THE INFLUENCE OF *AUDITORY LEARNING STYLE "DIALOGUE"* TOWARD

VOCABULARY MASTERY TO THE EIGHTH GRADE STUDENTS

OF *SMP NEGERI 2 LAHAT SELATAN*

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH PALEMBANG

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THESIS

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By

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MOTTO AND DEDICATION

A. MOTTO

" Everything has its own timing"

B. DEDICATION

This Thesis dedicated to:

- ❖ *Thanks to my beloved parents, for your prayer, loves, support and everything that always you gave to me.*
- ❖ *Thanks to my beloved brother and sister, for your support and prayer.*
- ❖ *Thanks to my great advisors (Kurnia Saputri, S.Pd., M.Pd and Asti Gumartifa, S.Pd., M.Pd) for your guidance and support me to finish this thesis.*
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- ❖ *Thanks to my beloved friend (Reni Mayangsari) for your attention, support and time.*
- ❖ *Thanks to all of the teacher and students at SMP Negeri 2 Lahat Selatan who helping me.*

ABSTRACT

Pebrianti, Engka. 2022. *The Influence of Auditory Learning Style "Dialogue" toward Vocabulary Mastery to the Eight Grade Students of SMP Negeri 2 Lahat Selatan.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang.* Advisors: (1) Kurnia Saputri, S.Pd., M.Pd. and (2) Asti Gumartifa, S.Pd., M.Pd.

Keyword: The Influence, Auditory Learning Style "Dialogue", Vocabulary.

This thesis was entitled "The Influence of Auditory Learning Style "Dialogue" toward Vocabulary Mastery to the Eighth Grade Students of SMP Negeri 2 Lahat Selatan". The objective of the study was to find out whether or not there were any significant influences of Auditory Learning Style "Dialogue" between students' who were not taught. This research was pre-experimental design, used one group pretest-posttest. The population of this study was 42 students which is divided into 2 classes. The sample of this study was 21 students taken by using convenience sampling. The result of t-test, t-obtained was 12.987 and it was higher than the critical value of t-table was 4.333. Since the value of t-obtained was higher than t-table, thus an alternative hypothesis ($_{Ha)}$ was accepted and null hypothesis $_{(Ho)}$ was rejected. Shortly, it was effective to teach vocabulary by using Auditory Learning Style "Dialogue" to the Eight Grade Students of *SMP Negeri 2 Lahat Selatan.*

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan di bawah ini:

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Menyatakan bahwa skripsi berjudul:

The Influence of Auditory Learning Style "Dialogue" toward Vocabulary Mastery to the Eighth Grade Students of *SMP Negeri 2 Lahat Selatan.*

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima sanksi yang berlaku atau yang dei tetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim pihak lain terhadap keaslian skripsi saya.

Palembang, Agustus 2022

Yang mengatakan,

Engka Pebrianti

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CHAPTER I

INTRODUCTION

This chapter deals with: background of the study, formulation of the study, objectives of the study, significance of the study, and hypotheses of the study.

A. Background of the Study

Vocabulary is an important part of foreign language learning, as supported by Amir and Hariadi (2014):

"Vocabulary plays an important role in English as it is required by students learning English skills such as listening, speaking, reading and writing. For example, when a student is listening, they first need to know what the speaker is saying. If they do not know, they will fail to answer. Second, students need to have a large vocabulary when speaking so that they can speak fluently. Next, when reading the text they must have a large vocabulary so they can comprehend the text well".

Vocabulary is one of components in English. Susanto (2017) states that vocabulary is crucial to mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying (p.4). It means that mastery means complete knowledge or great skill that makes someone a master in certain subject.

Susanto and Fazlinda (2016) define that vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed language components (p.3). So, it is important to remember that vocabulary is essential to be dominated by the students to comprehend the language and it is one of the language requirements.

Deighton (2005) says that vocabulary is the most important element of language power (p.341). He views that vocabulary will affect and influence how good he/she is in communication and how far they understand what people say. This is to say that vocabulary is an essential aspect to determine how much a student can study. Alqahtani (2015) defines vocabulary

knowledge as a critical tool for second language learners because a limited vocabulary is a second language impedes successful communication (p.22).

Cahyono and Widiati (2008) explain that teaching vocabulary aims to enable learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for a communicative (p.1). Meanwhile, there are the main goals of learning vocabulary; Intaraprasrt (2004), cited in Aisyah (2017), emphasizes that the main goals of learning vocabulary are: 1) to discover the meanings of new words; 2) to retain the knowledge of newly-learned words, and 3) to expand the knowledge of English vocabulary (p.4). The implementing good and creative strategies can increase student's interest in vocabulary learning in the class.

According to Kayalar (2017) Auditory learners are reported to be excellent listeners. The characteristics of auditory learners include getting information by listening, preferring listening to reading or writing. Auditive-type students rely on the success of their learning through their ears as hearing Ulfa, (2017). Students who have an auditive learning style can learn faster by verbal discussion and listening to what the teacher says.

Based on the researcher's observation and interview with the teacher of *SMP Negeri 2 Lahat Selatan*, it is found three reasons, there are 1) the students still have difficulties to speaking English because their vocabulary is still limited, 2) the students have less motivation in learning because they feel bored in learning English, 3) the teacher still used the old strategy, so the students are not interested in learning at the class. To solve the problems, the teacher needs to have many strategies such as using a song, pictures, dialogue and games to make activities are interesting. Based on the reason, the researcher used the auditory learning style by using "Dialogue".

Tabanlioglu (2013) argues that auditory learners are good at arranging words in order, making associations and reviewing them to facilitate their retrieval in terms of vocabulary learning.

Using the Auditory learning style in teaching vocabulary to the students, it is expected that they can be more understanding about the vocabulary. Based on the description, the researcher was interested in conducting the

research entitled "***The Influence of Auditory Learning Style "Dialogue" toward Vocabulary Mastery to the Eight Grade Students of SMP Negeri 2 Lahat Selatan".***

B. Formulation of the Study

The problem of this study is formulated on the following question: is there any influence of *Auditory Learning Style "Dialogue"* toward vocabulary mastery to the Eighth-Grade Students of *SMP Negeri 2 Lahat Selatan?*

C. Objective of the Study

The objective of the study is to measure whether or not there is a significant influence of *Auditory Learning Style "Dialogue"* toward vocabulary mastery to the Eighth-Grade Students of *SMP Negeri 2 Lahat Selatan.*

D. Significance of the Study

This study was given an understanding for the researcher and the other English Educational Department students about the influence of auditory learning style. This information will also help the English Education Department (especially English Education Department of *Universitas Muhammadiyah Palembang*) to prepare the students as a professional teacher.

E. Hypotheses

The hypotheses of this study is stated below:

1. Alternative hypotheses ($_{Ha}$): There is a significant influence of *Auditory Learning Style "Dialogue"* toward vocabulary mastery to the Eighth-Grade Students of *SMP Negeri 2 Lahat Selatan.*
2. Null hypotheses ($_{Ho}$): There is no influence of *Auditory Learning Style "Dialogue"* toward vocabulary mastery to the Eleventh-Grade Students of *SMP Negeri 2 Lahat Selatan.*

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