

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language which is used all of countries in this world. English is important language for several world works and fields. English is an international communication is used many people for communication with other people. In Indonesia, English is a foreign language which is taught in the school, from elementary until university level. English is an obligation for the students because it is one of subject of Indonesian education. As we know, In Indonesia, English as a foreign language that also must be learnt by the students all of level because it is as one of national final test. English is different from Indonesian language being look at from tenses/grammar, pronunciation, and vocabulary. In English teaching has four language skills, they are listening, speaking, reading, and writing. In English teaching and learning, there are 3 components of language that support four languages skills above; they are grammar, pronunciation, and vocabulary. Listening, speaking, writing, and reading skill need to master vocabulary. Vocabulary is one of the most important components in learning foreign language. It is basic of language because vocabulary has significant in communicating process. The communication will success or not depends on the understanding of vocabulary. Students can not listen, speak, read, and write well if they do not know the vocabulary. Students cannot do anything through four skills if they do not have and know vocabulary.

Vocabulary is one of important components in learning language. Vocabulary is also basic component must be mastered by students. According to Nunan, Vocabulary is essential for successful second language learning because without an extensive vocabulary the students will be unable to use the structure function. The students' have to learn comprehensible communication.¹ Enrich the vocabulary will make the students and learner are easy to speak, communicate, understand information and knowledge.

In teaching and learning English for foreign language is not be neglected because without the vocabulary people cannot communicate with each other well. Success and failure in learning English as a foreign language may be evaluated by the progress of students in language acquisition and cultural understanding. However, the most important factors depends on the basic procedure being used by the teacher. A good way/technique can be useless in the hands of a teacher who does not how to use it, a good teacher use the best way.

In English teaching, a teacher has to think a suitable way, subject material and how to apply it in a classroom. Teacher should be creative to teach this subject in various ways in order to students feel comfortable in teaching learning process. While the facts on the ground if students have their own way and technique to comprehend the knowledge and information. For understanding and acquiring the knowledge each students have the difficulty of a word in teaching

¹David Nunan, *Second Language Teaching and Learning*. New York: Thomson Publishing Company, 1999, p. 101

learning process. The teachers have to know what the best ways to know the learning styles for acquiring knowledge.

View the fact in the field and observed to nature of the students who still likes to play, so that can make them difficult to acquiring knowledge on teaching learning process, teacher should be able to understand the students' learning styles order to they can learn easy to remember well and concentrate on the vocabulary provided. There are many ways in teaching and learning English as a solution for teachers to teach the students. Exactly, the teacher usually uses the easiest and simplest way in teaching and learning process. In the classroom, teacher usually gives simple words through the understanding students' learning styles to give an alternative ways of teaching and learning process. If we wish to think and communicate more effectively, we must increase our vocabulary and improve your word using skill. There are many methods in improving vocabulary such as, by using pictures, songs or radio, games, etc. The best way to develop rich vocabulary is to have reach experiences travel, going to movies, plays, and concerts, seeing things, meeting people, listening to good conversation, and selecting going television broadcast.²

In this case, the writer uses learning styles towards vocabulary mastery. The reason why the researcher uses learning styles, because if the teacher know the students' learning styles, students will be easy to memorization. Multiple intelligence theory told by Howard Gardener remind the teacher about student

²Nana Sujana, *Metode Statistika :The world book student hand book*, Chicago: Child craft international, Inc, 1978, p. 82.

owning type learn different. The learning styles as a the best way for teaching vocabulary, if the teacher uses the learning styles of each students will help students to acquiring the vocabulary. The students will be easy to comprehend knowledge if they learn through their learning style and the teacher have to know the students' learning style to help the students be easy in learning process. They choose and decide the best way to process the information in order it can be easy to learn. Learning style is a best way that they use to learn language. It helps students learn more fast and easier with selecting and using appropriate learning style.

Brown defines learning style as the manner or way in which individuals perceive and process information in learning situations.³ DePorter said "Learning style is the way and technique that is used to learn information and knowledge. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like".⁴ Learning styles represent the best way to assist the student remember and the study the new information. Learning style for studying not only for studying is important because it can for developing their skill and interest, and improving the learning output. Learning style can be used to learn language by the students, including English. The students can prefer learning style that is suitable for them to learn and practice English by themselves. For example, the students use visual guidance like flash card to memorize some vocabularies

³H. Brown Douglas, *Principle of Language Learning and Teaching fourth edition*, New York: Longman, Inc, 2000, p 113.

⁴NurKhafifudin, "*The Influence of Learning Styles (Visual, Auditory, Kinesthetic) Towards Vocabulary Mastery at the Second Year Students of MAN Salatiga in the Academic Year 2012-2013*", Thesis S1 Programme, State Institue For Islamic Studies(STAIN) Salatiga, 2013

and use it as memory card and another example use the English song and see the lyric of the song. The students can use their learning style to remember words.

Besides that, the important things of learning styles are the best way for learning to students. The teachers have to understand what is the student's learning style order to easier in vocabulary mastery. Then, it also can comprehensible by the students, simple, and easy, and of the course if we change at the certain time so that still up to date and it doesn't make the student bored.

Based on the result of the pre-observation at SMK N 1 Palangka Raya the writer found some problems that concerning the students' English Vocabulary mastery at SMK N 1 Palangka Raya's students. There are students' vocabulary mastery is low, students in class still have difficulties in mastering Basic English vocabulary, many students tend to keep themselves in the silent when the teacher asks them to say Basic English vocabularies which have given by the teacher in the previous meeting, and the students are reluctant and discourage to speak in target language. Besides, the writer chooses this subject, because they learn about part of speech especially about noun, verb, adjective, etc.

The writer also find the reasons combine in the system teaching English language teacher of SMK N 1 Palangka Raya that makes the students do not interested on teaching learning process, as follows:

1. Teacher does not know the students' learning style in learning process of English language.
2. Teacher never understanding what is the students' learning styles.

3. Teacher uses classical methods just so students are less interested in learning English.

Based on the background which is explained above, the writer is interested in applying the students' learning style as a way to help them in English learning process at SMK N 1 Palangka Raya. It is towards the student vocabulary mastery, especially for the tenth grade students of SMK N 1 Palangka Raya.

Based on the case, the writer uses the alternative way to enrich learners' comprehension by their learning students that is towards vocabulary mastery. Therefore, learners get easy in understanding and studying English. Learning style can also help the teacher be easier in learning and teaching process to be more effective. So, the writer wants to prove the statements by using the title:

“COMPARATIVE STUDY ON LEARNING STYLES (VISUAL, AUDITORY, AND KINESTHETIC) TOWARDS VOCABULARY MASTERY OF THE TENTH GRADE STUDENTS OF SMK N 1 PALANGKA RAYA”

B. Research Problem

Is there any significant different on learning style (visual, auditory, and kinesthetic) towards vocabulary mastery of the tenth grade students of SMK N 1 Palangkaraya?

C. Objective of the Study

To find the significant difference on the learning styles (visual, auditory, and kinesthetic) towards vocabulary mastery of the tenth grade students of SMK N 1 Palangka Raya.

D. Significance of the Study

Theoretically, it is expected that the result of the study gave contribution to support the theory on classroom technique. Foreign language and English language are as Second Languages in Indonesia. Therefore, the English teacher should understand the differences of the learning style of the students to develop them effectively.

Practically, the result of the study is expected to give significant contribution to the English teacher. One of significant is that the learning style on the vocabulary mastery in English learning. It helps the students on vocabulary mastery through their learning style.

Besides, the result of the study is expected to be significance in giving contribution to other researcher who conduct the same fields of research and giving contribution for the readers in increasing the quality of English Teaching Learning.

E. Limitation of the Study

The study was only conduct at the tenth grade students at SMK N 1 Palangka Raya 2014/2015. The study is conducted limited only to measure the different significant on the learning styles (visual, auditory, and kinesthetic) towards vocabulary mastery of the tenth grade students of SMK N 1 Palangka Raya.

F. Variables of the Study

Variables are the objects of the study which indicate variations. Variable is a property characteristic which may differ from individual to individual or from

group to group. A great deal of research is carried out in order to identify or test strength of relationship variable influences or affects a second variable, the first variable is called an independent variable, and the second is called a dependent variable.⁵ There were two variables in the study, as follows:

1. Independent variable (X) : The learning styles (visual, auditory, and kinesthetic) towards vocabulary mastery of tenth grade students of SMK N 1 Palangka Raya.

Variable refers to:

X₁ : Students who have visual learning style.

X₂ : Students who have auditory learning style.

X₃ : Students who have kinesthetic learning style.

2. Dependent variable (Y) : The different of vocabulary mastery of tenth grade students of SMK N 1 Palangka Raya.

G. Definition of the Concept

1. A Comparative is showing how something is the same of different from similar things.⁶ It means that, the comparative means to comparative on the learning style (visual, auditory, and kinesthetic) towards vocabulary mastery of the tenth grade students of SMK N 1 Palangkaraya.

B. Study is devotion of time and though to getting knowledge.⁷

Comparative study is a study that involves the comparison of two or more things of the same kind.⁸

⁵David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

⁶Wikipedia Free Dictionary.<http://www.definitions.net/definition/comparative.online>. February 28, 2015.

⁷*Ibid.*

2. Learning Style

Brown defines learning style as the manner or way in which individuals perceive and process information in learning situations.⁹

From definition above can be concluding that learning style is the way and technique that they use to learn information and knowledge.

Learning style is divided into three characteristics they are visual, auditory, and kinesthetic style:¹⁰

a. Visual style

Visual learner thinks and focuses on viewing. The students have to see the demonstration in order they understand. They need to see more about the information and it can be easy to comprehend for them through the picture.

b. Auditory style

Auditory learner discovers information and knowledge through listening than other. They need hearing the information before understanding.

c. Kinesthetic style

Kinesthetic learner prefers studying by touching, manipulating, and moving.

3. Vocabulary

According to Hornby, Vocabulary is: 1) the total number of words in language; 2) all the words known to a person or used in a particular book, subject

⁸Reverso dictionary, <http://dictionary.reverso.net/english-cobuild/comparativestudy>. February 28, 2015.

⁹H. Brown Douglas, *Principles of language Learning and Teaching fourth edition*, New York: Longman, Inc, 2000, p. 81

¹⁰*Ibid*, p

etc., and 3) a list of words with their meanings.¹¹ Vocabulary is all the word that a people.¹²

4. Vocabulary Mastery

In Oxford Advanced Learners Dictionary is defined that “mastery is to complete knowledge, great skill, achieve/attain mastery of several language or show complete mastery in one’s handing of a difficult situation”.¹³

Vocabulary mastery can be defined the power to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge.

H. Framework of Discussion

The frame of discussion of this study as follows:

Chapter 1 : Introduction that consist of background of the study, problem of the study, hypotheses of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, operational of the study.

Chapter 2 : Review of related literature that consist of definition of learning, definition of learning style, the nature of vocabulary, kinds of vocabulary, aspect of learning style, and vocabulary mastery.

¹¹Hornby As, *Oxford Advanced Learners’ Dictionary*, Oxford: Oxford University Press, 2004, p.252.

¹²*Ibid*, p. 959

¹³*Ibid* , p. 721

Chapter 3 : Research method which consisted of the research type, research design, variable of the study, population and sample, research instruments, data collection and data analysis.

I. Assumptions of the Study

There were two assumptions in this study, they are:

1. Learning style (Visual, Auditory and Kinesthetic) is one of the effective way can be used in teaching vocabulary.
2. The students will increase the score by teaching vocabulary using learning style (Visual, Auditory and kinesthetic).

J. Hypothesis of the Study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.¹⁴ The hypothesis was divided into two categories; they were Alternative Hypothesis and Null Hypothesis:

1. Alternative Hypothesis (Ha): There was significant difference on learning style(visual, auditory, and kinesthetic) towards vocabulary mastery of the tenth grade students of SMK N 1 Palangka Raya.
2. Null Hypothesis (Ho): There was no significant difference on learning style (visual, auditory, and kinesthetic) towards vocabulary mastery of the tenth grade students of SMK N 1 Palangka Raya.

¹⁴David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press. 1992, p. 230