

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presented consists of previous study, definition of learning, definition of learning style, the nature of vocabulary, kinds of vocabulary, aspect of learning style, and vocabulary mastery.

#### **A. Previous Study**

Related to the study, before conducting the study, the writer review some related previous studies. These previous studies give insight about the issues discussed in the study. There are some related about learning style toward vocabulary mastery. First, Nila Dini, had conducted as study entitle “Improving Mentally Retarded Students’ Vocabulary Mastery Through Visual, Auditory, Kinesthetic And Tactile (VAKT) Method Used by the eighth grade students of SPMLB-C Sejahtera Bogor.<sup>15</sup>

The study used the classroom action research (CAR). The respondents of the study consist of 4 students. The result says that pre-test all of students 100% to poor criteria. After treatment of the first cycle 50% belong to good criteria and 50% still poor criteria. In the second cycle the result show 80% belong to very good criteria. The result indicates that visual, kinesthetic and tactile method can improve mentally retarded students’ vocabulary mastery.

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<sup>15</sup>NilaDini, *Improving Mentally Retarded Students’ Vocabulary Mastery Through Visual, Auditory, Kinesthetic And Tactile (Vakt) Method Used by the Students of the Bachelor degree of English Educationa Study Progran of Pakuan University*, Pakuan University, 2013

Second, Nur Khafifudin had conducted a study entitle “The Influence of Learning Styles (Visual, Auditory, and kinesthetic) towards vocabulary mastery at the second year students of MAN Salatiga in the Academic year of 2012-2013”.<sup>16</sup>

In this study, the researcher used was the quantitative approach by using partial correlation multiple variables method. The conclusions are (1) most of the students are visual learner in mastering vocabulary. (2) the effect of visual learning style is 34.57%, auditory learning style is 88.74%, kinesthetic style is 18.40% and the entire of learning styles id 69.39% towards students’ vocabulary, and (there is no significant between visual, auditory and kinesthetic style towards students’ vocabulary mastery. Personally, the variance of learning styles (visual, auditory, and kinesthetic) has influence toward vocabulary mastery.

The third, Abbas Pourhessein Gilakjani studied about Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on English Language Teaching.<sup>17</sup> This study is an analysis of learning styles for Iranian EFL university students. The finding showed that Iranian EFL university students preferred learning styles was visual. The purpose of this study is to increase faculty awareness and understanding the effect of learning styles on teaching process.

In addition, the differences between the previous studies with the researcher are related to the approach of the study that is used. The previous study used class action research (CAR), quantitative research, and qualitative research. Meanwhile, this study was non-experimental research. It was conducted in

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<sup>16</sup>NurKhafifudin, “*The Influence of Learning Styles (Visual, Auditory, Kinesthetic) towards Vocabulary Mastery at the Second Year Students of MAN Salatiga*”, Thesis S1 Program, State Institute for Islamic Studies (STAIN), 2013

<sup>17</sup>Abbas PourhesseinGilakjani, *Visual, Auditory, Kinesthetic Learning Styles and Their Impact on English Language Teaching, Journal, Vo. , Iran: Islamic Azad University, 2012*

teaching vocabulary by learning styles. The purpose of the study is to know the effect of learning styles (visual, auditory, and kinesthetic) towards vocabulary mastery of the tenth grade students of SMK N 1 Palangka Raya.

## **B. Definition of Learning**

Learning is preferred since it suggests more effort-acquisition sounds like something that happens to you rather than something you do actively.<sup>18</sup>

### 1. Definition of learning according Skinner

Skinner says learning is an action. When a person doing learning activity, he/she will have good respond or improve the respond to be better.<sup>19</sup>

### 2. Definition of learning according Piaget

Piaget says that knowledge is set up by individual. And individual interacts with environment constantly then it changes.

From definition above can conclude that learning is a process to acquire knowledge, skill, behavior, attitude, study or education which can do something by brain has been called memory. We can know new knowledge cause of learning. Learning can open our insight in the world wide.

## **C. Definition of Learning Style**

Learning style is the way and technique that use to learn information and knowledge. Students can learn more fast and easier with selecting and using the appropriate learning style that they like. Learning style refer to the variations in your ability to accumulate as well as assimilate information. Brown defines

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<sup>18</sup>Keith Cemeran, *Computer Assisted Language Learning*, New Jersey: Intellect Limited, 1989, P. 2

<sup>19</sup>H. Brown Douglas, *Principles of language Learning and Teaching fourth edition*, New York: Longman, Inc, 2000, p.

learning style as the manner in which individuals perceive and process information in learning situation.<sup>20</sup>

Brown defines learning style as the manner or way in which individuals perceive and process information in learning situations. Keefe says learning style might be as thought of as “cognitive, affective, and physiological trails that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.”<sup>21</sup>

According to Dunn, learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information.<sup>22</sup>

Basically, learning styles are divided into three part, they are as follows:

#### 1. Visual Style (Visual Learner)

Visual learners tend to prefer reading and studying charts, drawing, and other graphic information.<sup>23</sup> The students who fall into this category learn what they are able to see with their own eyes. They tendency learn to describe everything that they see in terms of appearances. Visual learners frequently are good writers and will commonly perform quite well on written assignment.

a. Visual style has some characteristics, they are:<sup>24</sup>

- 1) Students can speak fast.
- 2) Students are good at spelling

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<sup>20</sup> *Ibid*, P. 114

<sup>21</sup> *Ibid*, P. 114

<sup>22</sup> Rita Dunn, and Shirley A Griggs, *Practical Approach to Using Learning Style in Higher Education*, English: Library Congres Cataloging in-Publication Data, 2000, p.8

<sup>23</sup> *Ibid*, P. 129

<sup>24</sup> Bobbi DePorter, and Mike Hernacki, *Quantum Learning*  
 “*Membiasakan Belajar Nyamandan Menyenangkan*, Bandung: PT. Mizan Pustaka, 2003, P. 116

- 3) Students strong to remember what they see than they hear.
  - 4) Students use pictures and notes aids to memorize or process some information and knowledge.
  - 5) Students have difficulties to remember verbal instruction.
  - 6) Prefer to read and write than listen
  - 7) They prefer art than music
- b. There are some learning strategies for visual style (visual learner), these are:
- 1) For work sheet, make a bold line around the items, to help the learners follow an item when they like it
  - 2) Write the guidance on white or blackboard
  - 3) Use graphic, charts, pictures, map, or colors
  - 4) Let the learners point if it's needed, let them point the word or sentence when reading
  - 5) Use mind-mapping to process information
2. Auditory Style (Auditory Learner)

Brown says that auditory learners prefer listening to lectures and audiotapes.<sup>25</sup> Auditory style is learning where learner or students are very good in listening. They tend to absorb information in a more efficient manner through sounds, music, discussion, teaching, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Auditory learners appreciate books on tape and may find that reading aloud will

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<sup>25</sup>H. Brown Douglas, *Principles of language Learning and Teaching fourth edition*, New York: Longman, Inc, 2000, P. 129

help them to retain information. Rather than written reports, auditory learners tend to do better on oral presentation and reports.

The best ways for auditory learner to process the information by telling the information loudly, listening the voice recording, discussing with friends or learning group, recording an argument or statement, doing interview, teaching someone or people, and leading with others.

- a. Auditory style has some characteristic, they are:<sup>26</sup>
  - 1) Students/learners like talking much, discussing, and explaining information lengthily.
  - 2) Students feel difficult when they have to write the information but they are smart in explaining it.
  - 3) Students like repeating and imitating a tone, rhythm, music, voice, or sound.
  - 4) Students love music
  - 5) Students are not afraid speaking in a class
  - 6) Students can to remember learning in verbal instruction.
- b. There are some learning strategies for auditory style (auditory learner), those are:
  - 1) Let them repeat the information loudly.
  - 2) Convert writing information into voice information (song, recording, etc)
  - 3) Play background music when they learn
  - 4) Play many rhythmical and united games when learning

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<sup>26</sup>Bobbi DePorter, and Mike Hernacki, *Quantum Learnin "Membiasakan Belajar Nyaman dan Menyenangkan*, Bandung: PT. MizanPustaka, 2003, P. 118

5) Make group discussion

### 3. Kinesthetic Style (Kinesthetic Learner)

Kinesthetic learner will show a preference for demonstrations and physical activity involving body movement.<sup>27</sup> Kinesthetic style is where students or learners to do tactile learning. This means that they learn well through moving, doing, acting out and touching. Kinesthetic learners tend to become frustrated when they must sit for long periods of time. They enjoy conducting experiments, exploring and performing tasks.

a. Kinesthetic learner has some characteristics, those are:<sup>28</sup>

- 1) Learners or students always move-that's way learner or students learn.
- 2) They move their body when they memorizing information like walking around.
- 3) They use fingers to point out the writing in a book when they read.
- 4) They cannot silently in long time.
- 5) They talk slowly and usually stand up near someone when talking.
- 6) Students prefer learning through practice and physic activities.
- 7) They want to do anything and love games.
- 8) They need concrete object as learning aids.

b. There are some learning strategies for kinesthetic style (kinesthetic learning), they are:

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<sup>27</sup>H. Brown Douglas, *Principles of language Learning and Teaching fourth edition*, New York: Longman, Inc, 2000, P. 129

<sup>28</sup>Bobbi DePorter, and Mike Hernacki, *Quantum Learning*  
 “MembiasakanBelajarNyamandanMenyenangkan, Bandung: PT. MizanPustaka, 2003, P. 118

- 1) Use role play games as learning.
- 2) They do memorizing by walking around and see.
- 3) Show them how to do something.
- 4) Give silent activities after moving activities (example: reading text loudly after physic training at school).

#### **D. The Nature of Vocabulary**

About vocabulary, there are some definition, Hatch and Brocun state that the term of vocabulary is a list or a set of words for a particular language or a list or a set of words that individual teacher of language might use. Vocabulary is all the words, usually arranged alphabetically and defined, explain or translate or the range of language, the stock of word at a person's command or used in particular work, branch or subject, language, etc. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.<sup>29</sup>

Talking about the vocabulary is needed to develop English language in process mastering it. Vocabulary is like way to learn new language. Language is combined by word.

In writer's opinion vocabulary is the key issues in language learning process and needed to construct a sentence to understand and communicate use the language with other. From explain above can be concluding that vocabulary is very important in learning language.

According to Hornby, the word "vocabulary" is defined as follows:

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<sup>29</sup>Elfrida H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary*, New Jersey: Lawrence Elbaum Associates, 2005, P. 7



1. The total number of words in language.
2. All the words known to a person or used in a particular book, subject, etc.
3. A list of words with their meanings, especially one that accompanies a textbook in a foreign language.<sup>30</sup>

Vocabulary is very important to be learned, because the students communicate with other students. If they have enough vocabulary to speak they can misunderstand what about will be spoke. Based on the dictionary above, it can be summarized that vocabulary is a total number of words used in particular book, subject or even by the people that have certain meaning. From the definition of vocabulary, it can be known that learning vocabulary is the process of helping learner to learn about words that have meaning for a particular language. In teaching vocabulary, the students can get knowledge about vocabulary from a teacher.

According to students, English mastery, it is necessary that every student have note books on vocabulary which contain of English vocabulary whether about noun, adjective, verb, adverb, or other vocabularies. By having them, the students are expected to be able to memorize English vocabularies easier and well.

### **E. Kinds of Vocabulary**

According to nation there are two kinds of learning vocabulary, namely receptive learning and productive learning receptive learning is the process of vocabulary through listening and reading, while productive learning is the process

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<sup>30</sup>Hornby, *Oxford Advanced Learner's Dictionary of Current English*, oxford university pers,1995,p.1331.

of learning vocabulary not only through listening and reading but also through speaking and writing.<sup>31</sup>

To develop the whole range of language skills, the productive vocabulary and the receptive vocabulary are required for the learners. The productive learning is important for using vocabulary in speaking and writing. And the receptive learning is important for using vocabulary in listening and reading. The techniques which give familiarity with a target of words are needed.

There are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary is words that the students can understand, pronounce correctly and use appropriately in speaking and writing. While passive vocabulary is the words which the students can recognize and understand when they occur in a context, but they cannot produce or use correctly in speaking and writing.

A particular word can be a productive or active vocabulary if a learner knows how to use it actively and appropriately in a correct context. The transition of a passive or receptive or passive vocabulary into active vocabulary can happen because of listening or reading the word repeatedly.

### **1. The Use of Vocabulary**

Vocabulary is very important in case it could help the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. Mastery of vocabulary will be useful for the

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<sup>31</sup>Elfrida H. Heaton and Michael L. Kamil, *Teaching and Learning Vocabulary*, England:Lawrence Erlbaum Associates, Publishers, 2005, p. 3

process achieve language teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing).

These are the reasons why vocabulary is important:

1. An extensive vocabulary aids expression and communication.
2. A person may be judged by others based on his or her vocabulary.

## 2. Level of Vocabulary

According to Nation in his book “Teaching and Learning Vocabulary”, in Esna states that teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However, teaching vocabulary to young learner isn’t just simply presenting some words, but it has significant influence to the four language skills.<sup>32</sup> Scott Thornbury state that they are seventh level of vocabulary such as:<sup>33</sup>

**Table 2.1**

### Level of Vocabulary

| LEVEL              | WORDS     |
|--------------------|-----------|
| Easy starts        | 200 Words |
| Level One Beginner | 300 Words |
| Level Two Beginner | 600 Words |

<sup>32</sup>EsnaHallatunNisa, “A Study On English Vocabulary Teaching Techniques to Fourth and Fifth Grade Students Of SD Plus DarulUlumJombang Academic Year 2008/2009, Thesis of State Institue for Islamic Studies of English Department Faculty of Tarbiyah, Surabaya: SunanAmpel State Institue for Islamic studies, 2009, p. 3 available at <http://cak-umam.blogspot.com/2011/11/skripsi-satu-pembahasan-pada-pengajaran.html> (accessed on 28 February 2015, 1025)

<sup>33</sup>Scott Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2002, p.59

|                                |             |
|--------------------------------|-------------|
| Level Three Pre-Intermediate   | 1.200 Words |
| Level Four Intermediate        | 1.700 Words |
| Level Five Upper-Intermediated | 2.300 Words |
| Level Six Advanced             | 3.000 Words |

## F. Aspects of Learning Vocabulary

In English of the words are classified into eight part. They are known as the eight parts of speech. The parts of speech are consisted of.<sup>34</sup>

That based on the subject profile of vocabulary used the teacher. In the subject profile of vocabulary contents some core materials that are thought by the teacher to the students as follow related there are many kinds of vocabulary that should be comprehend by the teachers before giving it to the students. Summarizing many kinds of vocabulary elaborated. According Thornburry (2002) vocabulary is divided into:

### 1. Word Classes

Word classes are well-known as parts of speech in grammatical English.

They include:

#### a. Noun

Noun is a word (group of words) that is name of person, a place, a thing or activity or a quality or an idea. Noun can be used as the subject or subject of a verb.

Example: Painter, Jakarta

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<sup>34</sup>FuadMas'ud, *Essential of English Grammar: a partical guide*, Yogyakarta: BPFE, 2005, P. 44-16

### 1) Countable Noun

Countable noun can usually be made plural by the addition of *-s/es*.

Example: Cameras, Chairs, shoes, etc

### 2) Uncountable Noun

Uncountable noun is noun which does not have a plural form and this refers to something that could not count.

Example: Water, sugar, sand, etc.

### 3) Proper Noun

Frank says that proper noun is noun that writes with the capital letter, since the noun represent the personal name, names of geographical units such as countries, cities, rivers, etc.the name of nationalities and religions names of holiday, names of time units and words us for personification.

Example: Monday, London, Nil, etc.

### 4) Common Noun

Common noun is a noun referring to a person, place, or thing in general sense. Usually we should write it with capital letter when it begins a sentence.

Example: book, city, pen, etc.

### b. Verb

Verbs are the words that indicate the name of action that is done of the subject or may be indicate the situation.

Example: Run, swim, eat, and sleep.

## 1) Action Verb

An action verb expressed by a verb may be physical action or mental in action. In addition, it is exist with is, are, was, were.

Example: She was late when visiting her friend.

## 2) Phrasal Verb

These are formed by adding an adverb or a preposition to a verb to create new meaning, *ask around, look for, calm down, give up, put off, etc.*

Example: I never give up doing that assignment.

## c. Adjective

Adjective in words indicate a quality of the person or thing referred to by a noun or pronoun.

Example: kind, better, handsome, etc

She is beautiful.

## d. Adverb

Adverbs are words that clarify verbs, adjective, noun phrase, another adverb or whole sentence.

Example: carefully, quickly, last week

He can run quickly.

## e. Pronoun

Pronouns are the words that replace the place of nouns.

Example: She, he, I, You, etc.

*They* will learn English tomorrow.

## f. Preposition

Preposition is a word (group of words) which is used to show the way in which other words are connected.

Example: for, of, on, in, etc.

I put my bag *on* the table

## g. Conjunction

The conjunction is a word that connects sentences, phrases, or clauses.

Example: and, so, but, etc.

These book *and* pen are mine

**Table 2.2**

**Example of Word Classes**

|   |                                   |                                    |
|---|-----------------------------------|------------------------------------|
| Auxiliary verbs                             | Verbs that support the main verbs | Am, are, has, could,<br>should     |
| Pronoun                                     | Words that replace nouns          | I, it, we, they, he, she           |
| Nouns                                       | People, place, things, and ideas  | Patty, Seattle, cars,<br>happiness |
| Main verbs                                  | Verbs without auxiliaries         | Run, swim, thinks                  |
| Adjectives                                  | Words that describe nouns         | Red, soft, careful                 |
| Adverbs (except<br>adverbs of<br>frequency) | Words that describe nouns         | Calmly, quickly,<br>carefully      |

## 2. Word Families

Thornbury says that how words may share the same base of root, but take different endings. A word that result from addition of an affix to a root, and which has different meaning from the root, it is called derivative. For example: player, playful, replay are each derivate of play. Thus, inflexions and derivate are both formed by the process of affixation. Affixes consist of suffixes such as *-full* ends of a word. Moreover, there are prefixes such as *re-*, *un-*, *pre* in the beginning of word.

1. Derivational Suffixes usually change part of speech of the word to which they are added.

Example:     Happy            – *adjective*  
                   Happily        - *adverb*  
                   Happiness    - *noun*

2. Derivational suffixes usually do not close off a word. After derivational suffix you can add derivational suffix.

Example: Fertile, Fertilize, Fertilizer

3. The word with derivational suffixes combined is an arbitrary matter.

Example: Failure

## 3. Word Meaning

- a. Synonym

Synonyms are words that share a similar meaning.

Example:     sadness = unhappiness  
                   Student = pupil



Buy = purchase

Sick = ill

On = upon

Quickly = speedily

#### b. Antonym

Antonyms are the word pairs are in the meaning.

|          |         |    |           |
|----------|---------|----|-----------|
| Example: | Hot     | >< | cold      |
|          | Safe    | >< | dangerous |
|          | Man     | >< | woman     |
|          | Accept  | >< | refuse    |
|          | Success | >< | failure   |

#### c. Homonym

Homonym is a word that shares same form but has unrelated meaning.

Example: Well, left, fair.

Another confusing of words such as homophones with having the same sound but different meaning such as *meet – meat, sea - see*. While the word which is the same in writing but different in pronouncing called homograph such as a *live concert – where do you live?*<sup>35</sup>

### **G. Vocabulary Mastery**

Mastery comes from “master” that means to gain knowledge, to get the better of, and to train to live with and be of use to human. In Oxford Advanced Learners Dictionary is defined that “mastery is to complete knowledge, great skill,

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<sup>35</sup>Thornbury, Scott., *How to Teach Vocabulary*, England: Longman, 2002. P. 3-12.

achieve/attain mastery of several language or show complete mastery in one's handing of a difficult situation".<sup>36</sup> Vocabulary mastery means the power to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge.

Vocabulary mastery is one component to master English as foreign language. In learning four skills in language (listening, speaking, reading, and writing), vocabulary is very important to master by learners or students. It is reasonable remembering that four language skills need knowledge of words because they will get nothing without words or vocabulary.

Learning language practically always means primarily learning the words of the language. Sometimes, it is useful to assess the size of a learners' vocabulary. One way to measure is to use a dictionary and choose the random selection of words and incorporate these into a test. Without testing there is no reliable means of knowing effective a teaching sequence has been.

All the teachers' language ought to see the growth or develop of that vocabulary as conceptual growth of conception or growth. Development of vocabulary has more than addition of new vocabulary into exchequer of new better in concept into formation. Change vocabulary meant to change life: to change your vocabulary is to change your life. One of fundamentals duty growth of vocabulary by the teachers helps all the students to see difference and equation. Which they are never seeing all the teachers have to strive by exploiting is multifarious technique of growth of word.

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<sup>36</sup>Hornby As, *Oxford Advanced Learners' Dictionary*, Oxford: Oxford University Press, 2004, p. 721.

## **H. Teaching Vocabulary at SMK (VOCATIONAL SCHOOL) N 1 Palangka Raya**

The school of our students a major factor in our decision about how and what to teach. Vocational school has the different major. The students of different major have different needs, competence, and cognitive skills, we might expect the students to acquire much of foreign language thought play, for example whereas for them we can reasonably expect greater use of abstract thought.

The students will learn about their lesson on major of vocational school. They learn about their daily life in their major. It will be easy for them to enter world work. Here writer will help the students in comprehending context or new vocabulary use the best way because it can determine the success of teaching aim. The students can interest to learn English language with their learning style. Petty states some techniques for teaching English these are: (a) Teaching English by using picture. (b) Teaching English by using word games. (c) Teaching English through demonstration.

It has relation with the age of students' senior high school and students' vocational school in the development psychology that the students in age about 13-17 year of the adolescence phase has the influence in learning English process. According to Winarno, the physics of the students in the adolescence phase tend to think in operational stadium focusing in verbal and logic. The students watch the movie and television than listen the music or practice.<sup>37</sup>

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<sup>37</sup> Hamdanah, *PSIKOLOGI PERKEMBANGAN*: Malang: SETARA Press, 2009, p. 141-143