quantitative method is to find out whether students' learning style and their listening comprehension are correlated. The conclusion on this research were, first; that there was no any significant correlation between students learning style and students listening comprehension. Which is Ha is rejected and H0 is accepted. From the correlation test between students' learning style and students' listening comprehension using Pearson Correlation Product Moment, it shows that r count -0.042 smaller than r-count 0.30. And with sig value 0.792 higher than 0.05.