

Students Vocabulary Mastery Based on Their Learning Style: Visual, Auditory and Kinesthetic

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Abstract

The objective of this research was to find out significant the differences in students' vocabulary mastery based on their learning style. This research employed a descriptive qualitative method. The subject of this research was seven-grade students of SMPN 4 Patampanua which consisted of 30 students who were taken by using simple random sampling. The instruments in collecting the data were a questionnaire and a test. The data obtained through the questionnaire was to see students' learning styles and data from the test was to see students' vocabulary scores. The research used SPSS to get appropriate data. Based on the research findings, the result showed F-value (F_o) is lower than F-table (F_t), ($F_o < F_t$). Further, the p-value is greater than alpha (α), (p-value > 0.05). As a result, H_o is accepted if F-value (F_o) < F-table (F_t) and probability significant (sig.) value > 0.05. Therefore, it can be concluded that there is no significant difference in students' vocabulary mastery based on their learning styles.

Keywords: Learning style, Visual, Auditory, Kinesthetic, Vocabulary mastery.

1. Introduction

The important component of learning English is vocabulary; it is the first step to learning English. If students want to achieve their goal of learning English skills, they should learn vocabulary first. Vocabulary is an essential part of the language and it's always the first thing to learn. It was considered fundamental, either written or spoken. Students' success in learning English is measured by four skills (reading, speaking, writing, and listening), One of the important components that support the four skills is vocabulary. According to David Wilkins in Thornbury (2002) " without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Similarly, Richards (2002) vocabulary is the core component of language proficiency and provides much of the basis for learners to speak, listen, read and write well. So, it can be said that vocabulary is one of the important things

in English and can be said as the basis of English.

In learning vocabulary there are several ways that the students do to enrich their vocabulary but during this time many students find it difficult to learn include in learning vocabulary this is because many students do not know how to learn well or do not know their learning style and also sometimes the method applied in learning is not by the student's style of learning so they get difficulties in learning.

Learning style is a way or method of learning done by students to facilitate their understanding of a lesson. Learning style can also be said as a characteristic possessed by each student in responding to the lessons they receive. According to Oxford (2003), learning style is one of the most important factors in determining how and how well students learn a second or foreign language, which can influence their comprehension in reading,

listening, speaking, and writing. That learning style is related to students' academic achievement can be included. Similar to Saadi (2012), Nolting emphasized that "students' academic achievement positively increases if they are aware of their learning style and how they learn best." Thus, it can be stated that student's learning styles have a very large influence, influencing not only student understanding but also student academic achievement.

Vocabulary and learning style are very important in learning; these two components are very supportive of a students' success in learning; learning style has a very large influence on student academic achievement, as does vocabulary in learning languages. This study wanted to investigate significant differences in visual, auditory, and kinesthetic learning styles on students' vocabulary mastery.

2. Literature Review

2. 1. Vocabulary

Vocabulary, according to Hibert and Kamil (2005), is the ability to comprehend the meaning of words and is useful in communication and language development. A big vocabulary is required to speak, read, and write in a foreign language. As a result, mastering vocabulary is at the heart of understanding a foreign language, according to Rubin and Thompson (1994).

According to Nunan (2003), vocabulary is an important part of learning a language because it is one of the components of a language. Listening, speaking, reading, and writing all rely heavily on vocabulary. According to Jack and Willy (2002), vocabulary is an important part of language proficiency since it determines how well a learner speaks, listens, reads, and writes.

According to the description above, vocabulary is defined as all of the basic terms in a language. Vocabulary can also be defined

as words that an individual understands and that people use to communicate.

2. 2. Learning Style

Learning styles are "distinctive ways by which a person receives, interprets, and processes knowledge," according to Hilliard (2001). Learning style, according to Dunn & Dunn (2011), is "the way each learner learns to concentrate on, process, absorb, and recall new and difficult material". "Learning styles are acts that kids find interesting while completing activities along with school buddies," according to Sopiadin and Sahrani (2011). In contrast, Uno (2008) "argues that learning styles represent the quickest and greatest approach for individuals to receive information from outside themselves." "Learning styles are related to the way children learn, and how they choose to study," writes Keefa in Sugihartono's book (2007).

Based on the numerous viewpoints mentioned above, it is concluded that learning style is the best way for students to learn because it makes teachings easier to understand and develops a student's habit in learning as well as a characteristic of each student.

3. Research Methodology

This study used a casual cooperative design which employs quantitative approaches. The population of this study consists of seven-grade students from SMPN 4 Patampanua, which is located in Desa Malimpung, Kec. Patampanua, Kab. Pinrang. There are approximately 117 students from four different classes. The researchers drew a sample of 25% of the population for this study. This study used simple random sampling to select 30 students from the above-mentioned population.

The research instruments used to collect data were a questionnaire and a test. The questionnaire has 15 items, with 5 items for each type of learning style. To determine the students' vocabulary mastery at SMPN 4 Patampanua, the researchers used an ESL

worksheet to administer a test to assess students' vocabulary mastery by using a variety of tasks. The researchers asked the students questions using multiple choice, find the meaning of a word, match the word, and find the word. There are 50 questions in the task.

To analyze the data the researchers classified the categorization of learning styles from the questionnaire. The researchers added all of the questionnaire item scores from each learning style categorization to determine students' learning styles. The researchers then analyzed the vocabulary mastery score and compared it using the ANOVA formula. According to Emzir (2008), the ANOVA (Analysis of Variance) formula was used to compute comparison scores among variables to determine the significant differences between groups.

4. Findings and Discussion

4.1. Learning Style

The result of each student's learning style was known after collecting and analyzing the data. The statistics revealed that 10 students are visual, 12 are auditory, and 8 are kinesthetic learners. The proportion of students who are visual learners, auditory learners, and kinesthetic learners is 33%, 40%, and 27%, respectively. The data above indicate that the majority of SMPN 4 Patampanua seventh-grade students are auditory learners.

4.2. Vocabulary Mastery Score

The total vocabulary score of students in seventh grade at SMPN 4 Patampanua is 694, according to the vocabulary score for visual learners. The mean score is 68.8 the median score for visual learners is 69, and the mode score is 70. Furthermore, visual learners have the highest vocabulary score of 78 and the lowest vocabulary score of 60.

The total vocabulary score of students in seventh grade at SMPN 4 Patampanua is 818, indicating that they have mastered vocabulary. The mean score is then 68.1. Furthermore, the auditory learners' median score is 71. and the mode score is 80. Furthermore, the auditory learners had the highest vocabulary score of 80 and the lowest vocabulary score of 32.

The total vocabulary score of students in seventh grade at SMPN 4 Patampanua is 550, indicating that they have mastered vocabulary. The average score is then 68.7. Furthermore, the kinesthetic learners' median score is 68. The vocabulary score's mode is 68, which is the same as the median. Furthermore, kinesthetic learners have the highest vocabulary score of 82 and the lowest vocabulary score of 50.

4.3. Normality Test

Table 1. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	statistic	df	Sig	statistic	df	Sig
score	,022	30	,200*	,731	30	,113

The data are considered regularly distributed since the significant value is greater than 0.05, as seen in the above result. Because the significant value is 0.22 and Sig. = 0.22 > 0.05,

all of the data can be assumed to be normally distributed.

4.4. Homogeneity Test

Table 2. Homogeneity Test

Levine statistic	df 1	df 2	Sig
,772	2	27	,427

The researchers can conclude that the variance of the data is homogeneous from the homogeneity result reported above. Data are homogeneous, according to Budi Susetyo, if the significance value is bigger than the alpha

value (0.05). As a result, H_0 is accepted, and the data variance is homogeneous, as seen by the sig. 0.427, which is greater than 0.05.

4. 5. Hypothesis Test

Table 3. Hypothesis Test

I (Group)	J (Group)	Mean difference (I – J)	Std. Error	sig	95% Confidence Interval	
					Lower bound	Upper bound
Visual	Auditory	.633	4.475	1.000	-10.79	12.05
	Kinesthetic	.050	4.957	1.000	-12.60	12.70
Auditory	Visual	-.633	4.475	1.000	-12.05	10.79
	Kinesthetic	-.583	4.769	1.000	-12.76	11.59
Kinesthetic	Visual	-.050	4.957	1.000	-12.70	12.60
	Auditory	-.583	4.769	1.000	-11.59	12.76

Because the data reveals that all of the significance values are higher than 0.05, the Post-Hoc multiple comparisons revealed that there is no significant difference in students' vocabulary knowledge based on their learning methods. Meanwhile, the sig. value, or significance value must be less than 0.05 to have a significant difference. Furthermore, the Post-hoc multiple comparisons test revealed that the difference between visual and auditory is 1.000, the difference between visual and kinesthetic is 1.000, and the difference between auditory and kinesthetic is also 1.000. It can be concluded that students' vocabulary mastery is not affected by their visual, auditory, or kinesthetic learning styles.

5. Conclusion

The findings of the study demonstrated that H_0 is accepted and H_1 is rejected, based on the findings and discussion of the preceding chapter. It suggests that students' vocabulary mastery does not change much depending on their visual, auditory, or kinesthetic learning styles. It was discovered that the students' vocabulary mastery scores are not significantly different depending on their visual, auditory, or kinesthetic learning styles. As a result, it may be inferred that learning styles do not influence vocabulary mastery scores.

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