

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher going to present the introduction consist of research context, research focus, research objective, significant of the study, scope and limitation and the definition of keys terms.

#### **A. Research Context**

In learning English, vocabulary becomes an important part of mastering all English skills. Without having many vocabularies, it will difficult to learn all of them. Vocabulary is one of the basic components of English. To communicate with others using a foreign language, everyone must know the vocabulary of the target language. Therefore, vocabulary becomes important in language teaching and learning. However, learning vocabulary is not as easy as you think. The learners need a specific context so that it will help them in remembering new vocabulary. 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.<sup>1</sup> It is clear that the learners need to know many vocabularies to master all the language skills.

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<sup>1</sup> Afifah Raihany, "Learner's Strategy in Learning English Vocabulary," *OKARA: Jurnal Bahasa Dan Sastra* 1 (Mei 2012): 68.

Another definition about vocabulary comes from Schmitt on his book who said that:

The ways of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not easily 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.<sup>2</sup>

In line with this, learning vocabulary needs any strategy or a good learning style to make the learners easy in learning. As the researcher mentioned before, learning vocabulary is not easy, the learners may have different learning styles to help them easier in remembering it. Those different learning styles depend on every single of the learners. It includes in the individual learner differences in learning.

Rod Ellis gives the opinion about individual learner differences which said that “Variability in language-learner language is the result not only of contextual factors. It also occurs because of individual differences in the way learners learn a L2 and the way they use their L2 knowledge. It is probably accurate to say that no two learners learn a L2 in exactly the same way.”<sup>3</sup> It is impossible if a community of the learners has the same learning style. Every single of the learners may have different characteristics so that makes them have a different learning style. Csapo

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<sup>2</sup> Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000), 4.

<sup>3</sup> Rod Ellis, *Understanding Second Language Acquisition* (New York: Oxford University Press, 1989), 10.

and Hayen said in their journal that learning styles are individual differences in learning. And individual's learning style "is the way he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills".<sup>4</sup> It means that the learning style here depends on every individual learner. Some of them may visual, auditory or kinesthetic. It depends on how comfortable they are with their learning style.

Zafar and Meenakshi also give their definition about learning style who said that Language learning style refers to cognitive variations in learning a second language. It is about an individuals' preferred way of processing.<sup>5</sup> It means that learning style is the way the learners learn. Another definition of learning style based on Alan Pritchard's book, he said that learning styles are not fixed traits which an individual will always display. Learners can adopt different styles in different contexts.<sup>6</sup> Furthermore, it defines that learning style is the individual way of learning. Even the learners are visual, auditory or whether kinesthetic learning styles. Every student needs to examine the learning style, to see the learning style that appropriate to themselves.<sup>7</sup> Is it the learning style that makes them more comfortable or even trapped in the learning process.

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<sup>4</sup> Nancy Csapo and Roger Hayen, "The Role of Learning Styles in the Teaching/Learning Process," *Issues in Information Systems* 8 (2006): 129.

<sup>5</sup> Shahila Zafar and K Meenakshi, "Individual Learner Differences and Second Language Acquisition: A Review," *Journal of Language Teaching and Research* 3 (July 2012): 641.

<sup>6</sup> Alan Pritchard, *Ways of Learning, Learning Theories and Learning Styles in The Classroom*, second Edition (New York: Routledge, 2009), 42.

<sup>7</sup> W. Ray Crozier, *Individual Learners Personality Differences in Education* (New York: Routledge, 2001), 9.

Actually, this research is not the new research that studies about learning style. There are many previous research that tells about this issues, that are the research which done by the researcher named Abbas Pourhossein Gilakjani entitled “Visual, Auditory, Kinesthetic Learning Style and Their Impacts on English Language Teaching”, he describes that there are different learning style that can influence the process of learning English, he describes the impact of those different learning style in English language teaching.<sup>8</sup> The other research about this issue was done by Nancy Csapo and Roger Hayen entitled “The Role of Learning Style in the Teaching/Learning Process”, he told that to understand the learning style becomes the key component in effective teaching, they analyze the different learning style for a variety of the student.<sup>9</sup> Considering those previous research, the researcher has already specified this research. The researcher made the different side which only focuses on auditory learning style in learning vocabulary at eleventh grade students of SMA Miftahul Ulum Ambunten Sumenep. This research will focus on the students that have an auditory learning style, as the way they study about vocabulary. It is interesting to be studied at this time because most of them have difficulties in learning vocabulary.

SMA Miftahul Ulum is one of many senior high schools in Ambunten Sumenep. This school includes in a school that also has *Pesantren* as the control of daily activity. As usual, there are three grades

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<sup>8</sup> Abbas Pouhossein Gilakjani, “Visual, Auditory, Kinesthetic Learning Style and Their Impact on English Language Teaching,” *Journal of Studies in Education* 2 (2012).

<sup>9</sup> Csapo and Hayen, “The Role of Learning Styles in the Teaching/Learning Process.”

that are X, XI, and XII class. If it calculates with the various classes which there is in senior high school, there are six classes, three classes for IPA course and also three classes for IPS course. As the researcher mentioned before, this school also has *Pesantren* so that the class for male and female are divided. Finally, SMA Miftahul Ulum has twelfth classes.

This research will be conducted in one class of IPA course, exactly in the eleventh grade of female class. It causes most of the students of this class have an auditory learning style. It can be proven from the teaching-learning process. The researcher interviewed the English teacher from this school about how she conducts the learning process. The teacher said that most of the students prefer to hear the teacher's explanation than they have to see the material from LCD then write the lesson or even uses any strategies in delivering the material. For examples, the teacher uses jigsaw learning to deliver the material, the student will feel bored because they are more enthusiastic to learn by the teacher's explanation. The teacher also said that she has already used the movie and song as media in the teaching-learning process, then the teacher instructs the students to write what they knew or get from.<sup>10</sup> It also can be proven from the habitual action of the student.

Actually, the students who do not stay in *Pesantren* are studying while listening to the music. The researcher interviewed one of the students from this school. She said that, when she studies with her friend

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<sup>10</sup> Shofiyah, The English Teacher at X and XI Grade of SMA Miftahul Ulum Ambunten Sumenep, Interviewed by phone, (7<sup>th</sup> March 2020).

(study in a small group if there is a task to do in a group), most of her friend do the task while listening to the music, but she does not like it because it can break her concentration.<sup>11</sup> From this information, the researcher takes the conclusion that the informant is not the auditory learner while her friends include in the auditory learner, because they can study in a crowded situation.

Based on the phenomena above, the researcher concludes that it will be interesting to study about the auditory learning style especially in learning vocabulary. Considering all the facts that the researcher found in the object, it can become the data for this research. Furthermore, the researcher interested to conduct the research entitled “*Students’ auditory learning style in learning vocabulary at eleventh grade of SMA Miftahul Ulum Ambunten Sumenep.*”

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<sup>11</sup> Nur Aqidah, The Student of the Eleventh grade of SMA Miftahul Ulum Ambunten Sumenep, Interviewed by phone, (10<sup>th</sup> March 2020).

## B. Research Focus

According to John Creswell, research focus or we can call it as a research topic is the board subject matter addressed by the study.<sup>12</sup> It is about what will be researched by the researcher. Another term in this case is the research problem. Research problems are the educational issues, controversies or concerns that guide the need for conducting a study.<sup>13</sup> So that research problems are something that will be studied in the research. In this case, the researcher conceives the research problem to address the research objective as follows:

1. How is the process of students' auditory learning style in learning vocabulary at eleventh grade of SMA Miftahul Ulum Ambunten Sumenep?
2. What are the benefits of using auditory learning style in learning vocabulary at eleventh grade students of SMA Miftahul Ulum Ambunten Sumenep?

## C. Research Objective

According to John Creswell, the research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.<sup>14</sup> Furthermore, we can make the research objective by identifying the research focus then make the research

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<sup>12</sup> John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012), 60.

<sup>13</sup> Creswell, 59.

<sup>14</sup> Creswell, 111.

objective. Based on the research focus above, the researcher state the research objective as follows:

1. To describe the process of students' auditory learning style in learning vocabulary at eleventh grade of SMA Miftahul Ulum Ambunten Sumenep.
2. To know the benefits of using auditory learning style in learning vocabulary at eleventh grade students of SMA Miftahul Ulum Ambunten Sumenep.

#### **D. Significant of the Study**

The significant of the study presents the significant of the research in scientific or even in social significant. Scientific significant focus on the development of science while for social significant is used to improve the issue in the next period.<sup>15</sup> The significant of the study is formulated as follows:

##### **1. Theoretical**

The researcher expected that this research can develop the knowledge and to know about the analysis of auditory learning style in learning vocabulary.

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<sup>15</sup> *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasan, 2015), 18.



## **2. Practical**

### **a. For the English teacher**

The result of this research can be a reference and help the teacher to know the learning style of the students that may influence the teaching-learning process.

### **b. For the students**

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

- 1) Make the students easier in learning new vocabulary.
- 2) Help them to know their learning style.
- 3) Make them easier in acquiring the second language by using the auditory learning style.

### **c. For the researcher**

The result of this study can be used by the researcher to develop knowledge about the auditory learning style in learning vocabulary.

## **E. Scope and Limitation of the Study**

Scope indicates the things that will be researched by the researcher, whereas limitation is a potential weakness or problem with the study that identified by the researcher. The scope of this research focuses on students' auditory learning style in learning vocabulary, while the limitation of this research is the students' auditory learning style in

learning vocabulary at eleventh grade of SMA Miftahul Ulum Ambunten Sumenep.

#### **F. Definition of Key Term**

Some word which is used by the researcher as the key of this research to find the meaning and needed to explain clearly called as key terms. Key terms of this research contain the concerned term in this research. Those key terms are to help the reader understand the main point of this research.<sup>16</sup>

To avoid misunderstanding for the readers in classifying about the key term, the researcher would like to explain the term used in this research. They are as follows:

1. Learning style is one of the ways which is used by the students in learning.
2. The auditory learning style is the way the students learn by listening.
3. Learning vocabulary is the process of learning vocabulary as an important part of learning English.

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<sup>16</sup> *Pedoman Penulisan Karya Ilmiah*, 18.

