CHAPTER I

INTRODUCTION

A. Background of Study

Learning vocabulary is a very important part of learning language. The more words we know, the more we will be able to understand what we hear and read; and the better we will be able to say what we want when speaking or writing. Learning vocabulary seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do because it needs practice and takes time. Moreover we learn English as a second language[1].

There are many problems that faced by students when they learn vocabulary. Some students lack of vocabulary because they are not interested in learning English. When students learn vocabulary, sometimes they get difficulty and take much time to memorize and to know what the meaning of words. Although teacher has used a good and appropriate method based on curriculum, it cannot help students more.

Another problem is every student has different ability and potential. For a teacher, teaching English is not always easy. He/she should have a special trick or method to motivate and make students interested in learning

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[1] *How to learn vocabulary*. (http://esl.fis.edu/learners/advice/vocab.htm). Retrieved on 1st April 2012

English especially vocabulary because not all students can easily understand what is being taught by teacher. Moreover each student has different intelligence and learning style.

The causes of problem above is, teacher failed in teaching vocabulary because they do not care and do not want to consider the intelligence and learning style of students. Whereas intelligence and learning style of students can influence students' success in understanding material easily while learning.

To be successful in mastering English, someone needs a special strategy because each student has different learning styles. It is depend on the style of individual learning. Strategy is a plan that is intended to achieve a particular purpose[2]. This is the reason why, strategy is needed by students in order to get easier in learning and understand the material.

According to Gagne, strategy is a person's internal ability to think, solve problems and make decisions. It means that learning process will lead students to think unique to be able to analyze and solve problems in making decision[3].

Cohen said that language learning strategies include strategies for identifying the material that needs to be learned, distinguishing it from other

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[2] A. S. Hornby. *Oxford Advanced Learner's Dictionary, 7th edition*. (Oxford: university press, 2006). P. 1461

[3] Prof. Dr. Iskandarwassid, M.Pd. & Dr. H. Dadang Sunendar, M. Hum. *Strategi Pembelajaran Bahasa*. (Bandung: PT Remaja Rosdakarya, 2008). P. 3

materials, grouping it for easier learning, and formally commiting the material to memorize when it does not seem to be acquired naturally[4].

According to Oxford, language learning strategies are divided into two categories: direct and indirect. The direct language learning strategies involve directly the subject whereas indirect language learning strategies do not involve directly the subject matter, but are essential to language learning nonetheless.[5]

Therefore, learning strategy is a trick used by learners to help them remember things better or to do tasks more efficiently. It can be used by learner when they learn vocabulary because sometimes in learning vocabulary students take much time to memorize and to know what the meaning of words. Besides, when the teachers teach English in the school, they will also find many problems. Those problems depend on each student and they are also influenced by the student's learning strategy, their multiple intelligence and learning style.

Intelligence is the ability to understand and think in a logical way about thing[6]. With intelligence, students can improve the way their thinking and learning. Most people (teachers and parents) measure their students' intelligence or their children's intelligence using the IQ test. According to them (teachers and parents), if their students or their children have high IQ, it

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[4] Andrew D. Cohen. *Opcit*. P. 5
[5] R. L. Oxford. *Style, strategies, and aptitude: connections for language learning*. (1990). P. 71
[6] A. S. Hornby. *Opcit*. P. 772

means that they are clever and genius and vice versa. They also believe that someone with high IQ will be successful man.

But in the other hand, Gardner, professor of education at Harvard University refused the statement above. According to Gardner IQ test can not be standardized because as time passes someone's IQ will change either higher or lower. Moreover, Gardner also said that ability can be called intelligence if it shows a person's proficiency and skill to solve problems and difficulties in his/her life[7].

However, Gardner claimed that every single person has multiple intellegences and he devided it into eight intelligences, they are: linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. From all those intelligence, everyone has a tendency to have one of the dominant intelligence than other intelligence. It needs to be explored because it is one of the greatest tendency in a learning style[8].

Using learning style for learning English is a relatively new approach in education world. But in fact, there are many schools still rely on classroom and book-based teaching, much repetition, and pressured exam for reinforcement and review. Besides that, many researches about the most

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[7] W. Gunawan. *Genius Learning Strategy*. (Jakarta: PT Gramedia Pustaka Utama, 2006). P. 217
[8] Ibid. p. 222

appropriate teaching method all failed because every teaching method depends on how students' learning that is learning style[9].

Learning style is the way of how someone receives information from the environment and processes that information[10]. According to Alan, learning style is defined variously as: 1) a particular way in which an individual learns, 2) a mode of learning – an individual's preferred or best manner in which to think, process information and demonstrate learning, 3) an individual's preferred means of acquiring knowledge and skill, and 4) habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays[11].

There are three kinds of learning style, they are: 1) auditory, learners prefer to learn by listening, 2) kinesthetic, learners prefer to learn by doing, and 3) visual, learners prefer to learn by seeing[12].

Although most people use a combination of the three learning styles, they usually have a clear preference for one. Knowing and understanding the types of learning styles is important for students of any age. It is advantageous for students to understand their type of learning style early, so that their

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[9] Prof. Dr. S. Nasution. MA. *Berbagai Pendekatan Dalam Proses Belajar dan Mengajar*. (Jakarta: Bumi Aksara, 1995). P. 93

[10] M. Joko Susilo. *Gaya Belajar Menjadikan Makin Pintar*. (Yogyakarta: Pinus, 2006). P. 94
[11] Alan Pritchard. *Ways of Learning: Learning Theories and Learning Style in the Classroom*. (New York: David Fulton, 2005). P. 53
[12]Adi W. Gunawan. *Opcit.*. P. 143

homework become easier and less stressful in the future[13]. By recognizing and understanding your own learning style, you can use techniques better that suit you and it will improve the speed and quality of your learning.

Therefore, the researcher is interested in doing a research at SMP Bina Bangsa, Surabaya. The researcher chose this school because it has divided their students based on the learning styles: visual, kinesthetic, and auditory. The subjects of this research are English teacher and eight grade students of SMP Bina bangsa Surabaya. And the reason of researcher focus on strategies is, when she did preliminary study in Bina Bangsa the students did not pay attention and played around in the class when their teacher was explaining the material.

Moreover, this study will focus on strategies of learning vocabulary for various learning styles students, with the title **"Strategies of Learning Vocabulary for Students with Different Learning Styles at SMP Bina Bangsa Surabaya."**

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[13] *Learning*. (http://www.learningrx.com/types-of-learning-styles-faq.htm). Retrived on 1st April 2012

B. Problem of Study

Based on the background above, The problem of this study is:

1. What are the strategies used by teacher for students with different learning styles of grade eight SMP Bina Bangsa in learning vocabulary?

2. What are the reasons of the teacher in using certain strategies?

3. What are the responses of the students when their teacher is using those strategies?

C. Objective of Study

According to problem of the study above, the research objective are:

1. To describe the strategies used for various learning style students of eight grade SMP Bina Bangsa in learning vocabulary.

2. To describe the reason of the teacher why she/he uses those strategies.

3. To describe the response of the students when their teacher use those strategies.

D. Significance of Study

This study is important to give information to the reader about what strategies that suitable for students with different learning styles in learning vocabulary. So, the readers can decided their students based on learning styles and can use appropriate strategies.

E. Scope and Limitation

The following limitations are made in order not to make the discussion out of the ideas. There are:

1. The study is conducted to describe the strategies used for students with different learning styles in learning vocabulary. It includes strategies of learning vocabulary for students with different learning styles, reason of the teacher why he/she use those strategies, and response of the students when their teacher is using those strategies.

2. The subjects of the study are the English teacher and students of grade eight SMP Bina Bangsa.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation, it is necessary to define the following key term:

1. Strategies : Specific methods or special trick used by English teacher of SMP Bina Bangsa in teaching vocabulary for different with different learning strategies.

2. Learning style : The way of students SMP Bina Bangsa in receiving information/explanation from the teacher through visual, auditory, and kinesthetic.

3. Reason : The explanation of the English teacher of SMP Bina Bangsa in using certain strategies for students.

4. Response   : The students answer about strategies that used by English teacher in teaching vocabulary.

G. Research Report Writing Organization

Chapter I   : Introduction

This chapter explains the background of the study, the problem of the study, the objective of the study, the significance of the study, the scope and limitation, the definition of key terms, and the research report writing organization.

Chapter II   : Review and Related Literature

This chapter reviews the understanding theory related to the study. To be more specific, it discusses about: language skill (speaking, listening, reading, and writing), learning vocabulary (the important of learning vocabulary and the difficulties of learning vocabulary), learning strategy (the important of learning strategies, language learning strategies, features of language learning strategies, and vocabulary learning strategies), learning styles (the foundation of learning styles, various learning styles, learning styles, multiple intelligence, and appropriate vocabulary learning strategies), and review of previous studies.

Chapter III   : Research Methodology

This chapter focuses on a description of the research design, subject of the study, setting of the study, data of the study, source of the study, data collection technique, research instrument, and data analysis.

Chapter IV   : Result and Discussion

This chapter contains the data presentation and discussion of the research. In this chapter the writer describes all the result of the research, those are description the strategies of learning vocabulary for students with different learning styles through observation, description the reason of teacher in using strategies through interview to give additional reinforcing information, and description the response of students about strategies used by teacher through questioner.

Chapter V   : Conclusion

This chapter mainly presents the conclusion of the thesis.