

THE STYLE USED BY STUDENTS IN LEARNING VOCABULARY

Fithria Ulfani Yuliatin

SMA Negeri 1 Sakra Timur, Lombok Timur, NTB

yuliatin@ymail.com

Abstract

The purpose of this study is to describe the application of Learning Styles in the vocabulary used by students of SMAN 1 Sakra Timur. To know the percentage of student learning style in vocabulary. Students of grade 2 IPA 1 are less in applied learning styles, students are more sitting and silent, whether they understand what is described or not. In keeping the results of research, conducted data collection using qualitative descriptive. Data obtained from the results of vocabulary and questionnaire tests. On the other hand, the qualitative data comes from student observations as well. Then the data can be seen that students have problems with the vocabulary, from 37 students who are able to achieve it consists of 15 students (40%) able to achieve the Minimum Mastery Criteria with qualifications consisting of 5 students (14%) to Prima, 9 students (24%) to Very good, and 10 students (27%) became good, while there were 13 students (35%) who were unable to achieve minimum mastery with poor or failing qualifications. For percentage of learning style preferred by students to learn to use visual learning style, (89%) SS, 3 (8%) S, 1 (2%) TT and nobody chose disagree and strongly disagree. In addition, from the observation, Students are less active to respond to lessons taught due to lack of force learning applied by the teacher.

Key Words: *Style Used in Learning Vocabulary.*

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan Gaya Belajar dalam kosakata yang digunakan oleh siswa SMAN 1 Sakra Timur. Untuk mengetahui persentase gaya belajar siswa dalam kosakata. Siswa kelas 2 IPA 1 kurang dalam gaya belajar terapan, siswa lebih banyak duduk dan diam, apakah mereka mengerti apa yang dijelaskan atau tidak. Untuk menjaga agar hasil penelitian dilakukan pengumpulan data dengan menggunakan deskriptif kualitatif. Data diperoleh dari hasil kuesioner dan tes kuesioner. Di sisi lain, data kualitatif berasal dari pengamatan siswa juga. Kemudian data dapat dilihat bahwa siswa memiliki masalah dengan kosa kata, dari 37 siswa yang mampu mencapainya terdiri dari 15 siswa (40%) mampu mencapai Kriteria Penguasaan Minimum dengan kualifikasi terdiri dari 5 siswa (14%) sampai Prima, 9 siswa (24%) sampai sangat baik, dan 10 siswa (27%) menjadi baik, sementara ada 13 siswa (35%) yang tidak dapat mencapai penguasaan minimum dengan kualifikasi buruk atau gagal. Untuk persentase gaya belajar yang disukai oleh siswa Untuk belajar menggunakan gaya belajar visual, (89%) SS, 3 (8%) S, 1 (2%) TT dan tidak ada yang memilih tidak setuju dan sangat tidak setuju. Selain itu, dari pengamatan, siswa kurang aktif untuk menanggapi pelajaran. Diajar karena kurangnya pembelajaran gaya yang diterapkan oleh guru.

Kata Kunci: *Gaya yang Digunakan dalam Belajar Kosakata.*

INTRODUCTION

Learning vocabulary is very important and it is part of learning English. In vocabulary teaching and learning, teachers have many ways to use the media to help

students' learn vocabulary, such as games, songs, movies, pictures, etc.

According to Thornburry (2002: 13) conveys that without vocabulary nothing can be conveyed. The more they master the vocabulary the better they use language skills

like us: speaking, reading, listening and writing because vocabulary mastery will be helpful when students learn a foreign language. Based on observation by researcher at SMAN 1 SakraTimur, researcher found many problems during the teaching and learning process. The problem of students is still the lack of learning styles of students in learning vocabulary. So the students are often confused with and less understood with the lessons explained by the teacher.

Based on the above problems, researcher want to provide solutions, especially in learning vocabulary. The solution is to use learning styles, learning styles are a natural way to absorb, process, and retain students' information and skills as well as lack of language input when practicing using the vocabulary itself. By using this style of learning as a strategy in vocabulary learning for high school students, researcher hope it will make students' feel fun and motivate them to learn more about vocabulary and can make it easier for them to remember the meaning of words even able to use the word in narration, Will not be more difficult to understand about the material and will become more interesting in teaching and learning process especially in SMAN 1 Sakra Timur.

RIVIEW OF RELATED LITERATURE

Learning Style

A person's ability to understand and absorb the lessons is definitely different. Some are fast, moderate, and some are very slow. Therefore, they often have to take different ways to understand the same information or lessons. Learning styles are a typical way of learning for students (Winkel: 2005: 164).

Whichever way is chosen, the learning style differences show the fastest and best way for each individual to be able to absorb an outside information. If we can understand how the different learning styles of each person may be, it may be easier for us if at any time, for example, we must guide

someone to get the right learning style and give the maximum result for him (Hamzah Uno, et al: 2004: 212). From the above meanings, it is concluded that learning styles are the way students' tend to react and use incentives to absorb and then organize and process information in the learning process.

Models of Learning Style

According to Rose Colin and Nicholl (2002:130) there are three models of learning style that is: Learning should use the eye senses through observing, drawing, demonstrating, reading, using media and props. Learning should be listening, speaking, and presentations, expressing opinions, ideas, responding and arguing. Kinesthetic style (learning by moving, working and touching). Learning through physical activity and direct involvement. students' prefers to handle, move, touch and feel / experience alone, body movement (hands-on, physical activity).

Vocabulary

According to Hiebert&Kamil (2005: 3) conveys that vocabulary is the knowledge of meaning word. From the statements above, vocabulary is an important part of language that must be mastery in our life especially in English, the more words a students' knows the more they will be able to understand what they want to speak and write in foreign language especially in four skill of English language.

RESEARCH METHOD

The researcher was used descriptive qualitative. The subject in this research is the second grade IPA 1 students' with a total of 37 students, consisting of 26 male students' and 11female students'. The research instrument was vocabulary test, questionnaire and observation sheet. Techniques of data collection in this study apply three step follow observation sheet, test vocabulary and questionnaire.

FINDING AND DISCUSSION

How implementation of learning style in vocabulary is used by students' of SMAN 1

Sakra Timur. The use of learning styles for second graders IPA 1 is not too much applied by teacher; it is proved by the observation sheet conducted by researchers while doing research in the classroom. So many students just sit and listen whether they understand or not.

Table 4.2
Data Frequency Questionnaire Entire
Students

Statements	Frequency					No
	SS	S	T T	T S	ST S	
1	33	3	1	0	0	37
2	29	8	0	0	0	37
3	30	6	1	0	0	37
Total 92	17	2	0	0		111
Percent age 82%	15%	2 %	0 %	0%		100%

The results obtained by the researcher are most people choose to learn to use visual learning style based on total table 33 (89%) for SS, 3 (8%) for S and 1 (2%) for TT while Total for learning hearing learning style is 29 (78%) for SS, 8 (22%) for S and total kinesthetic learning style was 30 (81%) for SS, 6 (16%) for S, 1 (3%) for TT in vocabulary learning.

Based on the responses of grade 2 IPA 1 students to the above qualitative data table shows that of 37 students of SMAN 1 Sakra Timur who use visual learning styles in vocabulary teaching is more fun than Ordinary helps students to understand the material easily, understand the happiness. In learning, help students remember lessons more easily, and this can train students' creativity. Then 82% strongly agreed, 15% agreed, 2% said they did not know, and none of the students expressed disagreement and strongly disagreed.

If we look at the comparison between the students' vocabulary results and the

learning styles chosen by the students, it is very different from how they learn in the classroom. They just sit and listen to the teacher's explanation without us knowing whether they understand what is being falsified or otherwise.

CONCLUSION

Based on research conducted by researchers on august 02 2017 in second grade IPA 1 SMAN 1 Sakra Timur, here the researchers focus on the learning style of students. Researchers want to know what learning styles are in use by students in the process of teaching and learning in class. We know that the learning styles of students in one class are different but here researchers only see the most votes or from 37 students whether they prefer learning styles using visual, auditory or kinesthetic. But before researchers do research on student learning styles, researchers want to know whether students have problems in vocabulary or not.

After the researcher gave the vocabulary test to the second graders IPA 1 the results obtained by the researcher were from 37 students only 15 students (40%) who were able to achieve Minimum Mastery with qualification consist of 5 students (14%) Be very good, 9 students (24%) became very good, and 10 students (27%) became good. While there were 13 students (35%) who were unable to achieve minimum mastery with poor or failed qualifications. This shows that most students of grade 2 IPA 1 SMAN 1 Sakra Timur problem in learning vocabulary. Of course this is related to how the learning style of students.

Researcher already know the results of students' vocabulary tests, after which researcher provide a questionnaire or questionnaire to students, such as the questionnaire Visual learning style, Auditory and kinesthetic. First the researcher calculates the total or results of each learning style chosen by the students. From each learning style such as visual, auditory, kinesthetic will be collected into their respective parts.

After that the researcher collect each student's data to see what percentage and what learning style is chosen by each student. As the result of the visual table above there are 31 students who get the highest frequency (40% -54%) and there are 6 students who get the lowest frequency (27%). this is the result of the many students who choose the visual learning style.

and when compared with total kinesthetic learning style calculated from the data obtained from students with total only 6 people get the highest frequency (40% - 54%), and 31 people get the lowest frequency (13% -27%). meaning that the party is not very interested in using visual learning style. and the result of kinesthetic learning style is from 37 students there are 15 students get the highest frequency (48%) and 22 students get the lowest frequency (13% -27%), meaning that students are interested enough to use kinesthetic learning style to apply when teaching and learning process in class. from the above results can be conclusion that students are more likely to choose visual and kinesthetic learning style than learner by using Auditory.

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If we look at the comparison between the students' vocabulary results and the learning styles chosen by the students, it is very different from how they learn in the classroom. They just sit and listen to the teacher's explanation without us knowing whether they understand what is being falsified or otherwise. But when the teacher asks them to argue, add or step in what is conveyed most of them just silent and do not know what to say. No wonder vocabulary students are low because the style of learning is applied does not make them more enjoy and the spirit to learn.

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