

**STUDENT'S LEARNING STYLE (VISUAL, AUDITORY, KINESTHETIC)  
ON VOCABULARY MASTERY  
IN ENGLISH STUDY PROGRAM OF IAIN CURUP**

**THESIS**

**This thesis is submitted to fulfill  
the requirement for “serjana” degree  
of English Study Program**



**By:**

**TIARA KAROLINA  
NIM. 17551070**

**English Tadris Study Program  
Education (Tarbiyah) Department  
INSTITUTE OF ISLAMIC STUDIES (IAIN) CURUP  
2021**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBİYAH

Jl. Dr. A.K. Gani No. 01 Kota Pos 108 Telp. (0732) 21010-21750 Fax 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**APPROVAL**

Nomor: 571 /An.34/I/FT/PP.00.9/08/2021

Name : TIARA KAROLINA  
NIM : 17551070  
Departement : English Study Program  
Title : STUDENTS' LEARNING STYLE (VISUAL, AUDITORY, KINESTHETIC) ON VOCABULARY MASTEY IN ENGLISH STUDY PROGRAM OF IAIN CURUP

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Thursday, July 29<sup>th</sup> 2021  
Time : 15.00 – 16.30 p.m.  
At : Room 1 Munaqosah IAIN CURUP


Has been received to fulfill a partical requirements for the degree of strata I in English Study Program of Education Tarbiyah Faculty IAIN Curup

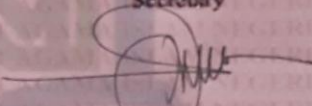
Curup, August <sup>th</sup> 2021

TIM PENGUJI

Head

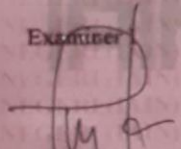
Secretary

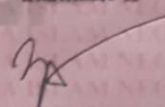
  
Hadi Subernanto, M. Pd  
NIP. 19741113 199903 1 003

  
Serwo Edy, M.Pd  
NIDN. 20071038702

Examiner

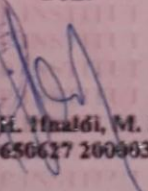
Examiner II

  
Paidi Gusmulliana, M. Pd  
NIP. 19840817 201503 1 064

  
Eka Apriazi, M. Pd  
NIP. 19900403 2015 03 2005

Dear,



  
Dr. H. Hana'ati, M. Pd  
NIP. 19650617 200903 1 002

Hal : Pengajuan Ujian Skripsi

Kepada

Yth, Bapak Ketua Jurusan Tarbiyah IAIN Curup

Di –

Curup

*Assalamualaikum Wr. Wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama Tiara Karolina, 17551070 mahasiswi IAIN Curup prodi Tadris Bahasa Inggris yang berjudul : **“Students’ Learning Style (Visual, Auditory, Kinesthetic) on Vocabulary Mastery in English Study Program of IAIN Curup”** sudah dapat diajukan dalam sidang *munaqasyah* Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

*Wassalam mu’alaikum, wr. wb*

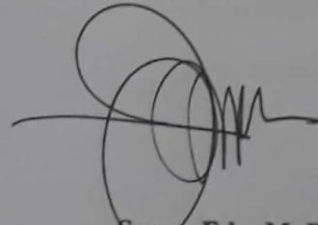
Curup, 17<sup>th</sup> may 2021

Advisor



**Hadi Suhermanto, M. Pd**  
NIP: 197411131999031003

Co-Advisor



**Sarwo Edy, M. Pd.**  
NIDN. 2007068102

## THE STATEMENT OF OWNERSHIP

The Writer sign below:

Name : Tiara Karolina  
NIM : 17551070  
Fakultas : Tarbiyah  
Jurusan : Tadris Bahasa Inggris

State the thesis under the title **“Students’ Learning Style (visual, auditory, kinesthetic) on Vocabulary Mastery in English Study Program of IAIN Curup”**.  
this statement is made truly, if in the next day there is any mistake, the writer ready to accept the punishment or the other criticism from IAIN suitable with regulation.

Curup, 17<sup>th</sup> may 20201

Writer



Tiara Karolina

NIM. 17551070

## PREFACE

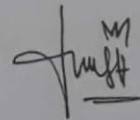
All praises to Allah that the writer had finally finished writing thesis entitled **“Students’ Learning Style on Vocabulary Mastery in English Study Program of IAIN Curup”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English study program of IAIN Curup. The writer realized that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 17<sup>th</sup> may 2021

Writer



**Tiara Karolina**

**NIM. 17551070**

## ACKNOWLEDGEMENT



Assalammu`alaikum Wr.Wb.

Alhamdulillahrobi` alamin all praises to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled “**Students’ Learning Style (Visual, Auditory and Kinesthetic) On Vocabulary Mastery In English Study Program of IAIN Curup**” This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the head of IAIN Curup
2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup and always give me the time for guidance, supports, motivation and suggestion along the process of this thesis.

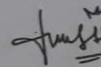
3. Mr Hadi Suhermanto as my Advisor, who always give support, advices, guidance and suggestion in whole process of this thesis.
4. Mr Sarwo Edy as my Co-advisor, who always give support, advices, guidance and suggestion in whole process of this thesis.
5. Big thanks for my beloved family. For my Father (Mr. Sholihin) and my mother (Mrs. Nur aini), my little brother (Dion Pujiansah) Thank you for your support.
6. Mrs Nastiti Hndayani, M.Pd as instrument" Validator and as a lecturer who always helps and supports my thesis. No one then "You are the best".
7. My lecturers, (Mr Bayu Senjahari, Mrs Desfitranita, Mrs Henny Septia Utami, Mrs Eka Apriani, Mr Paidi Gusmuliana, Mrs Leffi Noviyenty, Mr prihantoro,) who taught me many things in the class.

Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum Wr.Wb

Curup, 17<sup>th</sup> may 2021

Writer



**Tiara Karolina**

**NIM. 17551070**

## MOTTO AND DEDICATION

*“WHEN YOUR ABOUT TO QUIT, REMEMBER WHY  
YOU STARTED”*

This thesis would never have been complete without the help of many people. Best thanks for my Advisor, Mr. Hadi Suhermanto, M. Pd and My co-advisor Mr. Sarwo Edy, M. Pd who has guided and support my thesis to completion.

This thesis dedicates to:

- My wonderful and beloved family, the greatest man ever my father Mr. SHOLIHIN the most beautiful woman ever, my mother Mrs. NUR AINI.
- My brother and sister, Edwin Gunardi, Dion Pujiansah, Elvira Oktavia (Alula Berliana Lashira) and Ayu Iarasantika (Syaqira Natusya Aurora) who always support me.
- My great advisor Mr, Hadi Suhermanto M. Pd who always gave me Motivation, suggestion, guidance in finishing my study at IAIN Curup.
- My great co-advisor Mr. Sarwo Edy, M. Pd who gave the researcher guidance, support and suggestion in finishing this thesis and also finishing my study.



- My beloved lecturers of English Tadris Study Program in IAIN Curup for support, suggestion and advices.
- My special guy (Riyang Adeko) thanks to every support and beautiful moment since 2015 until now
- Tim Hore-hore (Ayuk itokku, Dianaku, Melmelku, Atulku, Uni pandang riska AA ku, Tiara Tokku, Rinci ndutku, Docan doeku, my hanbin sintia novelaku) Thank you for the best moment in my life. Also, Thank you for all supports.
- TBI 8C Thank you for all supports you to me
- All of students of Tadris Bahasa Inggris of IAIN Curup
- My Almameter IAIN Curup.
- All of people around me who gave me the golden precept that I could not be mentioned one by one.

## ABSTRACT

Tiara Karolina 2021 : Students' Learning Style (Visual, Auditory, KIneshetic) on Vocabulary Mastery In English Study Program of IAIN Curup  
Advisor : Hadi suhermanto, M.Pd  
Co-advisor : Sarwo Edy, M.Pd

This thesis was aimed to find out students' learning styles (V-A-K) on vocabulary mastery, how their implementations of each are learning style and the learning styles that are most dominant in use. This research is a qualitative research which is presented descriptively to describe it. The subjects of this study were students in fourth semester that had passed a course (writing, reading, listening, and speaking) in fourth semester. Researchers used interviews to obtain the required data. There are several instruments used by researchers as data collectors interview guidance. In data analysis, steps are carried out: managing data, reading, describing, classifying and interpreting. The findings found that ten students in fourth semester uses all learning styles (visual, auditory and kinesthetic) but only one is dominant, after that students use methods to implement the same learning style but in different ways.

***Keywords: learning style (V-A-K), implementations and vocabulary, English study program of IAIN Curup***

## LIST OF CONTENT

<b>TITLE PAGE</b> .....	<b>i</b>
<b>SUPERVISORS APPROVAL</b> .....	<b>ii</b>
<b>THE OWNERSHIP STATEMENT</b> .....	<b>iv</b>
<b>PREFACE</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>MOTO AND DEDICATION</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of the Research .....	1
B. Research Question .....	7
C. The Objectives of the Research .....	8
D. Delimitation of the Research .....	8
E. The Definition of the Key Term .....	9
F. Organizing of the Research.....	10
<b>CHAPTER II: LITERATURE REVIEW</b>	
A. Review of Related Theories.....	11
1. The Concept of Vocabulary .....	11
a. Definition of Vocabulary .....	11
b. Kinds of Vocabulary .....	12

c. Importance of Vocabulary .....	13
d. The Purpose of Learning Vocabulary .....	14
2. The Concept of Vocabulary Mastery .....	14
a. Definition of Vocabulary Mastery .....	14
3. The Concept of Learning Style .....	15
a. Definition of Learning style .....	15
b. Type of learning style .....	16
4. Important of Learning Style .....	18
5. The Implementation of Each Learning Style Contributes.....	19
B. Review of Related Findings.....	21

### **CHAPTER III: METHODOLOGY OF THE RESEARCH**

A. Kind of the Research .....	23
B. Subject of the .....	24
C. Techniques of Collecting .....	24
D. Research Instrument .....	25
E. Techniques of Data Analysis .....	31

### **CHAPTER IV: FINDING AND DISCUSSION**

A. Research Findings .....	33
B. Research discussion .....	43

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion.....	48
B. Suggestion.....	48

**REFERENCES**

**APPENDIXES**

**BIOGRAPHY**

# CHAPTER I

## INTRODUCTION

### A. Background

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. According to Hugest, vocabulary is essential to the development and demonstration of linguistic skill<sup>1</sup>.

Why is it important for us to master vocabulary because vocabulary is an important component in learning foreign language, that's because vocabulary has an important meaning in the communication process. In the large Indonesian dictionary (KBBI) Communication is the sending and receiving of messages and news between two or more people so that messages are it can be understood.<sup>2</sup> Communication will be successful or not depending on understanding the vocabulary you have. According to Nunan, Vocabulary is very important for the success of second language learning

---

<sup>1</sup> Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge Unoversity Press, 2003), p. 146

<sup>2</sup> Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), Edisi III, hlm. 79.

because without a broad vocabulary students will not be able to use the structure function. The broad or many vocabulary means that the vocabulary that is owned is enough to be able to be applied by students when speaking, listening, reading, and writing properly without extensive or large vocabulary and the right strategy to obtain new vocabulary, students are less able to optimize potential they have, although vocabulary is a core component of language skills, vocabulary itself is a difficult thing to learn. In terms of vocabulary (vocabulary), Lado reveals three levels difficulties in vocabulary, namely: Easy vocabulary, normal vocabulary, and special vocabulary (difficult). The thing that affects students having difficulty mastering foreign vocabulary, among others due to the influence of hearing the words, pronouncing the words, reading the words, practice from meaning to expression, and writing the words.<sup>3</sup> So it can be concluded that vocabulary is the most important thing in language learning but vocabulary is also difficult to learn if you don't use the right learning strategies.

Vocabulary mastery can be clear as a number of vocabulary (words) in a language which contains information about its meaning, form and usage in context of communication<sup>4</sup> because vocabulary is important in learning English at school as the basis for students' mastery of mastery in English

---

<sup>3</sup> Lado, Robert. 1986. *Language Teaching: A Scientific Approach*. Bombay – New Delhi: Tata Mc. Graw-Hill Publishing Co. Ltd.

<sup>4</sup> Hatch Evelyn and Cheryl Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge; Cambridge University Press, 1995).P.45.

subject matter and mastery of other subjects. So it is important to master the vocabulary because mastery of vocabulary will affect the way of thinking and creativity of students in the language learning process so that mastery of vocabulary can determine the quality of a student in language. The quality of a person's language skills depends on the quantity of vocabulary they have. The more vocabulary a person has, the greater the language skills. This, of course, can be understood that the quality and quantity of vocabulary or vocabulary owned by students will assist students in absorbing various information conveyed by teachers or information from various other learning sources. Good vocabulary mastery greatly affects students' ability to communicate, both oral and written. So that learning in mastering vocabulary goes well one of the keys to developing performance in work at school or in other situations is by knowing the learning styles we use.

According to DePorter & Hernacki, learning styles are a combination of how it absorbs, and then organizes and processes information.<sup>5</sup> Learning style will affect the learning process of a student at school, a person will be easier to learn and communicate according to style each individual. The same is true for a student, it will be find it easier to learn and find ways of learning if the student knows a learning style that is in him because every individual

---

<sup>5</sup> Bobby DePorter dan Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Mneyenangkan*,(Bandung: Kaifa, 2006),h. 110



has a different learning style. So the learning style plays an important role in the success of one's learning.

Every individual uses all the senses in absorbing information. But, in general, individuals have a stronger tendency for one learning style. According to Rose and Nicoll, all people who have all three learning styles, only usually one style dominates.<sup>6</sup> The statement is in line with the opinion of Brandler and Grinder in his book Bobbi DePoter. Some individuals easily capture information in visual form, some others like auditory information and some others are more comfortable with kinesthetic forms. Bobbi DePorter and Hernacki suggested three types of learning styles based on the modalities used individuals in processing information (perceptual modality). The three learning styles are visual learning styles (learning by seeing), auditory (learning by listening), and kinesthetic (learning by moving, work, and touch).<sup>7</sup> Identify the learning style that is most suitable for students are very important so it becomes easier to absorb information. Recognizing the more dominant learning styles will be smarter in determine more effective ways of learning.

First visual learning style, this modality accesses visual imagery created or remembered. Color, spatial relations, mental portraits, and images

---

<sup>6</sup> Bobby, DePorter, dkk, *Quantum Teaching; Mempraktikan Quantum Learning Di ruang Kelas*, hlm. 165

<sup>7</sup> Bobby DePoter dan Mike Hernacki, *Quantum Learning*.(Bandung: Kaifa, 2006),h. 110

stand out in this modality.<sup>8</sup> A person who has a visual learning style tends to learn through visual relations. Second auditory learning style, this modality accesses all types of sounds and words that are created or remembered. Music, tone, rhyme, internal dialogue, and voice stand out in this modality.<sup>9</sup> Individuals who tend to have an auditory learning style are likely to learn better by listening. Last kinesthetic learning style, while this third modality accesses all movements and emotions that are created or remembered. Movement, coordination, rhythm, emotional responses, and physical comfort stand out in this modality.<sup>10</sup> Someone who has a learning style tendency kinesthetic will learn better if physically involved in direct activities. Knowing what learning styles students use in mastering vocabulary will make it easier for students to absorb information maximally, especially in the learning process related to the vocabulary itself. Students learning style are also important for the lecturer to understand so that the subject matter given can be delivered even though the leaning process id different.

Based on the same previous research, the researchers found that there were several studies that discussed learning style. The first reserach by M. Ikbal Maulana his title entitled "The Correlation Between Learning Style and Students' Vocabulary Mastery of the First Grade Students at Junior High

---

<sup>8</sup> Menik Kurnia iwi and Yuhendi, "Analysis Charateristics of Larning Styles VAK (Visual auditori, kinesthetic) Students of banks and financial institutions course" (2016): 439-440"

<sup>9</sup> *Ibid*

<sup>10</sup> *ibid*

School 3 Tambang". The second research by Indah Triana Putri in her title entitled "Students' Learning Style toward Their Achievement in Learning English". The last research by Riska Setiyani in her title "EFL Students' Learning Style". The results of the above study indicate that student's learning styles are important in the learning process; learning styles have an important role in education, especially in the process of teaching and learning activities in the classroom. Likewise with vocabulary, without vocabulary an English lesson in class will not run well because students cannot start a communication without sufficient vocabulary. It is the same with this study which discusses that learning styles play a very important role in mastering student vocabulary at the IAIN Curup English Study Program, so this research is important to do.

In this study, based on interviews with several 4th semester students at the English Study Program of IAIN Curup, the researchers found that most of the 4th semester English students already had a large vocabulary and. This is indicated by their ability to apply vocabulary in learning related to 4 skills, namely: Speaking, Reading, Writing and Listening. They say that the vocabulary they have now can help them in following lessons related to the vocabulary itself, although there is still much to learn. Then based on interviews from speaking and listening lecturers, the two lecturers agreed that semester 4 already has a lot of vocabulary, because speaking and listening are closely related to the use of vocabulary. When interviewed, the listening

lecturer said that when this class was taught using the movie watching method, this class did not experience many obstacles even though they had found a lot of new vocabulary, as well as the speaking course, where this class could use their vocabulary well, in terms of its usability. Their vocabulary is in accordance with the context of the material given, this shows that they have a lot of vocabulary and the score they get is also high. Therefore, because vocabulary is very important in the process of learning a second language, vocabulary will be very easy to understand in a way that each student can find out what learning styles they use in the classroom where learning styles consist of 3 types (Visual, Auditory, Kinesthetic) and each learning style have different learning media.

Based on the phenomena above researcher is interested to investigate about **“Students’ Learning Style (Visual, Auditory, and Kinesthetic) on Vocabulary Mastery in English Study Program of IAIN Curup”**.

## **B. Research Question**

Based on the background, the problems of this research are formulated as follows:

1. What are the types of students’ learning style in mastering vocabulary?
2. How to implement each learning style on their vocabulary mastery?

### **C. The Objective of the Research**

The objectives of the research are as follows:

1. To know what are the types of students' learning style in mastering vocabulary?
2. To know how to implementation of each learning style on their vocabulary mastery?

### **D. Significance of the Research**

The study hopefully could be beneficial for following fields:

1. For the researcher

The results of this study are expected to enrich the reference for other researchers who are interested in researching students' learning style (visual, auditory, and kinesthetic) on vocabulary mastery.

2. For lectures

Can help lecturers to know more about learning style (visual, auditory, and kinesthetic) that are suitable for students when learn in class.

3. For students

This research hopes that the results can provide valuable benefits for students to know learning style (visual, auditory, and kinesthetic) on vocabulary mastery.

#### 4. For reader

The result of this research hopefully gives reader more knowledge about students' learning style (visual, auditory, and kinesthetic) on vocabulary mastery.

### **E. Definition of the Key Terms**

Before continuing the idea of this research further, in this sub-chapter the researcher tries to define several key terms, which used in this research.

#### 1. Vocabulary

Vocabulary is essential to the development and demonstration of linguistic skill<sup>11</sup>.in this research, vocabulary is the most important element in learning English.

#### 2. Vocabulary mastery

Vocabulary mastery can be clear as a number of vocabulary (words) in a language which contains information about its meaning. Form and usage in context of communication<sup>12</sup> it is the basic knowledge that students should master first before mastering English.

---

<sup>11</sup> Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 2003), p. 146

<sup>12</sup> Hatch, Evelyn and Cheryl Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge; Cambridge University Press, 1995). P.45.

### 3. Learning style

According to DePorter & Hernacki, learning styles are a combination of how it absorbs, and then organizes and processes information.<sup>13</sup>

## **F. Organizing of the Research**

To make the organizing of this proposal more systematic, the research organizes it into the five chapters, there are: chapter 1 is introduction that consists of background of the research, questions of the research, objectives of the research, definition of the key terms, organizing of the research. Chapter II is literature reviews that consist of the concepts of literature which has relation to this research. Chapter III is the research methodology that consists of kind of the research, subject of the research, technique of data collecting, research instrument and technique of data analysis. Chapter IV is research findings and discussion. And chapter V is the conclusion and suggestion that consist of the conclusion and suggestion.

---

<sup>13</sup> Bobby DePorter dan Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Mneyenangkan*,(Bandung: Kaifa, 2006),h. 110

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Review of The Related Theories

This chapter contracts with related literature and the concept of related theories.

##### 1. The Concept of Vocabulary

###### a. Definition of Vocabulary

Vocabulary is a vocabulary in English that usually has meaning. Ur said that maintains that vocabulary can be defined as the words that teachers teach in the foreign language.<sup>14</sup> A new item of the vocabulary may be additional than a single word which is made up of two or three words but express a single idea. In addition, Zimmerman states that for young learns, vocabulary is central to language and words are of the critical important to language learning<sup>15</sup>. It cannot be separated from the other language elements in the teaching and learning process because it influences the students' ability learning English.

In one's; language life, vocabulary has a very important role, both speaking as a supposed process and as a means of communication in

---

<sup>14</sup> UR. 1998.*improving Students Vocabulary Mastery Through Experinental Learning*.Unpublished Thesis : Muhammadiyah University Of Sukarakarta P : 29

<sup>15</sup> Zimmerman.1997.*Improving Students Vocabulary Mastery Through Experiental Learning*.Unpublished Thesis : Univesity Muhammadiyah Of Sukakarta, P : 34



society. Vocabulary is a basic tool owned by someone who will learn language as vocabulary has the purpose to form sentences, express the contents of thought and feelings perfectly, both verbally and in writing.

According to Soedjito, vocabulary is (a) all the words contained in one language, (b) the wealth of words owned by a speaker or writer, (c) list the data are arranged like a dictionary accompanied by a brief and practical explanation. According to Gorys Keraf, vocabulary is the whole word that is within someone's memory, which will immediately cause a reaction when heard or read. Based on the statement of the experts above, it is clear that the understanding of the vocabulary is quite broad not limited to vocabulary, definition of vocabulary, words that are mastered by someone, words that are in one language, words used in one in the field of science, words organized in a dictionary are alphabetically accompanied a brief and practical explanation.

#### **b. Kinds of Vocabulary**

Vocabulary can be divided into two groups, passive and active vocabulary. Passive vocabulary contains all the words that we understand when we read or listen, but which we do not use or cannot remember in our writing or speaking. Active vocabulary contains all the words we understand use<sup>16</sup>. The same as the word, active vocabulary is vocabulary

---

<sup>16</sup> Helena Fariska Putri. *The Important of Vocabulary in English Learning*. Unpublished Thesis : University Of Ibn Khaldun Bogor, p : 38

we can call up and use in writing or conversation without having to think very much about it. Passive vocabulary is vocabulary that we can recognize when we hear it but cannot remember when we actually have to produce it. These words are easily forgotten since the connection between them our memory is weak. Also that, vocabulary can be separated based on group word those are: Noun, Adjective, Verb, Adverb.

Founded on explanation above there are two kinds of vocabularies passive and active vocabulary. Active vocabularies related with writing or conversation without having to think very much about it. But passive vocabulary is vocabulary we can recognize when we hear it but cannot remember when we essentially have to produce it. Both of them continually include in our daily language.

**c. Importance of Vocabulary**

In learning English, vocabulary has an important part. The more vocabulary we have, the easier it is for us to understand the speech or writing of others in that language and the easier it is for us to express our supposed in the language both verbally and in writing. Equally, the less English vocabulary we have, the more difficult it will be for us to understand other people's speech or writing in English and the more difficult it will be to express our thought in English, both verbally and in writing.

#### **d. The Purpose of Learning Vocabulary**

One teachers are worried about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not know the meaning of many words that they will encounter in a text, their comprehension of that selection is likely to be cooperated. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place pace as an introduction before the reading of the selection<sup>17</sup>.

Words are great subject to investigate. Based on Hennings said that when you become a student of language, and delight in discovering word relationships and become aware if how you can make words work for you, you are more likely to stop when you encounter an unfamiliar word and consider its meaning. If you do this, you will become a master of words and your vocabulary will grow.<sup>18</sup>

## **2. The Concept of Vocabulary Mastery**

### **a. Definition of Vocabulary mastery**

Vocabulary mastery can be clear as a number of vocabulary (words) in a language which contains information about is meaning. Form and usage in context of communication<sup>19</sup> it is the basic knowledge that students

---

<sup>17</sup> Irfan Tosuncuoglu. *Teaching Vocabulary For Active*.Kyrgyz-Turkish Manas University, p : 56

<sup>18</sup> Hennings.2001.*Academik SUPPORT Guides Vocabulary*.Cuesta College, P : 46

<sup>19</sup> Hatch, Evelyn and Cheryl Brown, *Vocabulary, Semantics, and Language Education*. (Cambridge; Cambridge University Press, 1995). P.45.

should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic structure blocks of English sentences. The vocabulary mastery is not spontaneous process which is easy to be complete. The process of vocabulary mastery begins when someone is still an in fact. Basically, the baby's first language comes from the mother tongue.<sup>20</sup>

The students understanding for the passages and questions include a range of words much wider than that of daily conversation or on sentences to make the discussion clearer, Harmer's opinion can be added. In this book, Harmer says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collection, and the grammar of words which comprises noun, verb, adjective, and adverb.<sup>21</sup>

### **3. The Concept of Learning Style**

#### **a. Definition of Learning Style**

Learning style is a characteristic of cognitive, affective and psychomotor behavior as indicators that act relatively stable for learners to feel interconnected and respond to the learning environment. Learning

---

<sup>20</sup> Ibid.

<sup>21</sup> Jeremy Harmer, *How to teach English*, (England: Persoon Educational Limited, 1998), p.16.

style is the way we prepare to do activities of thinking, processing and understanding of information.

From the overhead definition, it can be concluded that the learning style is a characteristic possessed by everyone in responding to the learning they accept. According to the modality, learning style can be divided into three namely: Visual, Auditory, and Kinesthetic.

## **b. Types of Learning Style**

### **1. Visual learning style to vocabulary mastery**

According to Pritchard visual learning style is a way of learning which get the information based on images or presented visually. A visual learner uses the material or media that can be seen. Visual learners prefer seeing, such as reading book, seeing the demonstration from teacher, look at many examples in nature phenomenon with observation, or seeing the lesson that is served thought television or video. They also use imagination as their information or “make movies in their minds” of information from that they read. In learning, they have to see the body language and expression of their teacher to understand the material. They think with imagination in the brain.<sup>22</sup>

---

<sup>22</sup> Pritchard, A. (2009). Ways of Learning: *Learning theories and learning style in classroom*. New York: Routledge. P. 41

## 2. Auditory learning style to vocabulary mastery

According to Pritchard, auditory learning style prefers in learning through listening as a way to get the successful of learning. For example, they like to listen what the teacher explains, listen to the recording, discuss with friend, listen to music, etc. when auditory learners read a book, they read aloud. When they listen to teacher, they acquire the information through tone, pitch, and speed of speaking. Answering and asking method, discussion methods are effective for auditory learners.<sup>23</sup>

## 3. Kinesthetic learning style to vocabulary mastery

According to Pritchard, kinesthetic learning style is learning through doing something or physical movement. They use the whole body while they are learning, kinesthetic learners also prefer learn via experience. They enjoy physical education and movement opportunities. They do not like sit in long time because they want to do an activity and an exploration.<sup>24</sup>

Based on explanation above according to the theory of Pritchard, a language style table is made that will explain the 3 learning styles namely visual learning style, auditory learning style and kinesthetic learning style.

---

<sup>23</sup> *ibid*

<sup>24</sup> *ibid*

**Table 2.1****Pritchard Learning Style to Vocabulary Mastery**

No	Learning Style	Characteristics	Media
1	Visual	learning by seeing	<ul style="list-style-type: none"> <li>a. Book</li> <li>b. Demonstrations from lectures</li> <li>c. Television</li> <li>d. Videos</li> </ul>
2	Auditory	learning by listening	<ul style="list-style-type: none"> <li>a. Lectures explanations</li> <li>b. Discuss with friend</li> <li>c. Music</li> </ul>
3	Kinesthetic	learning by moving, working and touching	<ul style="list-style-type: none"> <li>a. Make movements</li> <li>b. Touch</li> <li>c. Direct learning experience</li> </ul>

Based on explanation above that learning class is going well with students who have different learning styles, there are three learning styles along with the examples that have been explained in the table above that students can more easily find out which learning style they use while doing learning activities, especially learning to master vocabulary in English.

#### **4. Importance of Learning Style.**

According to DePorter & Hernacki, learning styles are a combination of how it absorbs, and then organizes and processes information.<sup>25</sup> Learning style will affect the learning process of a student at school, a person will be easier to learn and communicate according to style each individual. The same is true for a student, it will be find it easier to learn and find ways of learning if the student knows a learning style that is in him because every individual has a different learning style. So the learning style plays an important role in the success of one's learning.

#### **5. The Implementation of Each Learning Style Contributes.**

Implementation is an application or action taken based on a plan that has been prepared or made carefully and in detail beforehand. According to language, implementation is implementation or application.<sup>26</sup> Each student has their own characteristic (learning style

Learning style is a combination of how it absorbs, and then organizes and processes information. Learning style is not only an aspect when dealing with information, seeing, listening, writing,

---

<sup>25</sup> Bobby DePorter dan Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Mneyenangkan*,(Bandung: Kaifa, 2006),h. 110

<sup>26</sup> Departemen Pendidikan Nasional, *Tesaurus Alfabetis Bahasa Indonesia*,(Bandung: Mizan, 2009), hlm. 246



and saying but also aspects of processing secondary, analytic, global or left-brain and right brain, other aspects are when responding to something about the learning environment. Learning styles are important to optimize student achievement. Good learning achievements can reflect the use of good learning style because knowing and understanding the best learning styles for him will help students in learning so that the resulting achievements will be maximized.

There are three learning styles that are commonly used in the classroom, such as: visual, auditory, and kinesthetic. So how can students implement learning styles in the classroom when mastering vocabulary, the following explanation:

No.	Sub-variable	Implementation
1.	Visual	<ol style="list-style-type: none"> <li>1. Students use books to learn in English when studying in class</li> <li>2. Students learn to see demonstrations from lectures in class.</li> <li>3. Students watching movie in television</li> <li>4. Students download and save videos related to improving English, such as western films, animated videos about tenses or songs with lyrics</li> </ol>
2.	Auditory	<ol style="list-style-type: none"> <li>1. Students will focus on listening to the teacher while explaining the material in class</li> <li>2. Students discuss with friends and teachers using English in class</li> <li>3. Students have many English songs on their cellphones and laptops that they hear every day at home and school</li> </ol>

3.	Kinesthetic	<ol style="list-style-type: none"> <li>1. Students learn by going back and forth in class to memorize English</li> <li>2. Students read with the help of their forefinger</li> <li>3. Students practice what they see in class</li> <li>4. Students play English games in class and outside the classroom</li> </ol>
----	-------------	--

### **B. Review of The Related Findings**

There is several previous research about Learning Style, the first on the researcher is conducted by:

1. Based on Mutriza Oksatridywy in her entitled “A Correlations of Learning Styles and Vocabulary Achievement” this research focused on correlation of learning styles and vocabulary achievement. Know whether significant or not the correlation of visual, auditory, and kinesthetic learning style to vocabulary achievement.
2. Based on Indah Triana Putri in her entitled ”Students; Learning Style toward their Achievement in Learning English” this research aimed to find out the students learning style and to find out the correlations between students learning style toward their achievement in learning English at the eleventh grade students of SMA Somba Opu.
3. Based on Panca Nurhamzani in his entitled “Identifying Learning Style Preferences of Freshmmen in Higher Education” the purpose of this research is to identify students’ learning style preferences in EFL context, this case is interesting to discuss due to the importance of knowing

students' learning style for the teacher to provide a supportive environment for the students at the first semester of English Language Education in one of Islamic University.

Based on the explanation above, this research has different from that research. Because this research focuses on students' learning style (Visual, Auditory, and Kinesthetic) on Vocabulary Mastery in English Study Program of IAIN Curup and this research is important to do.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the method procedure used in conducting the research. It contains kind of the research, subject of the research, technique of data collecting, research instrument, and technique of data analysis.

#### **A. Kind of Research**

The approach in this research is a qualitative approach. The focus of this research is what learning styles students use in vocabulary mastery. Qualitative research is research that is intended to comprehend the phenomena experienced by the subject research in a holistic manner and by means of descriptions in the form of words and language by involving the existing methods.<sup>27</sup> This study aims to describe the learning styles used by the fourth semester students in the 2020-2021 academic year of the English Study Program of the State Institute for Islamic Study IAIN Curup. Corresponding with the aim of this research, through a qualitative approach in this study, all facts both oral and written from various data sources obtained from the participants will be described as clearly and concisely as possible so that it is able to answer the problem in this study. Therefore, this type of research is descriptive. This is in line with the notion that descriptive research is a

---

<sup>27</sup> Ahmad Tanzeh, *Pengamatan Metode Penelitian* (Yogyakarta:Teras,2009), hal.166

research method that seeks to describe and interpret the object according to what it is. Descriptive research is a study where data is collected to test research questions related to current circumstances and events. The main purpose of descriptive research is to describe systematically the facts and characteristics of the object or subject being studied appropriately.<sup>28</sup>

## **B. Subject of The Research**

The subject in this study is students of class 2019 in the fourth semester of the 2020-2021 academic year at the English Study Program of IAIN Curup who had passed the four skill lesson ( writing, reading, listening, and speaking) in the fourth semester. The research sample consisted of 69 students from three classes. The subjects were selected based on their writing, reading, listening, and speaking scores.

Therefore, the researcher used purposive sampling to take data samples in this study. Sugiyono had started purposive sampling, namely the sampling technique that determines particular criteria. Based on the characteristics above, the researchers managed to acquire ten students in total consisting

## **C. Techniques of Collecting Data**

In this research, the researcher used interview technique in gathering data.

The technique was taken from the following:

---

<sup>28</sup> Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. (Jakarta: Bumi Aksaa, 2007) hal 157.

### 1. Interview

This study used a semi-structured type, which according to Catherine Dawson was a fixed format interview in which all questions are prepared beforehand. It provides the precision and reliability required in a certain situation<sup>29</sup>. In this study, the semi-structured type was used to answer question number one and number two about Students' Learning Style and How students implement their learning style.

## **D. Research Instrument**

Creswell mentions "the instrument of choice in naturalistic inquiry is human."<sup>30</sup> He added that researchers are the main research instrument. So it can be concluded based on the description above that the researcher collected data directly and used the questionnaire method in collecting complete information about the types of student learning styles in vocabulary mastery.

### 1. Interview guidance

Researchers must have a guide for drafting what questions to ask in the interview that will be given to respondents. There are several important items for making interview guidelines, including the theory used, indicators, questions, and validation terms. First, the questionnaire was created with reference to the learning style theory.

---

<sup>29</sup> Catherine Dawson, *Practical Research Methods*, (United Kingdom: Oxford OX4 IRE,2002), P.22

<sup>30</sup> John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2<sup>nd</sup>*, (Sage Publication, California), P.38.

The learning style theory is obtained from Bobbi DePorter's theory which explains that there are three learning styles commonly used by students, namely: Visual, Auditory, and kinesthetic.

Second, the researchers made several indicators for this study. The researcher analyzes the theory by reading the definitions from various sources. After reading, the researcher looks for the definition of each type of learning style referred to in the learning style theory. Then the researcher marked the important words of each definition. After obtaining several items that can be used as indicators of the learning style theory, the researcher selects some of them that are proved to be more relevant to use in this theory. Furthermore, these indicators are built by paying attention to the description of the learning styles mentioned in the theory itself.

Third, the next step is to build questions. The questions are made by following the indicators that have been made. Then this interview is used to answer the research questions in this study. In addition, it is intended that participants can explain anything by following the questions asked so that researcher can get more specific information from each participant. Hence, these questions can be used as guidelines for the researcher to use when conducting interviews with participants in the field.

Finally, the most important point of making interview guides is that the questions made must be valid. Valid means that the questions can answer the research questions. Therefore, the researcher must validate questions to experts in this research model. Validation of interview questions is very important before the questions are used in the field. In addition, the interview guidelines have been validated by researchers. These items have been validated by Nastiti Handayani, M. Pd.

**Table 3.1**  
**Interview Guidance**

<b>No</b>	<b>Aspects (Pritchard, 2009)</b>	<b>Media (Pritchard, 2009)</b>	<b>Questions</b>	<b>Answer</b>
1.	Visual learning style	1. Book 2. Demonstrations from lectures 3. Television 4. Videos	1. Do you use books to support your vocabulary mastery?  How do you learn vocabulary through pictorial books to support your vocabulary mastery? Please demonstrate it! 2. Do you use Demonstrations	



			<p>from lectures to support your vocabulary mastery?</p> <p>How do you learn vocabulary through Demonstrations from lectures to support your vocabulary mastery? Please demonstrate it!</p> <p>3. Do you use television to support your vocabulary mastery?</p> <p>How do you learn vocabulary through television to support your vocabulary mastery? Please demonstrate it!</p> <p>4. Do you use videos to support your vocabulary mastery?</p> <p>How do you learn vocabulary through videos</p>	
--	--	--	--	--

			to support your vocabulary mastery? Please demonstrate it!	
2.	Auditory learning style	<ol style="list-style-type: none"> <li>1. Lectures explanations</li> <li>2. Discuss with friend</li> <li>3. Music</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you use lectures explanation to support your vocabulary mastery?  How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate it!</li> <li>2. Do you use to music support you vocabulary mastery?  How do you apply music to support your vocabulary mastery?</li> <li>3. Do you use to discussion with friend support you vocabulary mastery?  How do you learn vocabulary through discussion with friends to</li> </ol>	

			support your vocabulary mastery? Please demonstrate it!	
3.	Kinesthetic learning style	<ol style="list-style-type: none"> <li>1. Make movements</li> <li>2. Touch</li> <li>3. Direct learning experience</li> </ol>	<ol style="list-style-type: none"> <li>1. - Do you use certain movements when learning vocabulary mastery? - What moves do you usually do? - How do you use these gestures to support your vocabulary mastery? Please demonstrate it!</li> <li>2. - Do you touch something when learning vocabulary mastery? - What object do you usually touch? - How do you use that touch to support your vocabulary mastery? Please demonstrate it!</li> <li>3. How do you use direct learning experience to support your vocabulary</li> </ol>	

			mastery? Please demonstrate it!	
--	--	--	---------------------------------------	--

## E. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling the data obtained from interviews. Gey and Peter Airasian recommend that there are some steps to analyze the data such as managing, reading, classifying, and interpreting.<sup>31</sup>

### 1. Managing

In this section, the researcher used data from interview. The first one is the data from the interview to map students' learning styles on vocabulary mastery at English Study Program of IAIN Curup and how the students implement their learning styles.

### 2. Reading the Transcript

After the researcher managed to sort the data that has been collected, the researcher read the transcript many times to a deep understand to get valid data. That way, the researchers will know how to organize the data well.

---

<sup>31</sup> LR Gay and Peter Airasiane, *Educational Research*, (USA: Clarida Company, 2000), P. 244

### 3. Description

In this step, the researcher starts to describe all data obtained from the interview, so it can help the researcher to do the next step in analyzing data.

### 4. Classifying

After the data is gained from the information about students' learning styles on vocabulary mastery at the English study program of IAIN Curup and their implementation, researchers collect important data based on participants' answers.

### 5. Interpreting

The researcher attempted to interpret the data and explain deeply about students' learning styles on vocabulary mastery and their implementation at the English Study Program of IAIN Curup.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the research findings of the students' learning style (visual, auditory, kinesthetic) on vocabulary mastery in English study program of IAIN Curup, this chapter is divided into two sections, finding and discussion. This study presents two major objectives, which are students' learning style (visual, auditory, kinesthetic) on vocabulary mastery in English study program of IAIN Curup and the implementation each learning style on their vocabulary mastery.

#### A. FINDINGS

The researcher presents findings from interviews. In collecting data, the researcher used one instruments. There is interview to answer the first and second questions about the students' learning style (visual, auditory, kinesthetic) on vocabulary mastery in English study program of IAIN Curup and how implementation each learning style on their vocabulary mastery. Finally the results would the answer to the research questions stated in this research.

##### **1. Students' Learning Style (Visual, Auditory, and Kinesthetic) on Vocabulary Mastery in English Study Program of IAIN Curup and Their Implementation.**

The researcher did interview to saw what learning style they used to master their vocabulary mastery and their implementations. Interviews were

conducted online and offline considering because Covid-19 still exists, so researcher interviewed subject that were still Curup directly and subject were still outside Curup via WhatSapp application from April 8, 2021 and May 1, 2021

#### 1. Student A

Based on the interview result, student A used auditory learning style for vocabulary mastery such as lectures explanation, music and discuss with friends.

**Table 4.1**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	AUDITORY	Lectures explanation	1. Student make small notes of the lectures explanation just uncommon vocabulary
		Music	1. Student listen to English song in their mobile phone 2. Student remember and write new vocabulary in their phone or book
		Discuss with friends	1. Student have several topics 2. Student takes the opportunity to study and apply a more formal and more academic vocabulary during the discussion.

### 3. Student B

Based on the interview result, student B used auditory learning style for vocabulary mastery such as lectures explanation, music, and discuss with friends.

**Table 4.2**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	AUDITORY	Lectures explanation	<ol style="list-style-type: none"> <li>1. Student listen to the lectures explanation then write down the new vocabulary</li> <li>2. Student practice the vocabulary with friends, at campus</li> </ol>
		Music	<ol style="list-style-type: none"> <li>1. Student listen to English songs on their mobile phone</li> <li>2. Student memorize the song</li> <li>3. Student sing without using paper to practice the vocabulary of the song</li> </ol>
		Discuss with friends	<ol style="list-style-type: none"> <li>1. Student wrote new vocabulary from discuss</li> <li>2. Student immediately practice it with a friend</li> </ol>



#### 4. Student C

Based on the interview result, student C used auditory learning style for vocabulary mastery such as lectures explanation, music, and discuss with friends.

**Table 4.3**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	AUDITORY	Lectures explanation	<ol style="list-style-type: none"> <li>1. Student listen to the lecturers explanation</li> <li>2. Student write small notes in a special vocabulary book from the lecturers explanation</li> <li>3. Student make their own sentences from the vocabulary that has just been obtained from the lecturers explanation</li> </ol>
		Music	<ol style="list-style-type: none"> <li>1. Student listen to English songs on their mobile phone</li> <li>2. Student memorize the song</li> </ol>
		Discuss with friends	<ol style="list-style-type: none"> <li>1. Student see the way friends first in discussing</li> <li>2. Student note the vocabulary used by other friends</li> <li>3. Student use the new vocabulary when it is</li> </ol>

			the group's turn
--	--	--	------------------

### 5. Student D

Based on the interview result, student D used auditory learning style for vocabulary mastery such as lectures explanation, music, and discuss with friends.

**Table 4.4**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	AUDITORY	Lectures explanation	<ol style="list-style-type: none"> <li>1. Student listen to lecturers explanations</li> <li>2. Student make small notes new vocabulary in books or hand phone.</li> </ol>
		Music	<ol style="list-style-type: none"> <li>1. Student listen to English songs on their mobile phone</li> <li>2. Student memorize the song</li> <li>3. Student write new vocabulary in book</li> </ol>
		Discuss with friends	<ol style="list-style-type: none"> <li>1. Student make small notes new vocabulary in books or hand phone</li> </ol>

## 6. Student E

Based on the interview result, student E used auditory learning style for vocabulary mastery such as lectures explanation, and music

**Table 4.5**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	AUDITORY	Lectures explanation	<ol style="list-style-type: none"> <li>1. Student record the lecturers explanation</li> <li>2. Student write new vocabulary in the notes</li> <li>3. Student repeat new vocabulary until completely memorized</li> </ol>
		Music	<ol style="list-style-type: none"> <li>1. Student listen to English songs on their mobile phone</li> <li>2. Student memorize the song</li> <li>3. Student write new vocabulary in their phone</li> </ol>

## 7. Student F

Based on the interview result, student F used auditory learning style for vocabulary mastery such as lectures explanation, music, and discuss with friends.

**Table 4.6**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	AUDITORY	Lectures explanation	<ol style="list-style-type: none"> <li>1. Student repeat the lesson from lecturer</li> <li>2. Student write new vocabulary</li> </ol>
		Music	<ol style="list-style-type: none"> <li>1. Student listen to English songs on their mobile phone</li> <li>2. Student memorize the song</li> <li>3. Student write new vocabulary in book</li> </ol>
		Discuss with friends	<ol style="list-style-type: none"> <li>1. Student write down vocabulary from discussion with friends</li> <li>2. Student look for the meaning of vocabulary that is not known in the dictionary</li> <li>3. Student practice vocabulary in daily activities</li> </ol>

## 8. Student G

Based on the interview result, student G used auditory learning style for vocabulary mastery such as lectures explanation, music, and discuss with friends.

**Table 4.7**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	AUDITORY	Lectures explanation	<ol style="list-style-type: none"> <li>1. Students listen to lecturers explanations</li> <li>2. Students write new vocabulary in book</li> <li>3. Students repeat the vocabulary at home</li> </ol>
		Music	<ol style="list-style-type: none"> <li>1. Student listen to English songs on their mobile phone</li> <li>2. Student memorize the song</li> <li>3. Student write new vocabulary in book</li> </ol>
		Discuss with friends	<ol style="list-style-type: none"> <li>1. Student listen to friends discussing</li> <li>2. Student write new vocabulary</li> <li>3. Students try to give opinion in discussing the vocabulary that has been written</li> </ol>

## 9. Student H

Based on the interview result, student H used visual learning style for vocabulary mastery such as book, demonstrations from lectures, and videos.

**Table 4.8**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	VISUAL	Book	<ol style="list-style-type: none"> <li>1. Student write the vocabulary in the book to stick note</li> <li>2. Student paste each paper to the intended object</li> <li>3. Student remember the vocabulary every day</li> </ol>
		Demonstrations from lectures	<ol style="list-style-type: none"> <li>1. Students listen to Demonstrations from lectures</li> <li>2. Students write new vocabulary in book</li> <li>3. Students repeat the vocabulary at home</li> </ol>
		Videos	<ol style="list-style-type: none"> <li>1. Student watch western movie like “Harry Potter”</li> <li>2. Student watch movies in spare time</li> </ol>

### 10. Student I

Based on the interview result, student I used visual learning style for vocabulary mastery such as demonstrations from lectures, and videos.

**Table 4.9**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	VISUAL	Demonstrations from lectures	<ol style="list-style-type: none"> <li>1. Students listen to Demonstrations from lectures</li> <li>2. Students write new vocabulary in book</li> <li>3. Students repeat the vocabulary at home</li> </ol>
		Videos	<ol style="list-style-type: none"> <li>1. Student watch western movies like “Spider Man, Captain America, Disney”</li> <li>2. Student write new vocabulary</li> <li>3. Student use vocabulary in class</li> </ol>

### 11. Student J

Based on the interview result, student J used kinesthetic learning style for vocabulary mastery, such as make movements, and touch

**Table 5.0**  
**Results of the learning style and**  
**their implementation to vocabulary mastery**

No.	Learning Style	Media	Activities
1.	KINESTHETIC	Make movements	<ol style="list-style-type: none"> <li>1. Students move their hands while learning vocabulary</li> <li>2. Student read books while moving their hands</li> <li>3. Students write down memorized vocabulary</li> </ol>
		Touch	<ol style="list-style-type: none"> <li>1. Student touch pen while learning vocabulary</li> <li>2. Students study in class while touching the pen</li> <li>3. Students write down the memorized vocabulary</li> </ol>

## **B. DISCUSSION**

Based on explanation on the findings, the researcher describes the result of this research. The finding contains student's learning style (visual, auditory, kinesthetic) on vocabulary mastery in English study program of IAIN Curup, and the implementation each learning style on their vocabulary mastery,

1. **Students' learning style (visual, auditory, kinesthetic) on vocabulary mastery in English study program of IAIN Curup**



According to DePorter & Hernacki, learning styles are a combination of how it absorbs, and then organizes and processes information.<sup>32</sup> Learning style will affect the learning process of a student at school, a person will be easier to learn and communicate according to style each individual. The same is true for a student, it will be find it easier to learn and find ways of learning if the student knows a learning style that is in him because every individual has a different learning style.

Bobbi DePorter and Hernacki suggested three types of learning styles based on the modalities used individuals in processing information (perceptual modality). First visual learning style this modality access imagery created or remembers. Second auditory learning style, this modality accesses all types of sounds and words that are created or remembered. Last kinesthetic learning style, while this third modality accesses all movements and emotions that are created or remembered.

Every individual uses all the senses in absorbing information. But, in general, individuals have a stronger tendency for one learning style. According to Rose and Nicoll, all people who have all three learning styles, only usually one style dominates.<sup>33</sup> The statement is in line with the opinion of Brandler and Grinder in his book Bobbi DePoter. Some individuals easily

---

<sup>32</sup> Bobby DePorter dan Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Mneyenangkan*, (Bandung: Kaifa, 2006), h. 110

<sup>33</sup> Bobby, DePorter, dkk, *Quantum Teaching: Mempraktikan Quantum Learning Di ruang Kelas*, hlm. 165

capture information in visual form, some others like auditory information and some others are more comfortable with kinesthetic forms. Based on the statement above, the researcher found was the students have three types learning style on vocabulary mastery but only one learning styles is dominant. So researcher concluded from ten students, two students using Visual learning style, seven students using Auditory learning style, and One students using Kinesthetic learning style, so these three learning style are suitable for use by students in English study program of IAIN Curup for vocabulary mastery.

## **2. The implementation each learning style on their vocabulary mastery**

To find out about the implementation each learning styles on their vocabulary mastery, researchers used interview guidance. The researcher found that there were several ways students used each of these learning styles. According to language, implementation is implementation or application.<sup>34</sup> Each student has their own characteristic (learning style).

First visual learning style, this learning style is a learning style that relies on vision such as books, demonstrations from lecturer, television, and videos. The result of interviews with students showed that students like to pay attentions book and there are several actions taken by students , students write the vocabulary in the book to stick note Student paste each

---

<sup>34</sup> Dapartemen Pendidikan Nasional, *Tesaurus Alfabetis Bahasa Indonesia*,(Bandung: Mizan, 2009), hlm. 246

paper to the intended object, student remember the vocabulary every day. The result of interviews with students showed that students like to pay attentions demonstrations from lecturer and there are several actions taken by students, Students listen to Demonstrations from lecturer. Students write new vocabulary in book, Students repeat the vocabulary at home. The result of interviews with students showed that students like to pay attentions videos and there are several actions taken by students, student watch western movie like “Harry Potter”, students write new vocabulary in book, student watch movies in spare time.

Second, auditory learning style, in this learning style students tend to rely more on listening, such as listening to lecturers explanations, music, and discussions with friend. The result of interviews with students showed that students like to pay attentions lectures explanations and there are several actions taken by students, student make small notes of the lectures explanation just uncommon vocabulary, student practice the vocabulary with friends, at home and campus. The result of interviews with students showed that students like to listen music and there are several actions taken by students, Student listen to English songs on the mobile phone, students memorize the song, student sing without using paper to practice the vocabulary of the song. The result of interviews with students showed that students like to pay attentions discussion with friend and there are several actions taken by students, student record formal

vocabulary when discussing with friends, student take the opportunity to try to be a speaker in class using recorded informal vocabulary.

Finally, the kinesthetic learning style, this learning style is a learning style that relies on movements like, making movements, touch, practice, direct learning experience. The result of interviews with student showed that students like to make movements and there are several actions taken by student, student move their hands while learning vocabulary, student read books while moving their hands, students write down memorized vocabulary. The result of interviews with students showed that students like to touch something and there are several actions taken by student, student touch pen while learning vocabulary, student study in class while touching the pen, students writes down the memorized vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After analyzing and interpreting the acquired data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research questions of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

#### **A. Conclusion**

Based on the result and discussion in chapter IV before, the researcher took some conclusions. First, fourth semester students in English study program of IAIN Curup, used all learning style (visual, auditor and kinesthetic) but still only one learning style is dominant when they master their vocabulary. Next, students apply these learning styles in different ways even though they use the same learning style.

#### **B. Suggestion**

Finally, the suggestion comes for a better future. The suggestion is specifically proposed as below:

1. The college

This research can be a reference for teachers in choosing suitable learning media for each student with different learning style.

2. The teacher

Teaching English in class is not an easy, especially English is a foreign language that still needs to be learned. Therefore, teachers must know more about what leaning styles are used by students so that learning easy to understand. Keep enthusiastic in upgrading future generation.

3. For researcher

The researcher hopes this research can be better and could become motivated or reference to other research to investigate this research deeply.

## REFERENCES

Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 2003), p. 146

Ahmad Tanzeh, *Pengamatan Metode Penelitian* (Yogyakarta:Teras,2009), hal.166

Bobby DePorter dan Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Mneyenangkan*,(Bandung: Kaifa, 2006),h. 110

Bobby, DePorter, dkk, *Quantum Teaching; Mempraktikan Quantum Learning Di ruang Kelas*, hlm. 165

Bobby DePoter dan Mike Hernacki, *Quantum Learning*,(Bandung: Kaifa, 2006),h. 110

Dapartemen Pendidikan Nasional, *Tesaurus Alfabetis Bahasa Indonesia*,(Bandung: Mizan, 2009), hlm. 246

Hatch Evelyn and Cheryl Brown, *Vocabulary, Semantics, and Language Education*. (Cambbridge; Cambridge University Press, 1995).P.45.

Helena Fariska Putri. *The Important of Vocabulary in English Learning*.Unpublished Thesis : University Of Ibn Khaldun Bogor, p : 38

Hennings.2001.*Academik SUPPORT Guides Vocabulary*.Cuesta College, P : 46

Irfan Tosuncuoglu. *Teaching Vocabilary For Active*.Kyrgyz-Turkish Manas University, p : 56

Jeremy Harmer, *How to teach English*, (England: Persoon Educational Limited, 1998), p.16.

John W. Creswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2<sup>nd</sup>*, (Sage Publication, California), P.38.

Lado, Robert. 1986. *Language Teaching: A Scientific Approach*. Bombay – New Delhi: Tata Mc. Graw-Hill Publishing Co. Ltd.

LR Gay and Peter Airasiane, *Educational Research*, (USA: Clarida Company, 2000), P. 244

Ngalim Purwanto. *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*. (Bandung: Remaja Raosdakarya. 1994). P. 137

Pritchard, A. (2009). *Ways of Learning: Learning theories and learning style in classroom*. New York: Routledge. P. 41

Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), Edisi III, hlm. 79.

Scott, W.A. dan Ytreberg, L.H. (2003) *Teaching English to Children*. New York: Longman.

Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. (Jakarta: Bumi Aksaa, 2007) hal 157.

UR. 1998. *improving Students Vocabulary Mastery Through Experiental Learning*. Unpublished Thesis : Muhammadiyah University Of Sukarakarta P : 29

Zimmerman.1997. *Improving Students Vocabulary Mastery Through Experiental Learning*. Unpublished Thesis : Univesity Muhammadiyah Of Sukakarta, P : 34



**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**

**E**

**S**

**Table 1**  
**Interview guidance**

<b>No</b>	<b>Aspects (Pritchard, 2009)</b>	<b>Media (Pritchard, 2009)</b>	<b>Questions</b>	<b>Answer</b>
1.	Visual learning style	5. Book 6. Demonstrations from lectures 7. Television 8. Videos	<p>1. Do you use books to support your vocabulary mastery?</p> <p>How do you learn vocabulary through pictorial books to support your vocabulary mastery? Please demonstrate it!</p> <p>2. Do you use Demonstrations from lectures to support your vocabulary mastery?</p> <p>How do you learn vocabulary through Demonstrations from lectures to support your vocabulary mastery? Please demonstrate it!</p> <p>3. Do you use</p>	

			<p>television to support your vocabulary mastery?</p> <p>How do you learn vocabulary through television to support your vocabulary mastery? Please demonstrate it!</p> <p>4. Do you use videos to support your vocabulary mastery?</p> <p>How do you learn vocabulary through videos to support your vocabulary mastery? Please demonstrate it!</p>	
2.	Auditory learning style	<p>4. Lectures explanations</p> <p>5. Discuss with friend</p> <p>6. Music</p>	<p>1. Do you use lectures explanation to support your vocabulary mastery?</p> <p>How do you apply lecturer explanation to support your vocabulary</p>	

			<p>mastery? Please demonstrate it!</p> <p>2. Do you use to music support you vocabulary mastery?</p> <p>How do you apply music to support your vocabulary mastery?</p> <p>3. Do you use to discussion with friend support you vocabulary mastery?</p> <p>How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!</p>	
3.	Kinesthetic learning style	<p>4. Make movements</p> <p>5. Touch</p> <p>6. Direct learning experience</p>	<p>1. - Do you use certain movements when learning vocabulary mastery? - What moves do you usually do? - How do you use these gestures to</p>	

			<p>support your vocabulary mastery? Please demonstrate it!</p> <p>2. – Do you touch something when learning vocabulary mastery? - What object do you usually touch? - How do you use that touch to support your vocabulary mastery? Please demonstrate it!</p> <p>3. How do you use direct learning experience to support your vocabulary mastery? Please demonstrate it!</p>	
--	--	--	---	--

## Notes from Validator

The validator validates the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. There are some mistakes in spelling and grammar. The blue color phrases are added to be coherent with the theory in chapter II and make the instrument more detailed and clear to reach the research purpose.

March 26<sup>th</sup>, 2021

Validator

Nastiti

Handayani, M.Pd

### **Table 3**

#### **Interview transcript**

#### **Transcript of Interview Results**

1. Student A

a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using an auditory learning style which is a learning style that relies on hearing. Well go straight to the first question. Do you use lecturer explanations to support your vocabulary mastery?

Student A: Yes

Researcher: How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate

Student A: Through the lecturer's explanation, I usually make small notes to remember but in the form of only points because through these points I can return what the lecturer said in class at that time.

Researcher: Did each lecturer explain?

Student A: When I think the lecturer explanation doesn't have too long instructions, and then there are no notes

Researcher: Oke, it means just writing down the points, right?

Student A: Yes

b. Second question

Researcher: Do you use music to support your vocabulary mastery?

Student A: Yes

Researcher: How do you use music to support your vocabulary mastery?  
Please demonstrate it!

Student A: I listen to English song in my mobile phone, remember and write new vocabulary in my book or mobile phone.

c. Third question

Researcher: Do you use discussion with friends to support your vocabulary mastery?

Student A: Yes

Researcher: How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!

Student A: Usually for this discussion, we have several topics, so I take the opportunity to study and apply a more formal and more academic vocabulary during the discussion.

2. Student B

a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using an auditory learning style which is an auditory learning style. Well go straight to the first question. Do you use lecturer explanations to support your vocabulary mastery?

Student B: Yes



Researcher: How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate

Student B: The way I apply what the lecturer says is by listening and taking notes of important things

Researcher: When you write down the lecturer's explanation, are the newly acquired vocabulary immediately put into practice? How do you practice it?

Student B: Of course I practiced it. I usually did it with my classmates

b. Second question

Researcher: Do you use music to support your vocabulary mastery?

Student A: Yes

Researcher: How do you use music to support your vocabulary mastery? Please demonstrate it!

Student A: I listen to English song in my mobile phone, practice new vocabulary without paper.

c. Third question

Researcher: Do you use discussion with friends to support your vocabulary mastery?

Student B: Yes

Researcher: How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!

Student B: Usually when I get new vocabulary from this discussion I immediately wrote it down or immediately practice it with a friend

3. Student C

a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using an auditory learning style which is an auditory learning style. Well go straight to the first question. Do you use lecturer explanations to support your vocabulary mastery?

Student C: Yes

Researcher: How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate

Student C: When a lecturer teaches something in the learning process both online and offline like now, the explanation from the lecturer is very helpful to support my vocabulary mastery, every new word that I just hear from the lecturer's explanation, I will write it down in a special notebook vocabulary. For example, the word "flower", which I don't know, means I will write it in a special vocabulary book, and then I will look for the meaning of the word.

Researcher: After writing down the vocabulary, is it studied immediately so that the vocabulary can be remembered?

Student C: Yes, so after wrote the new vocabulary, I learned it again and then from that vocabulary I tried to make sentences or practice it directly with friends or talk to myself.

b. Second question

Researcher: Do you use music to support your vocabulary mastery?

Student A: Yes

Researcher: How do you use music to support your vocabulary mastery?

Please demonstrate it!

Student A: I listen to English song in my mobile phone, and remember new vocabulary.

c. Third question

Researcher: Do you use discussion with friend to support your vocabulary mastery?

Student C: Yes

Researcher: How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!

Student C: In discussions formal or informal. To help me increase my vocabulary, first I will listen to friends who are discussing starting from how they give opinions, argue or answer questions from other groups. So that when I get new vocabulary from the ways they discuss, then I will use the vocabulary in the discussion group as well.

Researcher: In formal situation did you have frequent discussions with friends?

Student C: Yes, suppose we have finished the lesson but there are still things that are not clear then we (about 5 people) will discuss what we did not know from the discussion.

4. Student D

a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using an auditory learning style which is an auditory learning style. Well go straight to the first question. Do you use lecturer explanations to support your vocabulary mastery?

Student D: Yes

Researcher: How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate

Student D: besides listening to the explanation from the lecturer, I wrote down important points or small notes that have been conveyed. This is useful when forgetting some of the vocabulary we can open notes that have been made in books or mobile phone.

b. Second question

Researcher: Do you use music to support your vocabulary mastery?

Student A: Yes

Researcher: How do you use music to support your vocabulary mastery? Please demonstrate it!

Student A: I listen to English song in my mobile phone, and remember new vocabulary and write in my book.

c. Third question

Researcher: Do you use discussion with friend to support your vocabulary mastery?

Student D: Yes

Researcher: How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!

Student D: I will make a small note in the form of vocabulary that is obtained from discussions on books and mobile phone

5. Student E

a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using an auditory learning style which is an auditory learning style. Well go straight to the first question. Do you use lecturer explanations to support your vocabulary mastery?

Student E: Yes

Researcher: How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate

Student E: First I will listen to the material that the lecturer delivers in class, and then some vocabulary that I have not heard will be wrote down in a small book as usual. Then read it over and over again so that it is easier to remember the vocabulary, then the second I record what the lecturer said and at another time I will listen to it over and over again.

b. Second question

Researcher: Do you use music to support your vocabulary mastery?

Student A: Yes

Researcher: How do you use music to support your vocabulary mastery? Please demonstrate it!

Student A: I listen to English song in my mobile phone, and remember new vocabulary and write in my book.

c. Third question

Researcher: Do you use discussion with friend to support your vocabulary mastery?

Student E: Yes

Researcher: How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!

Student E: actually learning vocabulary through discussion with friends is quite difficult because when discussing usually use easy vocabulary, or vocabulary that is already known beforehand so I think only 10 percent of vocabulary can be increased through this discussion.

6. Student F

a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using an auditory learning style which is an auditory learning style. Well go straight to the first question. Do you use lecturer explanations to support your vocabulary mastery?

Student F: Yes

Researcher: How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate

Student F: The way I apply what the lecturer explains is to repeat it at home and take notes on things that are important to get new vocabulary

b. Second question

Researcher: Do you use music to support your vocabulary mastery?

Student A: Yes

Researcher: How do you use music to support your vocabulary mastery? Please demonstrate it!

Student A: I listen to English song in my mobile phone, and remember new vocabulary and write in my book

c. Third question

Researcher: Do you use discussion with friend to support your vocabulary mastery?

Student F: Yes

Researcher: How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!

Student F: The way I learn vocabulary through discussions with friends is by writing and remembering unknown vocabulary and looking for the meaning of the vocabulary in the dictionary then using the vocabulary in my activities

## 7. Student G

### a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using an auditory learning style which is an auditory learning style. Well go straight to the first question. Do you use lecturer explanations to support your vocabulary mastery?

Student G: Yes

Researcher: How do you apply lecturer explanation to support your vocabulary mastery? Please demonstrate

Student G: So the first thing I did is to make little notes for the vocabulary in my own book when the lecturer is explaining I will wrote down the important points, then the lesson ends at home I will understand and learn again what has been previously explained.

Researcher: Alright, after getting the vocabulary notes from the lecturers' explanations, you immediately put them into practice so that the new vocabulary was easy to remember?



Student G: Yes, after I got new vocabulary I immediately put it into practice by talking with friends using the vocabulary earlier.

b. Second question

Researcher: Do you use music to support your vocabulary mastery?

Student A: Yes

Researcher: How do you use music to support your vocabulary mastery?  
Please demonstrate it!

Student A: I listen to English song in my mobile phone, and remember new vocabulary and write in my book

c. Third question

Researcher: Do you use discussion with friend to support your vocabulary mastery?

Student G: Yes

Researcher: How do you learn vocabulary through discussion with friends to support your vocabulary mastery? Please demonstrate it!

Student G: By participating in the discussion the meaning is not only listening to other people gives opinions, but I also give opinions during the discussion using the vocabulary that I got from the discussion earlier.

8. Student H

a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using a visual learning style which is a visual learning style. Well go straight to the first question. Do you use books to support your vocabulary mastery?

Student H: Yes

Researcher: How do you learn vocabulary through books to support your vocabulary mastery? Please demonstrate it!

Student H: When I in home, I usually pasting sticks note that I have written down and then pasting them on the object such as “Table”, so that I remember them every day.

b. Second question

Researcher: Do you use demonstrations from lecturers to support your vocabulary mastery?

Student H: Yes

Researcher: How do you learn vocabulary through demonstrations from lecturers to support your vocabulary mastery? Please demonstrate it!

Student H: I listen demonstrations from lecturers, write new vocabulary and repeat that in my home

c. Third question

Researcher: Do you use videos to support your vocabulary mastery?

Student H: Yes

Researcher: How do you learn vocabulary through videos to support your vocabulary mastery? Please demonstrate it!

Student H: usually watch videos on YouTube

Researcher: What videos do you usually watch? Is it just a lesson?

Student H: Usually Movies

Researcher: What films are usually watched? Is it a western film?

Student H: Yes, Harry Potter

Researcher: To get the vocabulary from this film, did you often watch it?

Student H: Only spare time

9. Student I

1. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using a visual learning style which is a visual learning style. Well go straight to the first question. Do you use demonstrations from lecturer to support your vocabulary mastery?

Student I: Yes

Researcher: How do you learn vocabulary through demonstrations from lecturer to support your vocabulary mastery? Please demonstrate it!

Student I: I listen demonstrations from lecturers, write new vocabulary and repeat that in my home

## 2. Second question

Researcher: Do you use videos to support your vocabulary mastery?

Student I: Yes

Researcher: How do you learn vocabulary through videos to support your vocabulary mastery? Please demonstrate it!

Student I: I learn new vocabulary, for example from a film, when I get new vocabulary that I didn't know before I look up the meaning

Researcher: What movies do you usually watch?

Student I: Western movies like Disney, Hollywood, Captain America, Spider Man

Researcher: Do you watch it every day?

Student I: Only in spare time when there are not many assignments

## 10. Student J

### a. First question

Researcher: Before starting the interview, based on the analysis of the questionnaire you have sent, it can be concluded that you are using a kinesthetic learning style which is a learning style that relies on movement. Good getting straight to the first question. Do you make certain movements / gestures when learning vocabulary mastery?

Student J: Yes, of course

Researcher: What moves / gestures do you usually make?

Student J: Moving my hand (like this), it can be abstract, whatever I like

Researcher: How do you use these gestures to support your vocabulary mastery? Please demonstrate it!

Student J: I can't explain in detail, but usually when reading I usually move my hand, I think that's an easy way to get vocabulary.

### b. Second question

Researcher: Do you touch or trying something / material used to present information about vocabulary?

Student J: Something I use

Researcher: What object do you usually touch or try in learning vocabulary?

Student J: Usually I touch the pen (like this)

Researcher: How do you touch / try something to support your vocabulary mastery? Please demonstrate it!

Student J: usually random, but for this pen, when studying in class I must touch the pen even though not writing. As someone who uses a kinesthetic learning style, I think that every movement makes lessons easier to remember, especially vocabulary.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAI- Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

**Menetapkan  
Pertama**

1. Hadi Suhermanto, M.Pd 19741113 199903 1 003  
2. Sarwo Edy, S.Pd.I., M.Pd 200700810

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Tiara Karolina

N I M : 17551070

JUDUL SKRIPSI : Students' Learning Style (Visual, Auditory, Kinesthetic) on vocabulary mastery in English study Program of IAIN Curup

- Ketiga** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Keempat** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Kelima** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Ketujuh** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
pada tanggal 18 Juni 2020

Dekan  
Irfandi Narmal

Tembusan :

1. Rektor  
2. Bendahara IAIN Curup ;  
3. Kabag Akademik kemahasiswaan dan kerja sama ;  
4. Mahasiswa yang bersangkutan ;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBİYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : 12.09 /In.34/FT/PP.0C.9/12/2020  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

30 Desember 2020

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Tiara Karolina  
NIM : 17551070  
Fakultas/Prodi : Tarbiyah / TBI  
Judul Skripsi : Students Learning Style (Visual, Auditory and Kinaestheti) on Voabulary Mastery  
Waktu Penelitian : 30 Desember s.d 30 Maret 2021  
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,

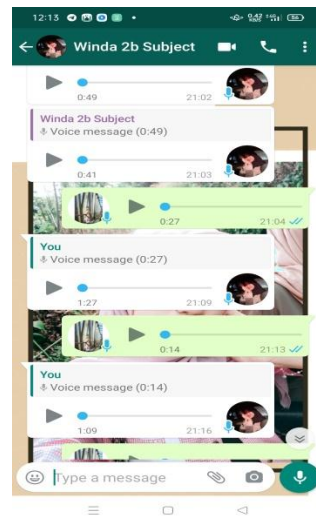
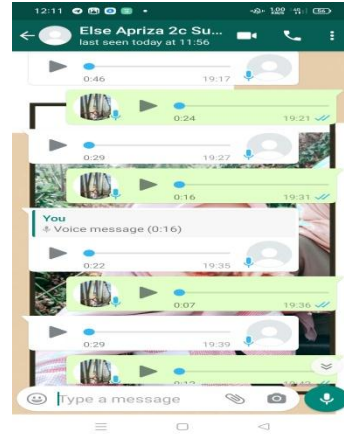


Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



Interview images (online and offline)



Pembimbing 1  
Bimbingan ke 3

Topic pembimbingan : BAB I

Catatan Bimbingan : Acc BAB I, Lanjut Gub 2.

Curup, 15 - 12 - 2020

Pembimbing

  
HADI SUHERNANTO . M. Pd


Pembimbing 1  
Bimbingan ke 4

Topic pembimbingan : BAB II

Catatan Bimbingan : Acc Bab II, lanjut bab III

Curup, 13 - 01 - 2021

Pembimbing

  
Hadi Suhernanto . M. Pd

Pembimbing 1  
Bimbingan ke 5

Topic pembimbingan : BAB III

Catatan Bimbingan : ACC Bab III, Lanjut Validasi dan ambil data

Curup, 17-03-2021

Pembimbing



Hadi Sukirman, M.Pd

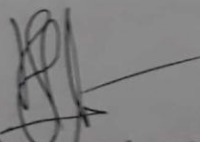
Pembimbing 1  
Bimbingan ke 6

Topic pembimbingan : BAB IV, V

Catatan Bimbingan : ACC BAB IV, V (Lanjut sidang)

Curup, 06-05-2021

Pembimbing



Hadi Sukirman, M.Pd

Pembimbing 2

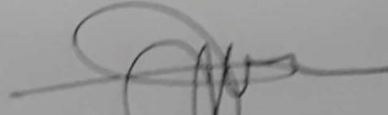
Bimbingan ke 6

Topic pembimbingan : Bab I (Background)

Catatan Bimbingan : 1. Perbaiki kalimat  
2. Lanjut chapter II

Curup, 22 - 09 - 20

Pembimbing

  
Sumarto, W.P.

Pembimbing 2

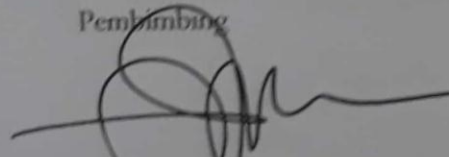
Bimbingan ke 7

Topic pembimbingan : Bab II (Teori)

Catatan Bimbingan : 1. Teori Implementasi, 2. lanjut chapter III

Curup, 21 - 10 - 20

Pembimbing

  
Sumarto, W.P.

Pembimbing 2

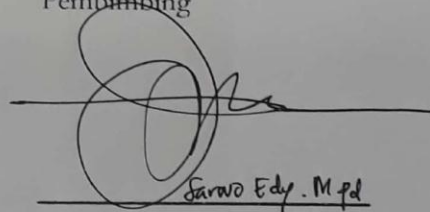
Bimbingan ke 8

Topic pembimbingan : BAB III

Catatan Bimbingan : Acc BAB III

Curup, 17 - 03 - 2021

Pembimbing



Sarwo Edy . M.pd

Pembimbing 2

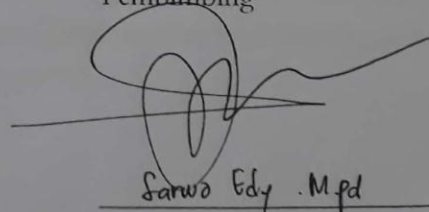
Bimbingan ke 9

Topic pembimbingan : BAB IV + BAB V

Catatan Bimbingan : Acc BAB IV + BAB V

Curup, 03 - mei - 2021

Pembimbing



Sarwo Edy . M.pd

## BIOGRAPHY



TIARA KAROLINA was born in Curup on December 26<sup>th</sup> 1999. She is daughter of Mr. Sholihin and Mrs. Nur Aini. She has two brother and three sisters. She finished her Elementary School at SD N 74 Curup Utara, Rejang Lebong and graduated 2011. Then, she continues her study to Junior High School at SMP N 04 Rejang Lebong and graduated 2014. After that, she carried to Senior High School at MAN Rejang Lebong and graduated 2017. Next at 2017 she decided entering institute college for Islamic studies (IAIN) Curup and chose English Study Program as her faculty. She graduated her study on 2021.