CHAPTER I

INTRODUCTION

This chapter contains background of the research, statement of the problems, objectives of the research, significance of the research, scope and limitation and definition of key terms.

1.1 Background of the research

Vocabulary is one of components which is learned by students, especially for English learners. It is the importance in a language that makes vocabulary becomes the main component in learning English. According to Keraf (1991:24), vocabulary is a whole word, meanings which are owned by a language. At the time for learning a language, vocabulary at least is needed to be learnt. By learning the vocabulary of a language, the meaning of the language can be known and recognized easily.

Generally, the students in English department have various ability in mastering vocabulary. The differences in mastering vocabulary are caused by the different styles in learning vocabulary. According to Brown (2007:129), learning styles are divided into three types visual, auditory, and kinesthetic. Visual learners choose to draw their learning style in the form of charts, drawing and graphic. Auditory learners choose to draw their learning style in the form of information that they listen to, such as teachers' lesson or audiotapes. Kinesthetic learners choose to draw their learning style in the form of physical activities, so they tend to use their

physical body to learn something. According to Meier (2000:42), learning styles consists of four types which are known as SAVI; Somatis, Auditory, Visual and Intellectual.

Somatis comes from Greece word, *soma* which means "body" (like in psychosomatic). So by studying somatically, it means that the study involves our touch and kinesthetic sensory along with moving body. Auditory is a standard way of learning for all societies. Visual learners, is easier to learn if they can "see" what is being said by a speaker or a book or a computer program and others. Visual learners learn everything at best when they can see an example in the real life. Intellectual is a learner who uses intelligence to think an experience and creates connection, meaning and plan.

According to Deporter and Hernacki (2005:116-118), there are several characteristics of visual, auditory and kinesthetic learning styles. Visual students dislike to speak in front of others and listen to them, seem to be passive in discussion, prefer action to oral explanation and be able to calm in the middle of noisy situation. The characteristics of auditory learning style are able to memorize teacher explanation well or the discussion in class, tend to be talk active, less competent in writing, love to discuss and talk with others. The characteristics of kinesthetic learning style are the students who are difficult to quiet, love to move, use real objects to support the learning love practice or experimentation and love games or physical exercise.

From those examples and characteristics above, it can be identified that every individual has unique learning style. According to Nunan (1991:168), learning

style refers to the type of learning that a student choose as his/her style. The style is varies and depending on cognitive, psychological, and social background.

Many students have several habits that are used to increase the vocabulary, such as listening songs, watching movie, and so on. It can be seen in the student's daily communication at classroom or university, if the students love watching movie the students will discuss it with friends. As example, the students who love watching Karate Kid, the students will exchange the information and discuss it with friends. If the students find difficulties on meaning, there will be discussion between the students. For students whose hobby are listening to song, the students will find the discussion with those who love watching English movie. Those students will discuss the meaning of lyric from the songs within the movie with others so their vocabulary will increase. Those learning style habits above can increase the ability of vocabulary indirectly.

Vocabulary is very important to be learnt when learning English language. Vocabulary is an important key that students should have, starting from words until the meaning in the English language. In studying English vocabulary, it is actually easy if there is strong determination. Besides willing and a strong determination, the utmost effort must be done in order to improve vocabulary. It can be realized if there are more than one learning style is owned. In his book, Pritchard (2009:42) takes the statement about learning style from Honey and Mumford as below,

> "We need to be able to adopt one of four different style in order to complete any given learning task satisfactorily. An Inability or reluctance to adopt any particular style has the potential to hamper our ability to learn effectively. (1986)"

In general, students in English department found difficulty to know meaning or word that very foreign to their ears. This was due to the lack of knowledge of vocabulary. Learning formation that is not suitable becomes one of factors to the lack of vocabulary. Every person has at least one dominant style. Dominant style means a particular characteristic that is done by each individual to find and gain information.

The English vocabulary ability of students at Muhammadiyah University in Surabaya also varies. The facts are known after students attend the vocabulary course. The results which are obtained by students were also different from A, AB, B until BC score. It can be seen from the study result that is gained by students.

As far as the researcher's knowledge, researches that analyze Student's Learning Styles in Supporting Vocabulary Mastery are still difficult to find. Indeed this kind of research will offer some contribution to language teaching study related to vocabulary Mastery. This research therefore is important in terms of language teaching in general and learning style in particular.

1.2 Statement of the problem

1.2.1 What are the learning styles used by the students for supporting vocabulary mastery?

1.2.2 How do the students use the learning styles for supporting vocabulary mastery?

1.2.3 Why do the students use the learning styles for supporting vocabulary mastery?

1.3 Objectives of the research

      1.3.1 To find out the learning styles which support vocabulary mastery of students.

      1.3.2 To describe the learning styles used by students for supporting vocabulary mastery.

      1.3.3 To analyze the students reasons in using learning styles for supporting vocabulary mastery.

1.4 Significance of the research

      This research can have benefits both practical and theoretical sides. In practical side, the result is useful to find and analyze the learning styles which support vocabulary mastery of the students in conducting better teaching and learning process in the class. In theoretical side, this study can be considered as one of the references in analyzing the learning styles which support vocabulary mastery of the students.

1.5 Scope and limitation

      This research was scoped to the style of learning English in supporting vocabulary mastery. This research is limited to the relation of learning style and

vocabulary mastery of 7th semester students of English Department in Muhammadiyah University of Surabaya.

1.6 Definition of key terms.

1.6.1 Learning Style

According to Brown (2007:129), learning styles are divided into three types such as, visual, auditory, and kinesthetic. Visual learners choose to draw their learning style in the form of charts, drawing and graphic. Auditory learners choose to draw their learning style in the form of information that they listen to, such as teachers' lesson or audiotapes. Kinesthetic learners choose to draw their learning style in the form of physical activities, so they tend to use their physical body to learn something.

1.6.2. Vocabulary Mastery

According to Cameron (2001:75), stated that a person is considered knowing a language, if the meaning of the language is understood. Vocabulary mastery can be described as the ability of a person in understanding a set of vocabulary items in a language.