

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some literature to give some descriptions about the theory of learning style. The researcher reviews the theories of second language acquisition, vocabulary mastery, learning and teaching vocabulary and the previous studies.

2.1 Learning Styles

According to Brown (2007:129), in his book *Principles of Language Learning and Teaching*, learning styles are divided into three types; visual, auditory, and kinesthetic. This book is the creation of Brown (2007), a professor of MA-TESOL in San Francisco State University and is awarded as the president of TESOL and James E. Alatis Award for Distinguished Service. 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 somatic, it means that we are studying something by our touch and

kinesthetic sensory which involves physical along with moving your body when learning. Auditory is a standard way of learning for all societies. Visual acuity, although it is more prominent in some people, is very strong within everyone. The reason is that in the brain, there are more devices to process visual information than all the other senses. Everyone, especially 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 of an experience and creates connection, meaning and plan.

Based on those above, it can be concluded that every person develop different style of learning. There are several types that stated by Meier such as somatis, auditory, visual and intellectual, known as SAVI. Somatis deals with the way of learning a material physically, auditory tends to use the audio devices, visual deals with the learning by observing the material and intellectual prefers to think the material by creating a system of connection and plan.

In his book, Pritchard (2009:42-43) 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)”

The four styles described in the Honey-Mumford Model are activists, reflectors, theorists, and pragmatists

1. Activists love to learn something while doing on it than reading or listening to this. Activists are easily bored by repetition, and are most often open-minded and enthusiastic.
2. Reflectors tends to observe something at back. Reflectors like to collect as much information as possible before making any decisions. Reflectors are slow to pick up their mind but at the time to employ their opinion, they are objective and open.
3. Theorists loves to illustrate their observation in a form of framework so that they are able to see how one observation is related to other observations. Theorists are uncomfortable with subjective or ambiguous thing. Theorists love to solve problem, be logic and be clear.
4. Pragmatists are people who tend to seek for the implication of every theory before they value something. Pragmatists usually build themselves in protection while facing problem-solving situations.

Based on those types of learning style from Pritchard, it can be concluded that there are several people who have different learning style. Some people could be considered as an active person while others can be considered to the other specification based on the learning style each person owns. Activists love to experience the learning by doing it, reflectors love to observe it first, theorists love to draw the possibilities and pragmatists tend to choose the style of seeking the implication towards the learning process.

2.2 Second Language Acquisition

In learning English, second language acquisition is needed. According to Brown (2007:316), second language acquisition is a process which studies a proficiency of people in term of learning the second language. In the research findings about Second language Acquisition, Lightbown (1985, p 176-180) in Brown (2007) found out ten researches, however in this research, the researcher only explain two of the ten findings that explain that adults and children can 'acquire second language. The learners then create systematic inter language which is marked with similar mistakes from the childhood that learn language as the first language and to others whose first language are the native one

According to Krashen (2009:10), language *acquisition* is defined as a mean of developing one's ability towards the learning process of second language. In acquiring second language, the process is subconscious. It means that the learners are not aware of acquiring the second language. The conscious part is about the awareness of using the language. In the process of acquiring a second language, the result is subconscious too. It means that the learner only acquire the feeling that the second language which the learners used are correct. The learners are not aware which part is wrong as the learners just acquire the second language. It is a different point if the learners learn the language. In the process of learning, the learners are aware of the form and rule of the second language. It is generally seen that the process of learning is in the form of study. It means that a learner's way to learn the second language is through the class.

In understanding second language, people need to know which input is needed and which is not. According to Krashen in Brown (2007), input hypothesis is the main point to obtain a second language. It means that in order to understand the concept of second language, input hypothesis is the primary element any learner should know. Input is considered as important because at the time a learner wants to learn a second language, the learner understanding is measured by the amount of input that the learner get while listening or reading to the language.

According to Krashen in Brown (1981, p.100), the input that a learner wants to get should be on the higher level of the learner's competency. Krashen formulated that as if the learner is on the 'i' level, the input that is acquired should be $i+1$. It is important to notice by the learner that the input must not too far ($i+2$) from the learners' reach. It will make the learner overwhelmed in understanding the input itself. The learner is also suggested to avoid finding input which is lower than the learner's competency ($i+0$) because it will serve the learner nothing.

2.3 Vocabulary Mastery

Vocabulary is one of aspects that is needed to be learnt for learning language. According to Keraf (1991:24), vocabulary is a whole word, meanings which are owned by a language. Keraf's opinion provides confirmation that the whole word of vocabulary which is derived from a language. If people want to learn a language then at least the vocabulary is needed.

In using language, vocabulary is needed to deliver the things that are written and spoken. As Cameron (2001:75), stated that a person is considered knowing a language, if the meaning of the language is understood. As the process of understanding the meaning, vocabulary is one part of language that a person should learn. The process of learning vocabulary will raise the term vocabulary mastery. Vocabulary mastery can be described as the ability of a person in understanding a set of vocabulary items in a language.

2.4 Learning and Teaching Vocabulary

Hatch and Brown (1995:372) in Cameroon (2001:83), describe five 'essential steps' in vocabulary learning based on research into learner's strategies:

1. having sources for encountering new words;
2. getting a clear image, whether visual or auditory or both, for the forms of the new words;
3. learning the meaning of the words;
4. making a strong memory connection between the forms and meanings of the words;
5. Using the words.

In the view of Nation in Cameroon (2001), to create a chance for a new word to be learnt, that word needs to appear at least more than five times in a textbook. It means that the new word is needed to be seen in several times to enable the learner to start the process of obtaining a new vocabulary or word.

Nation (1990:51) in Cameroon (2001), listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the young learner classroom:

1. by demonstration or pictures
 - a. using an object
 - b. using a cut-out figure
 - c. using gesture
 - d. performing an action
 - e. photographs
 - f. drawings or diagrams on the board
 - g. pictures from books, to these we might add moving images, from TV, video or computer

2. Verbal explanation
 - a. analytical definition
 - b. putting the new word in a defining context (e.g. an ambulance takes sick people to hospital)
 - c. Translating into another language.

Based on the view of Nation, as cited by Cameroon (2001), it is suggested that at the time of introducing a new word, an explanation is needed to check the understanding of the learners about the new word. It means that the new word is not just introduced in the form of sentences but is also followed by either a drawing or picture to support the explanation.

2.5 The Previous Studies

In the process of arranging this study, the researcher found several studies that are about the analysis of learning style. At last, the researcher chose one study that studies about *Hubungan antara Gaya Belajar dengan Hasil Belajar Mata Pelajaran Aqidah Akhlak Siswa Kelas IV MI Miftakhul Akhlaqiyah Beringin Ngaliyan Semarang*. This study is done as the result of the learning style's amount in that school so that there are hypothesis that influences the learning result. This study is taken from Institut Agama Islam Walisongo Semarang on behalf of Annie Qodriyah.

The researcher found that this study share similar item with the researcher's study that analyzes the learning styles. The differences are that the study of Annie Qodriyah analyzes the relationship between learning styles with the score of Aqidah Akhlak of students at MI Miftakhul Akhlaqiyah while the researcher's study is about the description of what learning styles that support the vocabulary mastery of students at Muhammadiyah University in Surabaya. Another difference is that the study of Annie Qodriyah used quantitative design while the researcher's study is in the form of descriptive qualitative.