

**ENGLISH DEPARTMENT STUDENTS' VOCABULARY LEARNING
STYLE AND THEIR VOCABULARY ACQUISITION**

THESIS

By:

NURKHALIDAR

14100648

English Education Department



**FACULTY OF TARBIYAH AND TEACHERS TRAINING STATE
INSTITUT FOR ISLAMIC STUDIES (IAIN) ZAWIYAH COT KALA
LANGSA**

2015 M/1436 H

ACKNOWLEDGEMENT

Praise be upon to Allah SWT; The Lord of the Universe, that under Allah's blessing and great guidance and also to Muhammad SAW who had brought us to the knowledge world. Because of them, the researcher is eventually able to complete this thesis as one of the requirements for Sarjana Degree in Teacher Education at English Department Institut Agama Islam Negeri Zawiyah Cot Kala Langsa.

In accomplishing this thesis, the researcher deservedly would like to acknowledge her deepest appreciation to the following persons who have helped and supported her to finish this thesis:

1. Rita Mahriza, MS, as the main supervisor who has given her charm ideas, suggestion and many others things which were useful in completing this thesis.
2. Sabrida Ilyas, M.Ed, as the co supervisor who has given her correction, beneficial opinion and encouragement in the process of writing this thesis.
3. The researcher's beloved parents. Zulkifli.M (Alm) and Antiah thanks for their love, pray, support and motivation either morally or materially.
4. The researcher's brothers and sisters. Syafrizal, SE and Ainul Ridha, S.Pdi, Syaifullah (Alm) and Putri Reza, Yusnidar, S.Pdi and Husaini, Fakhrurrazi, ST and Desiana, Usama, ST and Cut Nella Amalia, A.Md thanks for their pray and motivation.

5. Nina Afrida, M.Pd as the academic advisor. Thanks for the effort to transfer the experience and knowledge to the researcher.
6. All of English Department lecturers who had taught during the study in IAIN Zawiyah Cot Kala Langsa.
7. All of the students in vocabulary class, as the researcher's research place.

May this thesis and knowledge that the researcher got will be useful in future for herself and people. Finally, the researcher hopes the readers could contribute developmental criticism and suggestion to improve this thesis.

May Allah SWT bless us forever. Amin Ya Rabbal 'Alamin.

Langsa, 3 November 2015

The researcher

Nur Khalidar

TABLE OF CONTENT

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENT	iv
LIST OF TABLE	vi
CHAPTER I : INTRODUCTION	1
A. The Background of Study	1
B. Research Question	4
C. Research Objective	4
D. The Significance of The Study	4
E. Hypothesis	5
F. The Limitation of Study	6
G. Terminology	6
H. Review of Related Literature	8
 CHAPTER II : LITERATURE REVIEW.....	 9
A. Vocabulary Acquisiton	9
1. Definition of Vocabulary	9
2. Kinds of Vocabulary	12
3. Aspect of Vocabulary Acquisition.....	18
4. Assessing Vocabulary Acquisition	22
B. Vocabulary Learning Style	25
1. Definition of Learning Style	25
2. Models of Vocabulary Learning Style	26
1.1 Visual, Aural, Kinesthetic.....	26
2.1 Concrete,Analytical,Communicative,Authority Oriented learners.....	34
3.1 Sensing and Intuitive learners.....	37
4.1 Sequential and Global learners	39

C. The Correlation between Students' Vocabulary Learning Style and Their Vocabulary Acquisition.....	41
D. Method of teaching for VAK.....	42
E. Islam's View on Language Learning.....	47
CHAPTER III :METHODOLOGY OF RESEARCH	50
A. Place and time	50
B. Population and Sampling	51
C. Data Collection and Instrument of the Research	52
D. Data Analysis Technique	57
CHAPTER IV :RESEARCH FINDING AND DISCUSSION	60
A. Research Finding	45
B. Testing the Hypothesis.....	46
1. Testing the Instrumen	9
1.1 Validity	58
2.1 Reliability	60
3.1 Normality Test.....	63
4.1 Linearity	63
5.1 Regression Test.....	64
C. Discussion of Result	65
CHAPTER V :CONCLUSION	66
A. Conclusion	66
B. Suggestion	67
1. Lecturer	67
2. Students	67
3. Benefits for Researcher.....	67

BIBLIOGRAPHY

ABSTRACT

This research entitled "*English Department Students' Vocabulary Learning Style and Their Vocabulary Acquisition*". Vocabulary is an important language component. Effective vocabulary learning has long been a major issue for many language students. The difficulty will depend on the learning styles of each student. Evidently, each language student has their own learning style. The research is aimed to determine the type of learning styles and the students' ability toward their vocabulary acquisition. This is a correlational study using a quantitative approach. The population of this research was the fifth semester students of IAIN Zawiyah Cot Kala Langsa. The sample was 23 pupils of the fifth students of IAIN Zawiyah Cot Kala Langsa. The instruments used to collect the data were questionnaires and tests. The data was analyzed using regression analysis in order to determine the relationship between various learning styles and vocabulary acquisition of fifth semester students of IAIN Zawiyah Cot Kala Langsa.

The findings of the research showed that the learning styles of the fifth semester students of the English department can be grouped into three types: visual, auditory and kinesthetic. Based on the findings above, it was meant that H_a was accepted while H_0 was rejected. The value of Sig is smaller than 0,05 ($0,039 < 0,05$), a significant impact on vocabulary acquisition can only be obtained through a combination of all three learning styles. Instruction is performed by forming groups for discussion. In conclusion, the author suggests the teachers to take the students' learning style into account for the sake of varying learning strategies and ways in carrying out the lesson in the classroom so that they can promote the students' need. Students are grouped according to their respective learning styles. All of these can increase the students' eagerness to learn vocabularies and eliminate boredom in their learning process.

Keywords: Learning Style and Vocabulary Acquisition

CHAPTER I

INTRODUCTION

A. The background of Study

Language is form of communication, both spoken and written, that is based on a system of symbol.¹Think about the importance of language in our everyday live. Language is needed to speak to others, listen to others, read, and write. Our language enables us to describe past event in detail and plan for the future. Language lets us pass down information for one generation to the next. One of the languages that is acceptable and spread in the world is English language. English is called as International language or Lingua Franca. It is used to help people to communicate in doing their daily activities such as education, politics, trading, etc.

English is regarded as a foreign language in Indonesia. It is a compulsory subject taught from junior high school up to university. There are four major skills which are important to be learnt in learning English, they are: listening, speaking, reading, and writing. Therefore, vocabulary is one of the important aspects that must be obtained by students during the learning of English as a foreign language in Indonesia. It is a primary skill which should be mastered by the students before they acquire another language skill, such as listening, speaking, reading, and writing.

¹Richard P. Meier. "*Language Acquisition by Deaf Children*". American Scientist. Vol. 9, p.60

In university, vocabulary is very important. It is the solid foundation to learn English for students. It means that vocabulary plays an important role in communication both in spoken and written. Richards and Renandya say, "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write".² So, vocabulary is a main skill which should be mastered by the students to get and understand whole English skill; receptive skill (listening and reading) and productive skill (speaking and writing).

Based on preliminary study, many students of university did not master the vocabulary well. They would not be able to comprehend the content of the text if they have less vocabulary. They also could not speak fluently if their vocabulary was low. Moreover, they could not write when they want to convey their opinion or ideas. And it also can be seen from the result of tests, their result was still low. Schmitt and Mc Carthy stated that "The learners clearly needed to know the 3,000 or so high frequency words of the language".³ Related to Schmitt and Mc Carthy, so they will be able to use and practice English. Thus, it is important to apply some vocabulary learning style to build students vocabulary in order that their vocabulary acquisition.

²Jack C. Richards and Willy A. Renandya. *Methodology Language Teaching: An Anthology of Current Practice*. (New York: Cambridge University Press). 2002. p.255

³Schmitt, Norbert and McCarthy, Michael. *Vocabulary: Description, Acquisition and pedagogy*. Cambridge University Press, 1997. p. 11

In fact, vocabulary is the biggest problem experienced by every human being. Students were largely unable to know high frequency words of the language, such as individual achievement standards that are too high with its mastery of new words in foreign language, have more knowledge about words in English Language. The inability to effectively mastery of vocabulary is often the only reason that the major cause to component of language. in order to, students' English department do not use of high frequency words in English.

Learning style is a reason that necessary to make students' able to understand a word is known as receptive knowledge and is normally connected with listening and reading. As Nation and Waring stated that learners need to encounter the word multiple times in authentic speaking, reading, and writing context at the student's appropriate level.⁴ If they are able to produce a word of their own accord when speaking or writing, then that is considered productive knowledge.

This study has been an attempt to investigate the learning styles of students in English department at IAIN Zawiyah Cot Kala Langsa. The study intended to describe an experience connected to the systematic use of vocabulary learning activities connected with the learning styles to enhance students vocabulary acquisition. In other words, learning style is various approaches or ways of learning how well students have more

⁴Jeff G. Mehring . "Developing Vocabulary in Second Language Acquisition: From Theories to the Classroom". (2005). p.3

knowledge of new words in particular situation. The researcher gives the solution in this background for knowing of several styles in learning by students. Also, it is easier for students to get their vocabulary acquisition. First of all about types of learning style that the researcher will apply in this study is VAK (Visual, Auditory, Kinesthetic). Then, the researcher would look for a relationship between students' vocabulary learning style and their vocabulary acquisition.

Based on the description above the researcher is interested in conducting a research entitled "**English Department Students' Vocabulary Learning Style and their Vocabulary Acquisition**".

B. Research Question

1. What learning style is generally used by English department students?
2. Does the vocabulary learning style have a significant correlation with vocabulary acquisition of students in English department at IAIN Zawiyah Cot Kala Langsa?

C. Research Objective

1. To recognize what is the learning style by the students in commonly.
2. To investigate a significant relationship between students' vocabulary learning style with vocabulary acquisition.

D. The Significant of the Study

Theoretical

1. This research is expected to increase repertoire of knowledge, particularly in science English is written and spoken.
2. As a reference especially to learning English to improve the quality of vocabulary for better future.
3. Provide the knowledge and understanding of the learning style as control or action for students and researcher.

Practical

1. Develop an understanding of the learning style.
2. Having a teaching style to increasing vocabulary acquisition.
3. The faculty can determine the type of learning style to the type of students' ability to second language acquisition. It is useful in giving guided the students about learning style.

E. Hypothesis

Based on the theoretical formulation of the problem and study the above hypothesis is formulated as follows:

H₀: There is no significant correlation between vocabulary learning style and vocabulary acquisition of students in English department.

Ha: There is significant correlation between vocabulary learning style and vocabulary acquisition of students in English department.

F. The Limitation of Study

This study focused on the students vocabulary learning style on their vocabulary acquisition. In this research will take one model of learning style is only focuses the measurement of students' vocabulary learning style on VAK.

G. Terminology

In discussing this title, the researcher finds several terms that need further explanation as clearly as possible to avoid misunderstanding in this thesis.

1. Vocabulary acquisition

Vocabulary acquisition is not something a student can spend time learning or memorizing, like grammar and be successful. Acquisition requires students to be disciplined, spending time each day working on words he/she does not know in order for learners to remember high frequency words and put them into their long term memory.⁵ It can be said vocabulary acquisition is able to produce a word of their own accord when speaking or writing, then that is considered productive knowledge. The

⁵Jeff G. Mehring . "Developing Vocabulary in Second Language Acquisition:From Theories to the Classroom". (2005). p.3

writer focuses on students knowledge of vocabulary is ability to recognise and use the various word parts that can make up a word. There is an order in the acquisition of morphemes and other syntactic features. However, students really do not recognise, then tests that use them are likely give confusing result as a consequence.

2. Vocabulary learning style

Learning styles is as a characteristics of an individual in processing information. It identifies students preferred styles of learning across different educational contexts.⁶By knowing the students preferred styles, the students will be able to determine the learning strategies of second or foreign language learning too. It can be seen that learning style is a term which reflected to the preference of people in the way of learning according to their social and physiology background. In this study, the writer only focuses the measurement of students' vocabulary learning style on VAK. In other words, the style and the way they learn make students to get more the vocabulary knowledge.

⁶Tanner, Kimberly and Allen, Deborah. “*Learning: Learning Styles and the Problem of Instructional Selection Engaging All Student in Science Courses*”. Cell Biology Education. Vol3, 200. p. 197

H. Review of Related Literature

This thesis related on some researches which are applied by the experts and linguists, that they have as purpose to enhance the rate of vocabulary mastery. First, analyzing to describe the objective condition about student learning style and their achievement. Second, analysis to investigate the influence factors learning styles and strategies have on vocabulary acquisition.

The first study, research of students' learning style in English department at the first semester of IAIN Sultan Thaha Saifuddin Jambi toward their achievement in vocabulary.⁷ The finding of the study is the first year students of English Department can be grouped into four learning style types based on they preferred ways of going about learning. These four learning style types are concrete learners, analytical learners, communicative learners and authority oriented learners. The list of activities that each types of learners may be potential to propose enriching vocabulary.

The second study, research about the importance of strategies in EFL vocabulary acquisition.⁸ This experimental study purpose to investigate the influence factors like learning style and strategies have on vocabulary acquisition in the context of the Institute of English studies in Pecs. The

⁷Helty. *Students' Learning Style in English Department and their Achievement in Vocabulary at the First Semester of IAIN Sultan Thaha Saifuddin Jambi*. (Jakarta: Universitas Islam Negeri Syarif Hidayatullah). 2009.

⁸Lajtai Adam. *The Importance of Strategies in EFL Vocabulary Acquisition*. (Pecs: University of Pecs). 2013.

study persuaded test vocabulary of students whether there is any difference in these factors learning style and strategies between the more effective and less effective in learners. all of design was using questionnaire to help of test their vocabulary. The result of study may prove useful to learners and teachers who wish to enhance rate of vocabulary acquisition.

Finally, from two study above the researcher concluded that this study have purpose to enhance the rate of vocabulary mastery. The researcher distinguish analysis from hypothetical thinking of this study. This study focus on analysis of each student's learning style is VAK (Visual, Auditory, Kinesthetic) toward their acquisition in vocabulary.