

CHAPTER I

INTRODUCTION

A. Background of Study

English has undoubtedly become both the most prominent means of global communication and the most important means for acquiring access to the world's intellectual, cultural, and technical resources. According to Crystal in Eka Kurniasih, he said in 2000 Mandarin Chinese has around 874 million native speakers (Hindi 366 and Inggris 341). Furthermore, English also has as 150-300 million speakers who use it as a SL (second language) and 100-1000 million speakers who use it as a foreign language.¹

In teaching English there are four components; phonology, grammar, vocabulary and pronunciation. Generally the objective of teaching English as a foreign language or a second language is to make students easier to understand and use the English language well and correctly. So, students need to learn communicative skills like reading, writing, listening and speaking. In addition, students can master English ability if student vocabulary mastery is good, in the meaning of one of the essential components to learning English correctly is mastering vocabulary. Vocabulary mastery is the numbers of words that mastered by the students. Vocabulary mastery is one of the factors to

¹ Eka Kurniasih, "Teaching the Four Language Skills in Primary EFL Classroom: Some Considerations," *Journal of English Teaching* 1, no. 1 (February, 2011): 71.

master English as foreign language. It means that the students have the ability in understanding and using the word and meaning.² As a Afifah Raihany said “vocabulary is the essential component in language learning”.³

As it is known, interest in English is very low for various reasons, one of which is the lack of vocabulary mastery, especially learning English. Vocabulary is the most important part of learning English because low vocabulary mastery will cause difficulties in learning English. Though learning vocabulary is not easy, it takes a special analysis to learn it because it will help in memorizing new vocabulary for vocabulary mastery.

In the book entitled *Vocabulary, Semantics, and Language Education* by Evelyn Hatch divides vocabulary into two groups are receptive vocabulary and productive vocabulary.⁴ Raihany said that vocabulary plays a very important role in developing both productive and receptive skills because with the words needed, people can express thoughts and comprehend ideas easily.⁵ In according to Segler in Seyed in the journal “Developing Peripheral Learning Material to Improve Students Vocabulary for The Fifth Grade of Elementary School”, he said low vocabulary is likely to be a barrier for someone to

² Aswal Syarifuddin, Rismaya Marbun, and Dewi Novita, “An analysis on the students vocabulary mastery descriptive study on the MTS,” *Journal of Equatorial education and Learning* 3, No. 9 (September, 2014): 2, <http://dx.doi.org/10.26418/jppk.v3i9.7022>

³ Afifah Raihany, “Leaners Strategies in Learning English Vocabulary,” *OKARA: Jurnal Bahasa Dan Sastra* 1 (Mei, 2012): 67.

⁴ Ilham, “The Correlation Between Students Habit In Watching English Movie and Their Vocabulary Mastery at The Fifth Semester of State Islamic Institute of Parepare (Thesis, IAIN Parepare, Parepare, 2018), 17-18.

⁵ Afifah Raihany, “Leaners Strategies in Learning English Vocabulary,” *OKARA: Jurnal Bahasa Dan Sastra* 1 (Mei, 2012):68

communicate, that why vocabulary is so important.⁶ It is clear that the learners need to know many vocabularies to master all the language skills. Schmitt on his book he said that:

“The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves.”⁷

Therefore, vocabulary learning requires appropriate strategies or learning style to easily capture vocabulary. Learning is defined by individuals engaged in learning.⁸ Individuals learn in various ways, some learn by listening to music, some learn by reading books or magazines, and some learn by playing games. In line with that, students may have different learning styles, these different learning styles depend on each individual. Students need something to improve vocabulary, so it can be understood that receiving information is

⁶ W. Saputra, N.N. Padmadewi, L.P. Artini, “Developing Peripheral Learning Material to Improve Students’ Vocabulary for The Fifth Grade of Elementary School,” *Jurnal Pendidikan Bahasa Inggris Indonesia* 7, No. 2 (2019): 2. <https://doi.org/10.23887/jpbi.v7i2.2727>

⁷ Norbert Schmitt, *“Vocabulary In Language Teaching,”* (New York: Oxford University Press, 2000), 4.

⁸ Cecil R Reynolds and Robert T Brown, *“Learning Strategies and Learning Styles,”* (New York: Springer Science and Business Media, Edited by Ronald R Schmeck, 1988), 3. DOI.10.1007/978-1-4899-2118-5

not only limited to contextual factors, but it is also possible because they have different ways of learning.

These various ways of learning by students are referred to as learning styles, according to Csapo and Hayen in their journal “The Role of Learning Styles in The Teaching/Learning Process” he said “*Learning styles are individual differences in learning. An individual’s learning style is the way he or she concentrates on, processes, internalizes, and remember new and difficult academic information or skills. A persons approach to learning is a relatively stable indicator of how they perceive, interact with, and respond to the learning environment*”.⁹

That means it is very unlikely that in one class students have the same learning style. It is possible that each students has their own character in receiving information/learning, so that they also have different learning styles. There are three kinds of learning style, visual learning style, auditory learning style, and kinaesthetic learning style. Visual students tend to learn through seeing or reading, auditory students tend to learn through listening, and kinaesthetic students tend to learn through experiencing or touching, working, and movement.¹⁰

Learners can adopt different styles according to different contexts.

Students in the learning process need to examine the learning styles that suit

⁹ Nancy Csapo, and Roger Hayen, “The Role of Learning Styles In The Teaching/Learning Process,” *Issues in Information Systems* VII, no. 1 (2006): 129. https://doi.org/10.48009/1_iis_2006_129-133

¹⁰ Indri Marantika Wulandari, Alamsyah Harahap, Gita Mutiara Hati, “The Analysis of Students’Listening Learning Style (A Study of The 5th Semester Students at English Education Study program of Universitas Bengkulu In Academic Year 2018/2019)” *Journal of English Education and Teaching* 3, no. 1 (2019): 44.

themselves, and every teacher needs to examine the learning styles that students have. Every student is a unique individual, each will see the world in his own way. Despite seeing one incident at the time, it does not guarantee some student reported the same thing. Sometimes that become a problem in the world of education is not on the question of “can student learn?” but on the problem of “how do they naturally learn in their best way?” Is it the learning style that makes them more comfortable or even trapped in the learning process?

B. Research Problem

Another term of research focus is called research problems that refers to question raised in a research project with clearly reflects what kind of answer. Research problems in according to John W. Creswell are the educational issues, controversies, or concerns that guide the need for conducting a study.¹¹ The research problem needs to stand on its own and be recognized as a distinct step because it represents the problem addressed in the study. So, in this case there is a research problem that is formulated by the researcher:

1. Is there any differences in vocabulary mastery between kinaesthetic students and non-kinaesthetic students in SMP Islam Terpadu Al-Imron Pragaan Sumenep?

¹¹ John W. Creswell, “*Education Research Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*,” (Boston: Pearson, 2012): 59.

2. How significant is the different between kinaesthetic student vocabulary mastery and non-kinaesthetic students vocabulary mastery in SMP Islam Terpadu Al-Imron Pragaan Sumenep?

C. Research Objective

A research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.¹² The function of giving research objective is to find out the problem solving in the research or it can be the answer for the question in the research problems. From this definition the researcher defines that research objective is the aims to be achieved by the researcher which contains a statement regarding the activities to carry out in this research. The researchers formulates research objective as follows:

1. To know is there any differences in vocabulary mastery between kinaesthetic students and non-kinaesthetic students in SMP Islam Terpadu Al-Imron Pragaan Sumenep.
2. To measure how significant is the different between kinaesthetic students vocabulary mastery and non-kinaesthetic students vocabulary mastery in SMP Islam Terpadu Al-Imron Pragaan Sumenep.

D. Assumption

Assumption is a basic hunch or postulate about something related to the research problems which is the rightness has been received by researcher.¹³ In

¹² Ibid, 111.

¹³ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN MADURA 2020): 17.

this research, the researcher start the assumptions that the learning styles can influences to the vocabulary mastery if students learning style are appropriate, their vocabulary mastery will be better.

E. Hypothesis

According to John W. Creswell, hypothesis are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.¹⁴ Hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation. There are two types of hypothesis used in a hypothesis test are:

1. Null hypothesis (H_0 or H_n) is a statement that there is no actual influence between variable.
2. Alternate hypothesis (H_1 or H_a) is a statement that suggests a potential outcome that the researcher may expect.¹⁵

In this study, the researcher has a hypothesis:

H_a : there is a significant influence the learning style to the vocabulary mastery.

F. Significance of Study

This section explains the usefulness or urgency of the research, either scientific (theoretically) and social (practically).¹⁶ There are two significances of the research:

¹⁴ John W. Creswell, *“Education Research Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition,”* (Boston: Pearson, 2012): 111.

¹⁵ Sendil Mourougan, and K. Sethuraman, “Hypothesis Development and Testing,” *Journal of Business and Management* 19, no. 1 (May, 2017): 34-35. DOI: 10.9790/487X-1905013440

¹⁶ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN MADURA 2020): 19.

1. Theoretically

The researcher hopes that this research can help and develop knowledge about students' vocabulary mastery by paying attention to their learning styles.

2. Practically

a. For English teacher

The researcher expects the research can help and become a reference for teachers to know student learning styles that can influence student vocabulary mastery.

b. For students

The researcher hopes that the result of this study can help the student to:

- 1) Helping students recognize their learning style.
- 2) Make it easier for students to know and learn new vocabulary.
- 3) In order to improve vocabulary mastery, good vocabulary mastery will help mastered the skills in learning English.

c. For School

Can improve the quality of English learning outcomes that have a good impact on education

d. For the researcher

The result of this study can add insight and inspiration for researchers to get to know students better through their learning styles.

G. Scope and Limitation

The scope is the opportunity or ability to do or achieve something (noun) and to look at or examine something thoroughly (verb).¹⁷ Limitation is the act or process of limiting or controlling something.¹⁸ Scope and limitation are two elements of a research paper or thesis. The scope of study explains the extent to which the research area will be explored in the work and specifies the parameters within which the study will be operating. So, the scope of this research is “The influence of learning style to the vocabulary mastery”.

Furthermore, with it will form limitations, limitations is characteristics that limit the scope of research, such as sample size, geographical location or the setting of the research place. In this case, the researcher to limited the problem and focus this research are kinaesthetic and non-kinaesthetic learning style on 8th grade students of SMP Islam Terpadu Al-Imron Pragaan Sumenep.

H. Definition of Key Term

This research is entitled “The Influence of 8th Grades Learning Styles to The Vocabulary Mastery in SMP Islam Terpadu Al-Imron Pragaan Sumenep”. Definition of key terms or operational definitions are needed to avoid differences in meaning or lack of clarity of meaning. The formulation of the definition of the term is more emphasized on the meaning given by the author, without being described according to the origin of the reference.¹⁹ And Creswell suggested to begin the research by narrowing the topic to a few key

¹⁷ A S Hornby, “*Oxford Advanced Learner’s Dictionary International Student’s Edition*,” (New York: Oxford University Press, 2005), 1308.

¹⁸ *Ibid*, 858.

¹⁹ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN MADURA 2020): 19-20.

terms using one or two words or short phrases.²⁰ So, the researcher gives some definitions of key terms as follow:

1. Learning Style

Learning styles are the ways and efforts of students to be able to effectively understand, process, store and remember what they learn.

2. Vocabulary Mastery

Vocabulary mastery is the number of words mastered and students' ability to understand, and use words properly and correctly by listening, speaking, writing and reading.

²⁰ John W. Creswell, *“Education Research Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition,”* (Boston: Pearson, 2012): 82.