

**THE CORRELATION BETWEEN STUDENTS' LEARNING
STYLE AND VOCABULARY MASTERY OF THE EIGHTH
GRADE STUDENTS AT SMP NEGERI 11 PALEMBANG**

THESIS

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CHAPTER I

INTRODUCTION

This chapter describes background of the study, problems of the study, objective of the study, and significance of the study.

A. Background of Study

Mastering language is not a simple thing to do. As one of the language skills the important skills that should be learned and practiced, especially vocabulary mastery. Vocabulary is the most important component to increase all English skills. (Hilaliyah., 2018) states that vocabulary is an aspect of words found in language, the wealth of words of a speaker or writer, and words used in the field of science.

(Hasanah, 2016) states that vocabulary is one of the language aspects that must be considered and mastered to support fluency in communicating using various languages, written and vocabulary cannot be separated from words. According to Willis (2008), vocabulary is a very important element of language because one thoughts can only be clearly understood by others, they are expressed using vocabulary. When students improve their vocabulary can express ideas of communication, knowledge, and sound effectively (p. 80).

In getting older person more vocabulary that can express something by choosing vocabulary that shows cognition of life value and fostering cooperation, considering the importance of vocabulary as expressing feeling, ideas, and thoughts. This research concerns vocabulary, will be better to begin by defining what vocabulary is. Vocabulary is one of the important things that need to be understood to learn a language because without understanding vocabulary, it will be difficult for us to learn. In this context vocabulary mastery is when students have much knowledge about words that make students speak well and clearly, vocabulary consists of words that have meaning.

(Noermanzah, 2017) states that this word's free-form unit of language is the most important element of language. Good command of vocabulary will

have an impact on whether the sentence is a unit built by several words, so at least has subject and predicate elements. Vocabulary mastery in students plays an important role in students' achievement and success at school, the more words students master, the more vocabulary understand that they have.

Parents have an important role in the family environment when teaching vocabulary to students using everyday language and teachers also play an important role in the school environment in the learning process regarding planning teaching activities. A teacher must educate the students by honing students' abilities, and by teaching vocabulary to students so they can understand the learning process well, start by teaching basic vocabulary therefore students are enthusiastic about following the learning process.

(Wang, 2007) states that learning style is a method for students to acquire individual information in the way or style that they choose. In other words, learning styles are concerned with how students learn and assimilate knowledge rather than what they have received. Indicates that each person has a unique learning style, which makes it simpler for them to understand the lesson taught by the teacher. Some students may rely on pictures or presentations while others prefer to listen to music while studying or may respond better to direct activities. Every student has a unique way of absorbing, processing, and recreating information. This is the most important factor that can influence the differences in their learning styles.

(Cimernova, 2018) defines that individual learning requires students to an independent autonomous learners willing to apply various learning styles effectively and personal learning is required to develop teamwork and collaboration skills. (Abante et al., 2014) states that learning style is the total of the learner's characteristics that generate the origin of the individual differences in the learning environment. Learning style led to the way that individuals prefer to assemble information and ways of thinking, remembering, or solving unique problems.

From the explanation mentioned above, the researcher knows how important learning style and vocabulary mastery of the students. Based on the observations of the researcher as internship 3 at SMP Negeri 11 Palembang,

students had different learning styles when learning English took place, such as students memorized vocabulary while closing their eyes to make them more concentrated, and some students memorized vocabulary by moving their hand finger gestures. Based on the description above, the researcher is interested in learning about learning style and vocabulary mastery.

Based on the description of students' learning styles and vocabulary mastery above, it can be seen that the two have a close relationship. To get empirical data on this matter, the researcher provided the test result using a questionnaire, by giving a vocabulary test that the correlation between students' learning style and vocabulary mastery. By getting the value, the researcher tried to find an answer that learning style and vocabulary mastery affect students' vocabulary understanding.

B. Formulation of the Problem

Based on the problem, the researcher can formulate on the research question as follows: Is there any significant correlation between students' learning style and vocabulary mastery of the eighth-grade students at SMP Negeri 11 Palembang?

C. Objective of the Research

The objective of the research is to determine whether or not there is a significant correlation between students' learning style and vocabulary mastery of the eighth-grade students at SMP Negeri 11 Palembang.

D. Significance of the Research

The result of this research is expected to contribute to teaching and learning English as a Foreign Language and give some information about learning and teaching English, especially vocabulary. The significance of the study is:

a. For the Researcher Herself

This research can give detailed information to the researcher for increasing vocabulary mastery that is valuable to the researcher herself.

b. For the Readers

With the correlation between students' learning style and vocabulary mastery to the eighth-grade students at SMP Negeri 11 Palembang, the researcher hopes can provide useful information and add knowledge and references for readers.

c. For Other Researchers

This study can be utilized by the next researcher as a reference to do further research on the same subject in various topics in different contexts, especially in correlation.

CHAPTER II

LITERATURE REVIEW

This chapter discusses about: correlation, learning style, vocabulary, correlation between learning style and vocabulary mastery, and previous related studies.

A. Correlation

Correlation to determine the relationship between variables. According to (Sarwono, 2011), "correlation is an analytical technique that falls under one of the association measures is a general term refers to that a group of technique in bivariate statistics use to measure the strength relationship between two variables" (p.57). Correlation is where the results can show the strength of the relationship, the significance of the relationship, the direction of the relationship, the pattern of two variables, or two sets of consistent data.

According to (Sugiyono, 2014), correlation is a research method that connects one element with another element to create a new form different from the previous one (p.87). Correlation is a method regarding the degree of relationship between two or more variables to determine the magnitude of the level relationship between the two variables can be seen from the size correlation number commonly referred to as the correlation coefficient.

In perfect correlation, there is no need for hypothesis testing, because two variables have a perfect linear relationship which means variable x affects variable y perfectly, if the correlation is equal to zero (0) there is no relationship between two variables. In correlation, the terms independent variable and dependent variable are not recognized as dependent variables. Usually in calculation, the symbol x is used for the first variable and y for the second variable.

B. Kinds of correlation

There are three kinds of correlation:

1. Positive correlation

A positive correlation is a relationship between two variables where both variables move in the same direction. Therefore, when one variable increases as the other increases or one variable decreases while the other.

2. Negative correlation

A negative correlation is a relationship between two variables where an increase in one variable is associated with a decrease in the other.

3. Zero correlation

Zero correlation exists if there is no relationship between two variables. For example, there is no relationship between the amount of tea drinking and the level of intelligence.

C. Learning Style

In learning English students have a different learning style (Laksana, 2019) states that the learning process adapted to student learning style will make students process teaching materials faster because students have hobbies or uniqueness from learning information process activity. Every student has a different and unique learning style, and each learning style affects the student's ability to process information. (Rasheed, 2021) defines that student learning style also reflects how students learn to understand the material presented by the teacher or study by themselves. The key to the success of learning activities that teachers must pay attention to is the unique learning style of each student.

According to (Bobbi Deporter, 2013), "Learning style is a combination of how students absorb, organize, and process information" (p.110). Learning style is a habit exhibited by individuals in processing information and knowledge as well as learning skills. (Nasution, 2017) states that learning style is a consistent way that students capture stimulation or information how to remember think and solve problems, and the way students' learning style is used effectively and efficiently in learning or capturing information.

Students' learning style is the fastest and best style an individual has in receiving, absorbing, organizing, and processing information. A person's ability

to understand and absorb lessons varies in level some are fast, medium, and very slow. Therefore, they often have to take different ways to understand the same information or lesson.

(Nasution, 2008) states that students' learning style is how the way of learning students react and use stimuli received in the process. In learning style with the related concept of learning preferences, interventions based on student choice may offer a more parsimonious and evidence-driven approach to enhance instruction and improve outcomes for students with learning behavior impotence.

(Baumgartner, 2021) states that learning style knowledge includes a pedagogical approach and provides important insight for students and teachers. When educators understand learning styles, the students can tailor their teaching methods and activities to the strengths and weaknesses of individual students. Learning style can be used to tailor teaching methods and materials to meet a student's needs and preferences.

(Fatimah, 2019) states that learning style is closely related to a person's personality, which is of course determined by their education and development history. Learning style is a person's way of learning and how they reason in the proof process. Each learning style is different depending on how to understands and absorbs the lessons given by the teacher. If teachers can adapt to the different learning styles of their students, then students will have an interest in their learning. Learning style cannot be forced on each student, because they have different interests and perceptions of information, hope that the right learning style and according to their abilities can help students master new knowledge and information quickly. The researcher found there are various students' learning styles such as each student learning in his ways, and finding out the ways of learning certain instruments.

According to (Reid, 1987), three types of learners based on their learning style include:

1. Visual type learner

This type of learning with material that can be seen directly (visual) for example reading or viewing pictures. Visual type even likes to sit at the front

when studying in class. Students record information from the material presented by the teacher.

2. Auditory type learner

Learn by relying on their hearing or auditory. Like lectures or through a tape recorder. When the teacher gives verbal instructions, this type of learner likes to record what has been learned or discussed.

3. Kinesthetic type learner

Love to learn with direct practice experience, where the students are physically involved and actively participate.

D. Vocabulary

Vocabulary is one of the language aspects that needs to be understood to learn a language because without understanding vocabulary will make difficult for us to learn. Vocabulary as a component can be a tool to increase all the skills of English without vocabulary students cannot improve their ability to communicate with foreign people, read English literature, or write English literature. (Kusmaita, 2019) states that vocabulary is a collection of letter units that have meaning without word there may be no language because the word is the embodiment of language, every word contains the concept of meaning and has a role in the implementation of the language.

According to (Setiyaningsih, 2009) vocabulary is the knowledge of word meaning, knowing the meaning of the word is one way to understand the full meaning of a sentence or paragraph such vocabulary expresses thought, feeling, idea, or information clearly and accurately for people (p.72). Based on (Ulfah, 2019) many students realize that their vocabulary is limited and find it difficult to convey ideas to make it easy for students to learn the language, it is necessary to understand vocabulary which is an important part of the language learning process. Important part of the learning process of a language, so students need to master and improve their language skills. (Kridalaksana, 2008) states that there are four steps to mastering vocabulary (p.26):

a. Recognize

Recognize is the process of understanding or knowing about something that others said or people said.

b. Listening

Listening is a process of capturing, understanding, and remembering as well as possible what is heard or something said by someone else.

c. Reciting

Reciting is a word spoken well so that can be understood by others.

d. Understand or interpret

Understand or interpret which is the understanding of a word. The things around the student will have meaning if the student can use words to explain, by using words to refer to objects or describe events will help the student to form ideas, and ideas can be communicated to others. Through language, students will be able to understand what the speaker means. Students can use language in other ways, such as role-playing, singing, and through art (e.g., drawing) and art forms.

E. Kinds of Vocabulary

Many kinds of "Part of Speech" All English words are commonly classified into eighth parts of speech: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection. However, in this part, the researcher focused only on one part of speech that is verb.

1. Noun

According to the (Hornby, 2010), a noun is a word (other than a pronoun) used to identify any class of people, places, or things (common noun) or to name a particular one of these (proper noun), a quality, or an activity.

2. Verb

(Hornby, 2010), explains that a verb is a word phrase that expresses an action, an event (e.g., happen), or a state.

3. Adjective

(Hornby, 2010), explains that an adjective is a word that describes a noun, giving extra information about it.

4. Adverb

(Hornby, 2010), explains that an adverb is a word that adds more information about place, time, manner, cause, or degree to a verb, phrase, or other adverb.

5. Pronoun

(Hornby, 2010), explains that a pronoun is a word used instead of a noun or noun phrase, (e.g., he, it, hers, me, them).

6. Preposition

(Hornby, 2010), explains that a group of words (e.g., in, from to, out of, and on behalf of) is used before a noun or pronoun to indicate place, position, and time.

7. Conjunction

(Hornby, 2010), explains that a word combines words into sentences, and phrases, (e.g., and, but, if, while).

8. Interjection

(Hornby, 2010), explains that a short sound, word, or phrase is spoken suddenly to express an emotion, (e.g., look out!).

According to (Xiqin, 2008) vocabulary is defined as the entire vocabulary branch of knowledge known to a person that belongs to a branch of knowledge or that known by a person. In a broader understanding vocabulary not only limits the meaning of words but also includes how vocabulary in language is used, how people use and store words how people learn words, and the relationship between words, phrases, categories of words, and phrases. Vocabulary is not merely a collection of words that we memorize and know the meaning of but also a learning process in assembling these words.

F. Previous Related Studies

There were three previous related studies. First conducted by Hidayah's (2018), "*Correlation between Learning` Styles and Academic Achievement*, study aims to find out the correlation between learning styles and academic achievement, the correlation study involves 33 students of the English Education Study Program, Tadulako University Batch 2018, Academic Year

2021-2022. The instruments used to collect data were analyzed by using Pearson Product Moment with SPSS 20.1

The result shows that there is a positive correlation between learning style and academic achievement of students of the English Education Study Program, Tadulako University Batch 2018. However, the level of correlation is moderate, which means that learning style is not the main factor contributing to the student's academic achievement, there are other factors contributing to the academic achievement. Another finding shows that from all types of learning styles investigated, the visual learning style dominantly influences the students' academic achievement.

The similarities are as follows:

1. Both Hidayah's thesis and the researcher's topic of study are in line with the correlational research design.
2. Both Hidayah's thesis and the researcher used quantitative research.
3. Both Hidayah's and the researcher's study used learning styles.

While the differences are as follows:

1. Hidayah's thesis used 33 students of the English Education Study Program, Tadulako University Batch 2018 Academic Year 2021-2022, while the researcher used the eighth-grade students at SMP Negeri 11 Palembang.
2. Hidayah's thesis used a learning style and academic achievement, while the researcher used a learning style and vocabulary mastery.

The second previous study related study conducted by (Aboe, 2019), was "*Correlation Between Learning Styles and Their Learning Achievement*". This study aims to determine the most dominant student learning styles and their correlation with their academic achievement. Data were collected from 75 students of the English language education program, the Teacher Training and Education Faculty, Khairun Ternate University. The respondents consisted of 15 men and 60 women. Student learning style was analyzed using a questionnaire developed by Reid (1987). Student academic achievement is obtained from the results of the current semester study. To analyze learning styles for academic achievement, Pearson correlation coefficients analysis was used with the SPSS version 16.0 application. Data analysis shows that the most

dominant learning style is Kinesthetic. From the results of the Pearson correlation coefficient analysis, there is a positive relationship between Visual and Auditory learning styles on student academic achievement. Interestingly, the kinesthetic learning style found to be dominant among the three types of learning turned out to have a low correlation with student achievement. Even so, the impact of these three types of learning style variables is significant for student academic achievement.

The similarities are as follows:

1. Both Aboe's thesis and the researcher's same topic of study are in line with the correlational research design.
2. Both Aboe's thesis and the researcher used V-A-K learners for the questionnaire.
3. Both Aboe's thesis and the researcher's study used two variables.

While the differences are as follows:

1. Aboe's thesis used 75 students of the English language education program, the Teacher Training and Education Faculty, Khairun Ternate University, while the researcher used the eight-grade students at SMP Negeri 11 Palembang
2. Aboe's thesis used a learning style and their learning achievement, while the researcher used a learning style and vocabulary mastery.

The third previous study was conducted by (Sari, 2022) thesis, "The Correlation between Visual Learning Style and Students' Learning Achievement in Learning English a Study at SMA Muhammadiyah 1 Unismuh Makassar". This study aims to find out the correlation between visual learning style and students' learning achievement in learning English at SMA Muhammadiyah 1 Unismuh Makassar. The method used in this study was quantitative in correlational design. The instruments used were the questionnaire and documentation. The questionnaire was used to know students' visual learning styles and documentation data about students' score achievement in learning English. Both data are analyzed by using the Pearson product-moment formula to correlate both students' visual learning style and students' learning achievement in learning English. The procedures of data

analysis consisted of analyzing the questionnaire and calculating the correlation. The result of this study shows that there was a strong correlation between visual learning style and student learning achievement in learning English of XI grade students of SMA Muhammadiyah 1 Unismuh Makassar because the value of $r_{xy} = 0.781$. So, it can be concluded that there was a significant correlation between students' visual learning style and students' learning achievement in learning English XI grade students at SMA Muhammadiyah 1 Unismuh Makassar.

The similarities are as follows:

1. Both Sari's and the researcher used learning styles.
2. Both Sari's thesis and the researcher's topic of study are in line with the correlational design.
3. Both Sari's thesis and the researcher used quantitative research.

While the differences are as follows:

1. Sari's thesis used the ninth-grade students at SMA Muhammadiyah 1 Unismuh Makassar which consists of 28 students each in one class, while the researcher used the eighth-grade students at SMP Negeri 11 Palembang.
2. Sari's thesis used a visual learning style and learning achievement, while the researcher used a learning style and vocabulary mastery.

The fourth previous related study conducted by (Alharbi, 2015), was "The Correlation between Reading Strategies, Learning Styles and Reading Comprehension of the Saudi EFL College Learners' English Reading Comprehension". This study aimed to measure the correlations between reading strategies, learning styles and reading comprehension of the Saudi EFL college learners' English reading comprehension. This study used a survey and two IELTS reading passages that vary in difficulty levels. The purpose was to show how two different reading strategies affect EFL students' reading comprehension. The study further examines the correlations between learning styles and reading strategies, and whether this affects the students'

comprehension in a sample of seventy-five EFL Saudi college students enrolled in the English Department. Participants were randomly assigned to two groups: an oral reading group (n = 37) and a silent reading group (n = 38). The learning strategies were 'visual learner' and 'auditory learner', with three performance grades, low, average and high while the reading methods were oral and silent. The findings showed that the variation of reading strategies, namely oral reading versus silent reading strategies, did not produce any statistically significant differences on EFL learners' reading comprehension. Findings also showed that high visual learners did not perform significantly differently from the silent reading group or the oral reading group. There were no statistically significant differences between silent reading participants and oral reading participants in their performance on either text from the IELTS. More detailed findings were also presented and discussed against a background of prior research. Pedagogical implications were drawn, and recommendations for further research were proposed.

CHAPTER III

RESEARCH PROCEDURE

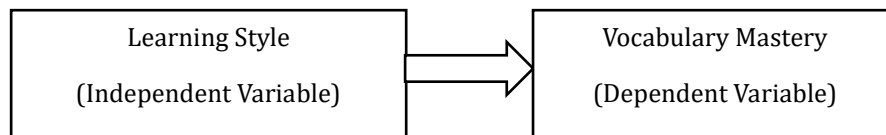
This chapter presents a method of the research, research variables, operational definitions, population and sample, techniques for collecting the data, research instrument analysis, and techniques for analyzing the data.

A. Method of the Research

The researcher used a correlational design. This research is categorized as a quantitative method. According to (Creswell, 2012) correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (p.338). Moreover, correlation research is research focused on two variables and finding the relation between both of them. There are two variables in this research, namely: the independent variable and the dependent variable. The independent variable is learning style and the dependent variable is vocabulary mastery. In brief, the researcher used this research to analyze whether there is any significant correlation between students' learning style and vocabulary mastery.

B. Research Variables

According to (Creswell, 2012) the variable is a characteristic or attribute of an individual or an organization that (a) the researcher can measure or observe and (b) varies among the individual or organization studied (p.112). Measurement means that the researcher records information from students by asking them to answer the exercise and the researcher gives questionnaires to students. According to (Creswell, 2012) when variables vary, it means that score will assume different values depending on the type of variable being measured (p.113). In this research, the researcher uses two kinds of variables, (i.e., independent variable and dependent variable). The dependent variable assumed to affect is called the dependent or outcome dependent, while independent of this research is students' learning style, and dependent of this research is the students' vocabulary mastery. It can be described as below.



Source: (Sugiyono, 2013, p.39)

Therefore, as a correlational study, the researcher wants to see the significant correlation between learning style and vocabulary mastery of the eighth-grade students of SMP Negeri 11 Palembang.

C. Operational Definitions

The operational definitions are used to explain the variables which are used in this research to avoid misconceptions of variables presented in this research as follows:

1. Learning Style

In this context, learning style is such the eighth grade students of SMP Negeri 11 Palembang in learning English classroom.

2. Vocabulary Mastery

In this context, vocabulary mastery is the ability of the eighth grade students of SMP Negeri 11 Palembang in mastering vocabulary in terms of verb such think, write, read.

D. Population and Sample

1. Population

(Creswell, 2012) states that a population is a group of individuals who have the same characteristics (p.142). The population in this research is all of the eighth-grade students at SMP Negeri 11 Palembang in the Academic year 2023-2024 with a total number of 34 students. Table 3.1 shows population of this research.

Table 3. 1 Population of the Research

No	Class	Male	Female	Total
1	VIII 1	17	18	35
2	VIII 2	17	18	35
3	VIII 3	17	18	35
4	VIII 4	17	18	35
5	VIII 5	17	18	35
6	VIII 6	17	18	35
7	VIII 7	17	18	35
8	VIII 8	17	17	34
9	VIII 9	17	18	35
10	VIII 10	17	18	35
11	VIII 11	17	18	35
Total				384

Source: SMP Negeri 11 Palembang the Academic Year of 2023/2024

2. Sample

According to (Creswell, 2012), the sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (p.142). (Fraenkel. J. R & Wallen, 2006), state that a sample is a group in a research study on which information is obtained (p.91). In this research, the researcher used a simple random sampling technique to choose the sample. Table 3.2 shows the sample of this research. Simple random sampling is a sampling design in which k distinct items are selected from n items in the population in such a way that every possible combination of k items is equally likely to be the sample selected (Thompson, 2012).

Table 3. 2 Sample of the Research

No	Class	Male	Female	Total
1	VIII 8	17	17	34

E. Technique for Collecting the Data

To know the students' learning style and their vocabulary mastery, the researcher used two techniques questionnaires and vocabulary tests. Finally, the questionnaires are distributed to the students and then the students fill out

the questionnaires based on the instruction contained in the questionnaire, for next the researcher gives a vocabulary test, more precisely observing which student's learning style in study vocabulary.

3. Questionnaire

(Singh, 2006) says that a questionnaire is a form that is prepared and distributed to secure responses (p.191). The questionnaire in this research which is answered by the students consists of 20 statements with a Likert Scale. According to (Powers B. A., 2006) a Likert scale is a type of test item in which respondent indicate their attitude toward a particular statement by choosing one of a small number of ordered alternatives. (p.94).

The advantage of using the Likert Scale is to know the consent level of the respondent on the statement in the questionnaire. The questionnaire is in the Indonesian Language to make the respondents understand the content of the questionnaire. The achievement level is described as follows:

Table 3. 3 Likert Scale

Alternative	Score
Strongly Agree	5
Agree	4
Hesitant	3
Disagree	2
Strongly Disagree	1

Source: (Sugiyono, 2013)

The students were asked to check-list the statements that they feel appropriate with them. The learning style questionnaire indicated learners' preference for the way their work with information.

The questionnaire can help the researcher to know each student learning style in vocabulary mastery.

Table 3. 4 The Question of Questionnaire

No	Aspect	Total item
1	Experience, new thing	10
2	Observation, thingking	10

Table 3. 5 Specification of Questionnaire Items

No	Aspect	Indicator	Item Numbers
1	Feeling	a) Learning through experience	1, 2, 3, 4, 5
		b) Likes new thing	6, 7, 8, 9, 10
2	Observation Reflection	a) Learning through observation	11, 12, 13, 14
3	Thinking	a) Likes the lesson in class	15, 16
		b) Learning through thinking	17, 18
4	Action	a) Complete task independent	19, 20
Total Items			20

F. Vocabulary test

In this research, the researcher is directly involved in the classroom activity. The researcher comes to the class to give a vocabulary test to students how the V-A-K learning style in studying vocabulary.

G. Research Instrument Analysis

According to (Wilkinson, 2003), research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose (p.3). A research instrument is a tool used to obtain and analyze the data of the research.

4. Correlation Analysis

In this research, the researcher used Pearson Product Moment Correlation to measure whether significance exists between learning style (independent variable) and vocabulary mastery (dependent variable) of the eighth-grade students of SMP Negeri 11 Palembang.

H. Technique for Analyzing the Data

In this research, the researcher analyzed of data-based questionnaire and test. The questionnaire is distributed earlier to students and then is collected and the answer. The questionnaire is calculated to find the learning style of a class of eighth-grade students of Junior High School 11 Palembang. 20 statements must be given checklist in the statement to know what the student's learning style is. The statement consists of Visual learners, Auditory learners,

and Kinesthetic learners or V-A-K. The researcher used SPSS 25.0 to compare the scores of students' learning styles and vocabulary mastery. Then, the researcher conducted the test product-moment correlation. Correlation Product Moment is a statistical test tool used to correlation test two variables in this research.

(Astuti, 2017) says that the correlation coefficient ranges from -1 to +1. The negative correlation coefficient which is negative and correlation positive is indicated by a positive correlation (p.5). Based on the result from the data, it is interpreted into a provided category, the table of the correlation coefficient can be seen in table 3.6 below.

Table 3. 6 Interpretation of Correlation Coefficient

Value r	Interpretation
0,80 – 1,000	High
0,60 – 0,800	Enough
0,40 – 0,600	Medium
0,20 – 0,400	Low
0,00 – 0,200	Very Low (not correlated)

Source: (Arikunto, 2010)

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter explains the research findings and interpretations.

A. Research Findings

The findings of this research consisted of the result of student's vocabulary tests, the result of students' learning style questionnaire, and the correlation between students' learning style and their vocabulary mastery. In analyzing the research, the researcher used Pearson Product Moment analysis which was done by using SPSS 25. The analysis of the learning style and vocabulary mastery of the eighth-grade students at SMP Negeri 11 Palembang can be seen below.

1. Result of Students' Vocabulary Test

The test of vocabulary mastery was done in April 2024. The students fill the in 20-number essay answer. Their answers can be seen as follows:

Table 4. 1 The Result of the Vocabulary Test

No	Name	Questions		Score
		True	False	
1	JRP	17	3	85
2	AM	19	1	95
3	GAYS	13	7	65
4	QJ	18	2	90
5	SR	18	2	90
6	FY	6	14	20
7	SAA	20	0	100
8	KK	20	0	100
9	NF	20	0	100
10	AVK	20	0	100
11	YF	20	0	100
12	DPN	20	0	100
13	MGN	19	1	95
14	RGW	20	0	100

15	RAS	20	0	100
16	MF	20	0	100
17	AAS	19	1	95
18	YDK	20	0	100
19	MIA	20	0	100
20	MFF	19	1	95
21	RIF	20	0	100
22	SU	20	0	100
23	NR	18	2	90
24	CI	19	1	95
25	HP	15	5	75
26	AAH	19	1	95
27	ARY	19	1	95
28	VFR	13	7	65
29	CLA	12	8	60
30	AZA	14	6	70
31	IFY	11	9	55
32	ZAA	12	8	60
33	ILA	15	5	75
34	AY	13	7	65

Table 4.1 shows the highest score from thirty four students was 100 and the lowest score was 30. The distribution of students' vocabulary tests is presented in the following:

Table 4. 2 Distribution Frequency Students' Vocabulary Test

No	Category	Score	Frequency	Percentage
1	A	81-100	24	70%
2	B	61-80	6	18%
3	C	41-60	3	9%
4	D	20-40	1	3%
5	E	Under 20	0	0%

Table 4.2 shows 0 students (0%) were in the very poor category, one student (3%) was in the poor category, and three students (9%) were in the fair category. Then, six students (18%) were in good category. The last, twenty four students (70%) were in the excellent category.

2. Results of Students' Learning Style Questionnaire

In this research, the data for measuring the students' learning styles was gained by using a questionnaire. This questionnaire consisted of 20 statements of questions related to the student's learning styles. The data was gained from 34 students as the sample of the research. The result can be described in the table as follows:

Table 4. 3 The Result of Learning Style Questionnaires

No	Name	Score
1	JRP	75
2	AM	67
3	GAYS	69
4	QJ	70
5	SR	72
6	FY	66
7	SAA	54
8	KK	55
9	NF	67
10	AVK	64
11	YFA	59
12	DPN	67
13	MGN	70
14	RGW	78
15	RAS	77
16	MF	76
17	AAS	70
18	YDK	62
19	MIA	82
20	MFF	80
21	RIF	80
22	SU	75
23	NR	84
24	CI	76
25	HP	74
26	AAH	74
27	ARY	76

28	VFR	76
29	CIA	74
30	AZA	81
31	IFY	80
32	ZAA	80
33	ILA	82
34	AY	83

After analyzed the data, the researcher also analyzed the frequency of each interval. From the distribution frequency, it shows that there where 5 (15 %) students in very high category. There were 15 (44%) students in the high category. Then, there were 11 (32%) students in moderate category. There were 3 (9%) students in low category. Last, there were 0 (0%) students in very low category.

Table 4. 4 Frequency Distribution of the Score of Students' Learning Style

Category	Row Score	Frequency	Percentage (%)
Very High	81-100	5	15%
High	74-80	15	44%
Moderate	60-73	11	32%
Low	48-59	3	9%
Very Low	0-47	0	0%

3. Correlation Between Students' Learning Style and Vocabulary Mastery.

Based on the data presentation of learning style and vocabulary mastery, the two data were analyzed in the calculation of product-moment correlation. Product moment correlation analysis includes bivariate analysis which aims to find a statistical solution to the closeness (strength and weakness) of the relationship between two variables, namely the independent variable (independent) and the dependent variable (dependent).

Table 4. 5 Pearson Product Moment Correlation**Correlations**

		LearningStyle	VocabularyMastery
LearningStyle	Pearson Correlation	1	-.224
	Sig. (2-tailed)		.202
	N	34	34
VocabularyMastery	Pearson Correlation	-.224	1
	Sig. (2-tailed)	.202	
	N	34	34

Table 4.5 shows that the correlation coefficient between learning style (independent variable) and vocabulary mastery (dependent variable) is (r-obtained) – 0.224 with a significance of 0.202. Based on the above decision criteria, it can be concluded that the correlation between the two variables is not significant because the accompanying significance is bigger than 0.05(0.000>0.05). The correlation coefficient value of 0.224 indicates that there is a negative correlation, Learning style and vocabulary mastery have a correlation with the degree of relationship, namely the correlation is weak, the form of the relationship is negative(-) the higher the learning style, the lower the vocabulary mastery. the correlation that occurs is in the low category.

B. Interpretations

By looking at the data gained and calculated statistically above, the researcher attempts to describe her interpretation based on the findings highlighted earlier in this chapter. The researcher collected the data by distributing tests and questionnaires. First, the researcher distributed a vocabulary test. The multiple choice and consist of 20 questions. On the same day, the researcher divided the questionnaire. The questionnaire consists of 20 statements.

The researcher did the study at SMP Negeri 11 Palembang. The researcher gave the test and questionnaire to class VIII 5 From the result of the test. The researcher found various scores from the students the

highest score was 100 and the lowest Score was 20 the questionnaire the researcher gave five options of scale (1) Strongly Agree, (2) Agree, (3) Hesitant, (4) Disagree, (5) Strongly Disagree. The researcher found that the result of the questionnaire, the highest score is 84 and the lowest score is 54. So, based on the findings the researcher found significant no correlation between learning style and vocabulary mastery. The correlation coefficient between learning style (independent variable) and vocabulary mastery (dependent variable) is r -obtained = -0,224 with a significance of 0,202. Based on the above decision criteria, it can be concluded that the correlation of the two variables is not significant because the accompanying significance is bigger than 0.05 ($0.000 > 0.05$). The correlation between that occurs in the negative and the low category.

Based on the theory of correlation score by (Arikunto, 2010 p.319) the position of the value of - 0,224 is in the low category which shows that from the point of view of r -obtained there is no correlation, but judging from the interpretations of the correlation coefficient there is a correlation, namely weak.

CHAPTER V

CONCLUSION AND SUGGESTIONS

From all of the descriptions and explanations discussed in the previous chapter, this chapter concludes and offers some suggestions.

A. Conclusions

Based on the research analysis, the researcher concludes it can be seen from the result of r -obtained = - 0.224 with a significance of 0.202. Based on the above decision criteria, it can be concluded that the correlation of the two variables is not significant because the accompanying significance is bigger than 0.05 ($0.000 > 0.05$). The correlation that occurs is negative, meaning that if the independent variable increases, it will be accompanied by a weakness in the dependent variable, the correlation that occurs is in the low category. It means that the researcher's assumption is true that is to say: there is no correlation between learning style and vocabulary mastery of SMP Negeri 11 Palembang.

B. Suggestions

Related to the findings of the research, the researcher proposed several suggestions as follows:

1. For the Teacher

Teachers can improve the strategies used in learning and create a pleasant learning atmosphere. Then, teachers are also expected to support students develop their learning styles in learning English because knowing students' different learning styles can motivate students' understanding and make the students score better.

2. For the Students

The students should read more English dictionaries to enrich their ability in English. Also, students should spend a lot of time practicing

English and looking for many things to improve their vocabulary mastery in learning English.

3. For Other Researchers

Further researchers who are interested in conducting similar research, then can use this finding as references for their research. Also, the researcher suggests that in doing the next research, the other researcher should be precise and accurate to give more complete findings and information to readers.

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