

CHAPTER IV

FINDINGS AND DISCUSSION

The content of this chapter is about the data analysis, the utilization of the data to analyze the learning style used by students of various level (high, average and low students) and the discussion on the steps to apply various learning style in the term of vocabulary mastery. This section describes the learning style used by the students, how the students use the learning style and the reason the students use the learning style for supporting vocabulary mastery.

4.1 Learning styles used by the students for supporting vocabulary mastery

In this section, the researcher describes the findings of the learning style. This study has shown that vocabulary is owned by each individual student is different, especially in the English department of Muhammadiyah University. There are high, average and lower score. It can be seen from the result of transcript students who have been accepted in semester 4 at Muhammadiyah University in Surabaya on 2012. This happens because the students have different learning styles, Visual, Auditory and Kinesthetic. Visual style tends to cover the vision sense (eyesight), while Auditory covers the audio sense (ears) and then Kinesthetic covers the movement sense of our body.

Therefore, the researcher is going to classify each individual and what learning style used by students who receive high score, average, and lower. In this study, the researcher illustrates that the student who got an A is classified as high score student, while the average score belong to B and the lower score is for BC.

4.1.1 High Score Student

Based on the questionnaire of learning styles in which there are individual characteristics of each student's learning style within, it could be summed up that the student has been using all learning styles which are visual, auditory, and kinesthetic. In applying the visual style, the student did some activities such as reading English article, reading English novel, reading English comic, reading English books/magazine and reading English newspaper. In applying the auditory style, the student did some activities such as listening to English radio, listening to English song and watching movie. In the term of kinesthetic style, the student did some activities such as speaking with foreign people and chatting with foreign people. This activities can be seen in questionnaire of learning styles (see appendix 2).

Besides those activities above, there are also some specific activities which are undertaken by visual learning style. The student prefers to read the instruction first before going to read the whole thing. The student loves to read than listening to teacher. The student is always able to point to North or South wherever the student is. The student often illustrates about what people say when the student is listening to them. The student is able to recognize an object in ease whether its position has been

changed or rotated. The student often sees her experience in a form of images inside her mind. The student often writes something in a piece of paper at the time the student is on the phone or at a meeting. The student prefers writing a letter than a journal. The student prefers to read off a story than listening to it. The student loves to take a note on instruction or command that goes into me. The student is able to do a quick count of summing up or multiplication within my mind.

The student uses this activity because of her well-done usage on visual learning style. The student can use this as a visual learning style wherever the student is, such as the student keeps concentrating despite the crowded situation in which the student applies the style. This makes her just concentrating on the reading item. So whatever the circumstances faced by the student is, the student was able to concentrate on reading the text. This enables her to be able to reproduce her vocabulary by using the visual learning style.

Besides that, the reading material is in line with Krashen's theory. From 5 reading material mentioned earlier, the student managed to obtain input from novels, magazines and newspapers. According to Krashen in Brown (2007) the condition where students of level i read a material whose level is ' $i+0$ ', the student is classified as getting no input, because the material gives neither challenge nor improvement and later is classified as an easy material. If the student's level is on ' $i+1$ ', then the student reads a material at the same level, it is stated that the student will not get the input because the material shares the same level as the student's. If the student's level is on ' $i+1$ ', then the student reads a material in the level of ' $i+2$ ', the student will get

input. If the student's level is on 'i', then the student reads a material in the level of 'i+2', the students will meet a difficulty and get no input because the material is on the higher level than the student's level and classified as difficult material.

On the other hand, specific activities which are undertaken by auditory learning style-learner with a high score are, when the student talks, the student likes to say "I hear you, it sounds good, it sounds good". The student knows almost all the words that the student hears. It's easy for her to chat with other people in a long time when the student is talking on the phone. To her, life is boring if there is no music. The student is very happy to gather and the student is usually able to talk with everyone easily. When reminding an experience, the student often hears voices and talk to myself about that experience. The student prefers listening to music than painting. The student would rather talk than write. The student would be annoyed if someone talked when the student was watching TV.

In addition to the visual learning style, the student also uses auditory learning style, including listening to English radio, listening to English music and watching English movies. Auditory learning style only focuses on the part of hearing, hence it can also be used when the student is listening to various kinds of media such as watching English movies, music etc. When the student is listening to an English music, at least the student will acquire new vocabulary because her auditory learning style runs properly.

Specific activities which are undertaken by her are in the form of loving designing, working, and creating something with handmade. When reminding an experience, the student often remembers how the student feels about that experience. The student prefers doing a demonstration of the example to making a written report of an event. The student usually speaks slowly. Her handwriting usually is not neat. The student usually uses her fingers to indicate the sentence that the student reads. It is easy for her to practice what the student is learning. It is very difficult for her to sit quietly for a long time.

Kinesthetic learning style was also used by her. Kinesthetic learning style is a style of learning that always use body movements. This can be known in her daily activities (see Appendix II of table 1.4.) Besides that, visual and auditory learning style show that whenever and wherever the student is, at least the student will acquire new vocabulary because the student is flexible so that the student can face every condition. Furthermore, the student could utilize all three learning styles well either visual, auditory or kinesthetic.

4.1.2 Average Score Student

Based on the questionnaire of learning styles in which there are individual characteristics of each student's learning style within, it can be summed up that he has been using two learning styles, visual and auditory. He did some activities that is considered as visual style types, such as reading English article, reading English novel, reading English comic, reading English books/magazine, reading English

newspaper. In doing some activities considered as auditory style, there are listening to English song and watching movie that become the activities. This activities can be seen from questionnaire of learning styles (see appendix 2).

There are also some specific activities which are undertaken by him. He prefers to read the instruction first before going to read the whole thing. He is always able to point to North or South wherever he is. He is able to recognize an object in ease whether its position has been changed or rotated. He often sees his experience in a form of images inside his mind. He is able to do a quick count of summing up or multiplication within his mind.

He uses this activity because he has been accustomed to using visual and auditory learning style in his daily life, but the difference between him and the high score student is on the point of focus. If the high score student could focus on reading texts when it is crowded and the material is in line with the theory of Krashen, this student is affected by the crowd when the classroom is noisy. This can be seen when the researcher conducted observations in the classroom. So the visual learning style of him is less able to contribute to expand his vocabulary. Besides those 5 habits of learning style listed above, there are some reading material that he reads at the level i +0 while the ability of this student is at level i, such as reading English comics and reading English magazine (see appendix III).

On the other hand, specific activities which are undertaken by him is in the form that he often plays music or singing a song when he is alone, he knows almost

all the words that he hears. It's easy for him, to chat with other people in a long time when he is talking on the phone. To him, life is boring if there is no music. He is very happy to gather and usually he can talk with everyone easily. He prefers listening to music than painting. He would rather talk than write. He would be annoyed if someone talked when he was watching TV. He remembers easily what others say.

Auditory learning style will be utilized by him to able him improving his vocabulary because auditory learning style focuses only on hearing. Auditory learning style is often used when he is listening to a variety of media such as music and watching movie. When he is listening to music or watching an English movie, at least he will acquire new vocabulary because his auditory learning style is often used in his activities. In addition to that he, in terms of listening to music, has always been browsing to look up a music lyric when listening to a song (see Appendix II page 51).

4.1.3 Lower Score Student

Based on the questionnaire of learning styles in which there are individual characteristics of each student's learning style within, it can be summed up that the student has been using two learning styles, visual and auditory. For the visual style, reading English article, reading English books/magazine and reading English newspaper become the activities. For the auditory style, it is listening to English song and watching movie that become the activities. This activities can be seen from questionnaire of learning styles (see appendix 2).

There are also some specific activities which are undertaken by her in a form that the student often writes something in a piece of paper at the time the student is on the phone or at a meeting. The student loves to take a note on instruction or command that goes into her. The student is able to do a quick count of summing up or multiplication within her mind. The student loves to spell words and the student thinks that it is lovely.

The student uses this activity because the student has been accustomed to use visual and auditory learning styles in her daily lives, but the difference with the average score student is on the amount of reading material. The average score student reads articles, novels, comics, magazine and newspaper but the student only reads 3 out of 5 materials listed above. Besides, the average score student is successful in gaining input through reading English article, novels and newspaper, but for this student, from 3 habits listed above, the student is unable to obtain any input because the reading material is at the level of $i + 2$, despite this student's ability is at the level of i . It indicates that the student was overwhelmed in obtaining input like what Krashen's theory tells (see appendix III).

On the other hand, specific activities which are undertaken by her is in a form that the student would rather listen information than read a book and the student often plays music or singing a song when the student is alone. To her, life is very boring without music. The student prefers listening to music than painting. The student would be annoyed if someone talked when the student was watching TV. Auditory learning style is utilized to enable herself on improving vocabulary because auditory

learning style focuses only on hearing. Auditory learning style is often used when the student is listening to a variety of media such as music. The difference between the average score student is that he always browse to see lyric while listening to the song, while this student only take less time to look at the lyric (see Appendix 2, page 54).

4.2 How the students use the learning styles for supporting vocabulary mastery

Each student has different activities. Besides the different activities, they also have different habits of each individual. Therefore, the researcher wants to know the steps and the method that students do to acquire and expand the vocabulary mastery.

4.2.1 High Score Student

To know what the habits that have been used by this student, appendix 2 can be used as the reference. From 12 kinds of habits that the researcher tried to offer through a questionnaire instrument, the 11 habits of offered learning styles are used by this student.

If it is presented, there are almost 92% learning habits that the researcher tried to offer, that has been used by her in her daily activities. Several activities that the student does are reading English article, reading English novels, reading English comic, reading English books/magazines, reading English newspaper, watching English movies, listening to songs and radio, speaking and chatting with foreign people and also using language setting of English for her mobile phone.

To be able to know how often do the study habits are used by her in her daily activities, the researcher holds an interview to her (see Appendix III, Interview 2.1). The researcher asked some questions about learning habits and some basic questions such as how often the student read the English article, English novels, English comic English books / magazines, and English newspaper in the daily activities. The answer also varies for reading the article, the student reads once a week or sometimes every day, for the English novel, English comic are about 2 months and for reading English magazines, the student reads English books/magazines once a week. As for reading newspaper, the student reads it once a week, but for language setting in her mobile phone, English is used at every time. This section can be seen on pages 58-60 in (Appendix III).

Furthermore, the researcher tried to ask the similar question with the habit of this student such as watching movies, listening to songs, and speaking along with chatting with foreign people. The basic question which was raised by the researcher is how often the student sees a movie, listens to songs and radio, speaks along with chatting with the tourist in a day. The student replied that for watching movies, it is usually twice or three times a week. For listening to the song it takes her sometimes, it could be every day or twice a week. However, to listen to radio, it happens when the student is on the car. It is different when the student is going to speak with foreign people, the student communicates only one year twice (when the student is in tourist object), as for chatting with foreigner, it happens on the Facebook. It can be seen on pages 58-60 in the appendix 3.

4.2.2 Average Score Student

To know what the habits that have been used by this student, appendix 2 can be used as the reference. From 12 kinds of habits that the researcher tried to offer through a questionnaire instrument, the 8 habits of offered learning styles are used by him.

If it is presented, there are almost 66,7% learning habits that the researcher tried to offer that has been used by him in his daily activities. Several habits of studying which is done by him, there are reading English article, reading English novels, reading English Comic, reading English books/magazines, reading English newspaper, watching English movies, listening to songs and also using language setting of English for his mobile phone.

To be able to know how often do the study habits are used by him in his daily activities, the researcher holds an interview to him (see Appendix III, Interview 2.2). The researcher asked some questions about learning habits and some basic questions such as 'how often he reads the English article, English novels, English comic English books / magazines, and English newspaper in the daily activities. The answer also varies for reading the article, novel and English newspaper twice a month, English Comic once a week and English magazine/books three times a month. For language setting in the mobile phone, English is used every time. This section can be seen on pages 61-64 in (Appendix III).

Furthermore, the researcher tried to ask the similar question with his habit to watch movies, and listen to songs. The basic question which is raised by researcher is how often he sees a movie, listens to songs in a day. He replied that for watching movies it is usually twice a months and for listening to the song it takes sometimes and it could be every day. It can be seen on pages 61-64 in (Appendix III).

4.2.3 Lower Score Student

To know what the habits that have been used by this student, appendix 2 can be used as the reference. From 12 kinds of habits that the researcher tried to offer through a questionnaire instrument, the 6 habits of offered learning styles are used by her.

If it is presented, there are almost 50% learning habits that the researcher tried to offer, that has been used by her in her daily activities. Several habits of studying which the student is doing are in the form of reading English article, reading English books / magazines, reading English newspaper, watching English movies, listening to songs and sometimes using language setting of English for her mobile phone.

To be able to know how often do the study habits are used by her in her daily activities, the researcher holds an interviews to her (see Appendix III, Interview 2.3). The researcher asked some questions about learning habits and some basic questions such as 'how often the student reads the English article, English books / magazines, and English newspaper in the daily activities. The answer are same for reading article, magazine/books and newspaper which is only once a week. If it is calculated in a

month, the student just reads four times a month but for language setting in her mobile phone, English is sometimes used. This section can be seen on pages 65-67 in (Appendix III).

Furthermore, the researcher tried to ask the similar question with her habit such as watching movies and listening to songs. The basic question which is raised by researcher is how often the student sees a movie, listens to songs in a day. The student replied that for watching movies, it usually takes two until three times a week. For listening to the song it takes sometimes, it could be every day. It can be seen on pages 65-67 in (Appendix III).

4.3 The Reason Students Used the Learning Styles for Supporting Vocabulary Mastery

Generally, students have different reasons why the students love and use varies of learning styles, it can be seen from those who got a high score, average score and lower score. For that reason, the researcher will give an illustration about the reason towards each student that obtain the score. The result of these reasons is able to be seen in the result of interview.

4.3.1 High Score Student

The reason why this student applies different learning style is that the student feels comfortable and enjoyed with the style to accept the information. Besides her

feeling towards the style, the student also loves her daily learning activity. Furthermore, the student also works as teacher in one of course company for her daily life. This is indirectly help her to improve the vocabulary mastery.

On the other side, the student also uses different style to anticipate in case of not understanding the vocabulary content of what the student has read. The student chooses to re-read the sentence, opens a dictionary and adjusts the context instead of asking to her friends. This shows that the student has a high confidence in achieving or obtaining new vocabularies.

According to Krashen in Brown (2007), at the time for students to learn the second language, the 'i' (stands for input) has to be put in consideration. In other word, the 'i' shows the ability within ourselves to acquire the second language, then it is suggested to consider the 'i+1'. The 'i+1' indicates the measurement to know whether ourselves has acquired the input or not in the case of learning the second language. In the line of Krashen's theory, it is suggested to avoid 'i+2' if students are still on the level of i, because that makes students overwhelmed by the amount of input added (i+2) that the students acquired. It happens also as Krashen' theory says that if students in level i reading a material in a level of 'i+0', it shows that the input acquired is zero or nothing.

Based on Krashen's theory as noted in Brown (2007), the student has succeeded to get input based on the interview as the student loves novel. The student has succeeded to understand at least 50% input from reading novel, 75% input from

magazine and 75% input from newspaper (see appendix III). As Krashen has stated in his theory (2007), the student is not successful in getting the input because the material is at the level of 'i+0' for her level. This result is collected based on the interview towards herself who understand the whole context of the article and comic (see appendix III).

4.3.2 Average Score Student

This student used the learning styles because he has been using the styles since senior high school. This shows that these activities and habits has been done since long time ago. Besides that, he also enjoys that learning style. In other side, the schedule that he takes also influences what he gets in the case of vocabulary mastery.

On the other side, he also uses different ways to anticipate the condition in which he is not understanding the vocabulary context inside the material. He tends to open a dictionary at first then he chooses to open online translation tool (e.g. Google Translate) in case he is lazy enough. This is shown in the interview on appendix 4. By the time the researcher pointed out questions regarding the reason why he chooses that learning style, he stated that as human being, it is more efficient and flexible to not put ourselves in a trouble way of understanding something, furthermore he stated that it was an easy way.

Those statements above show that his learning style has a nice role in supporting his vocabulary mastery, hence it is reflected in the score he has got. As stated by Krashen which is noted in Brown (2007), he has succeeded in getting input

by understanding article. Based on the interview, in reading article he gets at least 30% input, 40-50% from novel and 40-50% from newspaper (see appendix III). Furthermore, in line with Krashen's theory in Brown (2007), he is not able to gain input because he feels that the material in understanding comics and magazines was on the level 'i+0', so he does not get any input as stated in the result of interview (see appendix III).

4.3.3 Lower Score Student

This student uses the learning styles because the student has been using the styles in the daily life. Besides, the dense schedule also affect her in managing the learning style for acquiring the vocabulary mastery. In other side, the student also works in some shops and while working on it, the student enjoys that way in gaining information or vocabulary. That way, the student felt that it was a suitable learning style to help her acquiring vocabulary mastery.

In applying the learning style, as stated in Krashen's theory, it is not suggested to run this mode of learning. This low score student applies the input in the level of 'i+2' whereas the position of this student is on the level i. Krashen suggested the low score student to adjust the learning style at the same level of each individual ability has.

As stated by Krashen and noted in Brown (2007) the student was not able to gain an input because the material is on the level of 'i+2'. It is shown in the result of

interview towards her who found difficulties in understanding the context of articles, magazines and newspapers (see appendix III).

On the other side, the student also applies different learning style in anticipating the condition in which the student is not able to understand the vocabulary context in the reading material. The student tends to open a dictionary than ask someone about the vocabulary like teacher, lecturer or even friends.

4.4 Discussion

Each student whose score is A, B and BC has different learning style in-use. For those whose score is A, there are three learning styles that is used; visual, auditory and kinesthetic. On the other side, student whose score is B and BC used only two learning styles, such as visual and auditory All learning style can be seen in (Appendix II).

In this discussion, the researcher found that student A besides using three kinds of learning style, the student works as a teacher in one of LBB too. This factor is considered the part that helps this student mastering the vocabulary mastery. In this teaching activity, this student always meets several materials from the range of junior until senior high school. Besides working as a teacher in a LBB, this students use television media as a tool to train her vocabulary mastery. At home, this student always watch the English-language program in order to support her vocabulary mastery. It is because this factor that makes her to get much exposure than the average and lower student have got.

Furthermore, the researcher tried to ask the similar question with the habit of this student such as watching movies, listening to songs, radio, speaking along with chatting with foreign people. The basic question which was raised by the researcher is how often she sees a movie, listens to songs and radio, speaks along with chatting with the tourist in a day. Student A replied that for watching movies, it is usually twice or three times a week. For listening to the song it takes her sometimes, it could be every day or twice a week. However, to listen to radio, it happens when the student is on the car. It is different when the student is going to speak with foreign people, the student communicates only one year twice (when the student is in tourist object), as for chatting with foreigner, it happens on the Facebook.

As for the student B, he gets less exposure that what the high student gets. According to the result of the analysis, this student is less active in doing an activity that is able to support the vocabulary mastery. On the other side, this student is not motivated at the time he finds a difficulty related to learning second language. As for the student BC, the student tends to follow her friend's reading activity related to learn the second language which shows the contrast between her ability and her friends'. The student even chooses to pick a level 'i+2' material for her reading whereas her ability is on the level of 'i'. As stated by Krashen, cited in Brown (2007), the appropriate condition for learning a material is formulated 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.