LAPORAN AKHIR
PENELITIAN

An Analysis of Students' Learning Style On Mastering English Vocabulary at First Year of English Depatyment UMMY Solok on 2019/2020 Academic Year

Tahun ke 1 dari rencana 1 tahun

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HALAMAN PENGESAHAN

Judul : An Analysis of Students' Learning Style on Mastering English Vocabulary at First Year of English Depatyment UMMY Solok on 2019/2020 Academic Year

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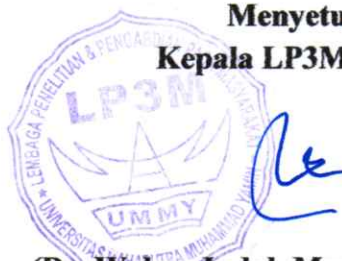Mengetahui,
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DAFTAR ISI

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This study was aimed to know the correlation between students' learning styles and their vocabulary mastery at first year of English Department students of Mahaputra Muhammad Yamin University Solok2019/2020 academic year. The background of this research based on the students' learning styles (visual, auditory, and kinesthetic) used by students on vocabulary subject. The subject of this research was the first year students of English Department of Mahaputra Muhammad YaminSolok University 2019/ 2020 academic year.

This research was conducted by using correlationalresearch. In collecting the data, the researcher used questionnaire and vocabulary test, in this questionnaire the students could tick (√) in the available coloums. In this case, the researcher used 30 items in form of statements. For vocabulary test, the researcher gave 40 items and studentcould be chosen a,b, c or d, as the correct answer on the answer sheet.

The findings of this research "the correlation between students' learning styles and their vocabulary mastery" was *moderate* with scored *0,41 (moderate).* The researcher also found that contribution of learning style to vocabulary mastery was *17%*. Based on those results, the reseacher concluded that correlation of learning styles to vocabulary mastery was good. The other side, the contribution of learning style to vocabulary masteryjust give a bit contribution toward students' vocabulary mastery at first year of English Department students of Mahaputra Muhammad YaminSolok registered in 2019/2020

Kata kunci maksimal 5 kata

Learning Style; Vocabulary Mastery, Correlation

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG
A. Background of the Problem

Vocabulary is a number of words in language and these words are used as a media of language to express an idea. Vocabulary is the basic of a language because there is no languages without vocabulary. It is essentialpart of sentence that has important role in English. In speaking and writing, people need vocabulary to expressestheir idea. In listening and reading, vocabulary is needed to get some information about text or news. So, it is important for the students to master vocabulary in English to fluent communication in oral and written forms.

Vocabulary mastery is how far students comprehend about vocabulary itself. Students do not only know about the meaning of vocabulary but also they have to have enough vocabulary as they need. Then, students know how to use them properly and pronounce them correctly. When the students master vocabulary well, they will be easy to express their ideas. It also helps students interact with others. For further, it is of course to enrich their knowledge. Lastly, it improves their ability in English because the aim of mastering vocabulary is to make people can communicate effectively by using proper words.

Moreover, in English Department of a FKIP UMMY Solok, there was Vocabulary subject that should be learnt by students at the first year. In this subject, the students focused on learning about vocabulary starting from daily vocabulary such as things that they found at home, at school, and in public places. Every they learned Vocabulary subject, students should prepare equipment that they need during learning process. Other than pen and book, each student also should own dictionary to make them easier to find the meanings of difficult words. Through this activity, they could also enrich their vocabulary. At the end of every meeting, lecturer gave some home work to looked for and memorized some vocabularies related to the material that would be learnt next meeting. Along one semester, students were expected to master all of vocabulary that had been taught and also they could reach the goal of learning.

In other side, students still had difficulties to master the vocabulary although they had followed learning process for this subject. In fact, students still had limited vocabulary, they did not know how to pronounce correctly, confused in spelling, difficult to remember the meaning of the words, and students were not pay attention in choosing learning styles that would they use in learning process.

During learning process of thissubject,tudentsusedvary learning styles to learn English. They memorized vocabulary by using a piece of paper that contains list of English words and that was very easy to do and they could do it anytime and anywhere. There were also students who prefer memorizing vocabulary by moving position from one place to other places, like walking around when memorizing list of vocabularies and reading text. In another side, many students like English song and see the lyrics. It made them beable to pronounce the words and enrich their vocabularies. There were also some learning activities in classroom which relate with learning styles, like making a group discussion, grouping for

dialogue, and watching video or movie, etc. In fact, students had their own style to improve their vocabulary mastery. In short, researcher believed that result of learning achievement by using different styles would be different too. So, students' achievement on their Vocabulary mastery could be influenced by their learning style.

Learning styles were the ways a student takes in, understands, expresses and remembers information. Students had their own way and technique to comprehend the knowledge and information. They chose and decided the best way to process the information during learning process. It helped students to learn faster and easier by selecting the appropriate learning style that they like. Students could prefer learning style that is suitable for them to learn and practice English by themselves.

B. Research Questions

In order to be able to answer the questions in the formulation of the problems above, the research questions were clarified:

1. How was the students' types learning styles at first year of English Department at Mahaputera Muhammad Yamin University Solok registered in 2019/2020 academic year?

2. How was the students' vocabulary mastery at first year of English Department at Mahaputera Muhammad Yamin University Solok registered in 2019/2020 academic year?

3. How was the correlation between students' types learning styles and their vocabulary mastery at first year of English Department at Mahaputera Muhammad Yamin University Solok registered in 2019/2020 academic year?

C. Purpose of the Research

Based on the research questions above, the purposes of the research were:

1. To know the students' types learning styles at first year of English Department at Mahaputera Muhammad Yamin University Solok registered in 2019/2020 academic year.

2. To know the students' vocabulary mastery at first year of English Department at Mahaputera Muhammad Yamin University Solok registered in 2019/2020 academic year.

3. To know the correlation between students' types learning styles and their vocabulary mastery at first year of English Department at University of Mahaputera Muhammad YaminSolok registered in 2019/2020 academic year.

D. Research Outcome

In this research, there are two kinds of significances. They are theoretical and practical significances. First, theoretical significance of this research canbe used as a reference for the next researcher who wants to do research about correlation between students' learning styles and their vocabulary mastery.

Second, practical significance of this research is the result of this research cangive contribution to English teacher, this research resultwas expect to provide the teacher with the information about students' learning styles and their vocabulary mastery that they have correlation or not and the teacher can help students when they have some problems in learning vocabulary process relate with learning styles.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA
A. Vocabulary

There were some definitions of vocabulary proposed by linguist experts. According to Hornby (2000:1447), defines that vocabulary as: (1) all the words that a person knows or uses; (2) all the words in particular language; (3) the words that people use when they are talking about particular subject; (4) a list of words with their meaning. It means that a language that peole used to talk a certain topic consists of number of words.

Moreover, Thornburry (2002:4) says awordthatresultfromadditionofan affix to a root, and which has different meaning from the root, it is called derivative.Forexample:player,playful,replayareeachderivatesofplay.Thus, inflexionsandderivatesareboth formed by the process of affixation. Affixes consist of suffixes such as–full end sofaword.Moreover,thereareprefixes suchasre-, un-, prein the beginning of word.

In addition, Linse (2005:121) says that vocabulary is the collection of words that an individual knows. When the students learn new words in their forein language, they are adding new concepts as well as vocabulary items. Then, the students will easy in understand all aspect of English if they have more collection of the words.

Lastly, Richards (2007:4) says that words cannot get instantaneously. It gradually and long time we have all had the experience and understand a word when we see it in a text and hear it in conversation, but not being able to use it. So, word can save in memory and being able to use it when we use it gradually.

Based on explanation above, it could be concluded that people used consist of number of words to talk and it was an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write that could not be gotten instantaneously.

B. Learning Styles

Learning style is the way and technique that people use to learn and process information and knowledge. It helps students learn more faster and easier by selecting and using the appropriate learning style that they like. Learning styles refer to the variations in people's ability to accumulate as well as assimilate information.

Basically, learning styles are divided into three parts, they are as follows to Deporter (1999:111). Firstly, visual style. Visual learner usually focuses on viewing. The characteristics are students must see the demonstration in order they understand. They need to see more about the information visually and it can be easy to comprehend for them through the picture. Secondly, auditory style. Auditory learner prefers listening than other. They need to listen the information before understanding. Commonly, they like someone reads the information for them than they read by themselves. Lastly, kinesthetic style. Kinesthetic learner prefers studying by touching, manipulating and moving. They need the learning activities that have kinesthetic characteristic, dinamic and moving.

According to Dunn and Shirley (2000: 69), there are three types of learning style. They are:

 a. Visual Learning Style

Students with visual learning style like to learn by seeing and observing things. It includes seeing and observing books, pictures, diagrams, demonstrations, displays, hand-outs, films, flip-chart, etc.

b. Auditory Learning Style

Students with auditory prefer to learn by hearing and listening. They are easy to understand and comprehend lesson or information by listening to the lectures, discussions, or recording. Therefore, they will fell disturbed when there is noise arround them.

c. Kinesthetic Learning Style

Kinesthetic style, students have orientation to do trial-error activity. They are brave to take a risk. In answering question, they prefer to just an answer than to read the instruction before. They also learn practically and learn through manipulation .

Moreover, Jensen and Nickelsen (2011:35) say that learning styles are also divided into three parts. They are:

a. Visual style (visual learner)

Individual who fall into this category typically learn through what they are able to see with their own eyes. Visual learners have a tendency to describe everything that they see in terms of appearances. These learners love visual aids such as photos, diagrams, maps and graphs. Visual learners frequently are good writers and will commonly perform quite well on written assignments. The best ways for visual learner to process the information by recording, allocating, calculating, simplifying, describing, proving, preparing, evaluating, rewriting, drawing a picture, making mind-map, making a note, and using graphics organizer.

Visual style has some characteristics, they are: students/learners often look well-regulated in dressing, speak fast, good in spelling, strongly remember what they see than what they hear, use pictures aids to memorize or process some information, difficult to remember visual instruction except it is written and often ask someone else to repeat what he/she says, read fast and diligent and prefer reading by their selves than someone else reads for them, prefer art than music, always prefer doing the demonstration or practice than they speech, and usually do not have noise problems.

b. Auditory style

Auditory style (auditory learner) is learning style where learner or students are very good in listening. They tend to absorb information in amore afficient manner through sounds, musics, discussions, teachings, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Auditory learners appreciate books on tape and may find that reading aloud will help them to retain information. Rather than written reports, auditory learners tend to do better on oral presentations and reports. The best way for auditory learner to process the information by telling the information loudly, listening the voice recording, discussing with friends ir learning group, recording an argument or statement, doing interview, teaching someone or people and debating with others.

Auditory style has some characteristics, they are: students/learners love talking much, discussing, and explaining information lengthly, they move their lips and utter the writting in a book when they read, love reading loudly and listening it, feel difficult when they have to write the information but they are smart in explaining it, love repeating and imitating a tone, rhythm, music, voice, or sound, speak rhythmically and in a pattern, read fluently, love music, difficult in doing assignment or a work with concern with visualization, skillful in spelling loudly than they write.

There are some learning strategies for auditory style (auditory learner), those are: let them repeat the information loudly, convert writing information into voice information (song, recording, etc), play a background music when they learn, use a reminder by asking learner or students repeat the key concept and instructions, play many rhythmical and united games when learning.

c. Kinesthetic style (kinesthetic learner)

Kinesthetic style is where students or learners are to do tactile learning. This means that they learn best through moving, doing, acting out and touching. Projects that are hands-on in nature are best fior kinesthetic learners. Kinesthetic learners tend to become frustrated when they must sit for long periods of time. They enjoy conducting experiments, exploring and performing tasks.

Kinesthetic learner has some characteristics, those are: learners or students always move that's way learners or students learn, move their body when they memorizing information like walking around, use fingers to point out the writing in a book when they

read, can not sit silently in long time, talk slowly and usually stand up near someone when talking, always orientate in practice and physic activities, prefer learning through practice and physic activities, use much body language to communicate like not their head to express "yes", need concrete object as learning aids, want to do anything and love games.

There are some learning strategies for kinesthetic learner (kinesthetic style), they are: use role play game as learning, memorizing by walking around and see, show them how to do something and use aids equipments when learning, give silent activities after moving activities (example: reading text loudly after physic training at school), use manipulated method (example: moving parts of body for naming).

In conclusion, there were three learning styles that could be used by students in learning activity. They were: visual style, auditory style and kinesthetic style. Every learning style had some characteristics and some learning strategies each of them. It helped students learn faster and easier with selecting and using the appropriate learning style that they like.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE
A. Design of the research

The research method applied by using correlational research. According to Ary, Jacobs and Sorensen (2010:35), correlation research is non experimental research that studies the direction and strength of relationship among variables. In addition, Kumar (2011:30) says that the main emphasis in a correlation study is to discover or establish the existence of a relationship/association/ interdependence between two or more aspect of a situation. The researcher used correlation study to know the relation of learning styles and vocabulary mastery. Learning style was indepependent variable (X) of this study, and the dependent variable (Y) of this research was vocabulary mastery.

This research was about the correlation between students' learning styles and their vocabulary mastery so the researcher looked at the type or degree of relationship between two variables rather than at cause-effect relationship. The *co-rrelational*used with formula as followed:

X_1

$X_2 \longrightarrow Y$

X_3
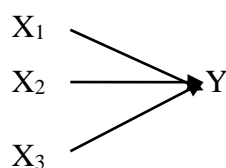
Where:

X_1 : Visual learning style
X_2 : Auditory learning style
X_3 : Kinesthetic learning style
Y : Vocabulary mastery

In this research, the researcher want to know the correlation between students' learning styles and their vocabulary mastery at first year of English Department at Mahaputra Muhammad Yamin University Solok registered in 2019/2020 Academic year.

B. Population and Sample

1. Population

According to Gay (2000:122)population is group the writer would like the result of a study to be generalize. The population of this research was all of students in first, second,third, and fourth year who were finished studying vocabulary subjectat English Department at Mahaputra Muhammad Yamin University Solok registered in 2019/2020 Academic year.In this research, the numbers of population were 28 students.

Table 1. Population of the Research

No	Population (students active in 2019/2020 Academic Year)	
	Level	**Numbers of student**
1	I	7
2	II	5
3	III	6
4	IV	10
Total		**28**

2. **Sample**

According to Siregar (2014:56), sample is a data retrieval procedure, in which only a portion of the population take and use to determine the natural and desire characteristics of a population. The sampling technique in this research was purposivesampling. In this research, a purposively the researcher chose all of students in first year as samples and they were 7 students.

C. Instrumentation

According to Sugiyono (2009), there are measuring such as attitudes, opinions, and someone perceptions about social phenomena by using likert scale. To get the data, the researcher used two kinds of instruments, they were questionnaire and test. Instruments were the important element in this research because the researcher needs the data from the sample. Through these instruments the researcher got the data as valid as possible.

1. Questionnaire

According to Gay (2012), questionnaire is a number of questions. It may be a lot of questions about the content that would be research. The researcher used points in the questionnaire to scoreeach item. They were: always(5), often(4), sometimes(3), seldom(2), and never(1). To construct the questionnaire the researcher hold on the theory in chapter II. Then, before the questionnaire gives to the samples thequestionnaire should validate first by validator, atleast three validators. On January 27, 2018the questionnaire has validated by Marsika Sepyanda, M.Pd as 1stadvisor, FitriHandayani as English lecture in UMMY, and RiniWirasti as Indonesian lecture in UMMY also. The questionnaire can be seen*appendixon page 44.*For further, encloses the proof of validation it can be seen *appendix 3 on page 48*

Tabel 2. The Indicators of Learning Styles

Indicators of LearningStyles	Number of Items	Time
VisualStyle	1, 6, 10, 11, 13, 17, 18, 19, 22, 27	10
AuditoryStyle	2, 4, 5, 8, 9, 15, 16, 20, 26, 29	10
KinestheticStyle	3, 7, 12, 14, 21, 23, 24, 25, 28, 30	10
Total	**30**	**35**

The total number of questionnaire were 30 items. The researcher gave 30 minutes to samples to response all of statements given by the researcher and 5 minutes to read and

understand the direction, so the total of times given by researcher was 35 minutes. The questionnaire scored by using likert scale. According to Suparyanto (2011), the positive statement if the statement is suitable with researcher expectation: the score is from 5 to 1. The negative statement if the statement is not suitable with researcher expectation: the score is from 1 to 5.

2. Test

According to Arikunto (2010:138), test is a series of questions or other instrument which are used to measure individual or groups skill, knowledge, intelligence, capability or talent. In this research, the researcher gave vocabulary test it can be seen*appendix4 on page 49*, then for the key answer it can be seen*appendix 5 on page 53.*

Tabel 3. The Indicators of Vocabulary

No	Indicator of vocabulary	Sub Indicator	Item	Number of item	Time
1	Grammar	Plural	10	21,22,,23,24,25,26,27,28,29,30	20
		Adverb	10	31,32,33,34,35,36,37,38,39,40	
2	Meaning	Synonym	10	1,2,3,4,5,6,7,8,9,10	20
		Antonym	10	11,12,13,1,4,15,16,17,18,19,20	
Total			40		45 minutes

The total number of the test were 40 items. The researcher gave 40 minutes to samples to answer all of questions given by the researcher and 5 minutes to read and understand the direction, so the total of times given by researcher was 45 minutes. The test gave to find outvalidity,reliability, item difficulty, and item discrimination of the test.

a. Validity

The researcher used content validity. According to Gay (2012: 161), content validity is the degree to which a test measures an intended content area. Content validity is of particular importance for achievement tests. A test score cannot accurately reflect a student's achievement if it does not measure what the students was taught and is

supposed to have learned. In this research, the researcher tried out to other class to determine the validity. For further analysis it can be seen ***appendix 6 on page 54.***

b. Reliability

According to Gay (2012:165), is the degree to which a test consistently measures whatever it is measuring. To see the reliability of the test in this research, the researcher measured the reability or stability of test with used K-R 21 formula that was proposed by Arikunto (2010:232):

$$r\pi = (\frac{K}{K-1})\left[1 - \frac{M(K-M)}{kVt}\right]$$

$$M = \frac{\sum X}{N}$$

$$Vt = \frac{\sum X^2 - \frac{(\sum X^2)}{N}}{N}$$

Where:

r $_{11}$ = the reliability instrument

K   = the total of number of items

M   = the mean of students' score

Vt = the total variances (S^2)

$\sum$x = the sum of the students' score

$\sum$x^2 = the sum square of he students score

N   = the sum of the students

The reliability of the test used value interpretation that suggested by Arikunto (2007), as followed:

Table 4. Value Interpretation of Reliability

No.	Value of r_{xy}	Interpretation
1.	0,80-1,00	Very High
2.	0,60-0,79	High
3.	0,40-0,59	Moderate
4.	0,20-0,39	Low
5.	0,00-0,19	Very Low

After the result, the reability score of instrument of this research was 0,87. It can be concluded that reliability of the instrument of this research was **very high.** For further analysis it can be seen ***appendix 7 on page 55.***

c. Item Difficulty

In this research the researcher analyzed the item difficulty. It was conducted to know that the test items were not too difficult or too easy. The researcher analyzed the item difficulty index by using formula that was proposed by Arikunto (2010: 208). The following formula as followed:

$$P = \frac{B}{JS}$$

Where:

P = index difficulty

B = number of examines who answer correctly

JS = number of examines

According to Arikunto (2010:232) discrimination index criteria as followed:

Table 5. Difficulty Index Criteria

Difficulty index	Criteria
1.00-0,30	Difficult
0,30-0,70	Moderate
0,70-1,00	Easy

$$P = \frac{B}{JS} = \frac{4}{2} = 0,6$$

After calculating the result of try out, the researcher found the index difficulty number 1 was 0,6 with criteria was moderate. So, 6 items were easy and 34 items were moderate.

d. Item Discrimination

The researcher analyzed item discrimination to determine ability of the item in distinguishing between high level students and low level students. To determine item discrimination index, the researcher used formula that was proposed by Arikunto (2010:213).

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D= discrimination index

BA =the number of high level examines who answer correctly

JA= the number of high level examines

BB= the number of low level examines answer correctly

JB= the number of low level examine

According to Arikunto (2010:218) discrimination index criteria as followed:

Table 6. Discrimination Index Criteria

Discrimination index	Criteria
0,00 - 0,20	Poor
0,20 - 0,40	Satisfactory
0,40 - 0,70	Good
0,70 - 1,00	Excellent

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$D = \frac{4}{5} - \frac{2}{5} = 0,2$ (Satisfactory)

The index discrimination number 1 was 0,4, with criteria was good. After analyzing the result of try out, the researcher found 21 items were satisfactory and 19 items were poor. The researcher has revised 3 items (26, 33, 39).

The analyzing of index difficulty and index discrimination of instrument, it can be seen **appendix***8 on page 56*.

D. Technique of Data Collection

The data of the research was collected by using questionnaire given tothe samples. First, the researcher gave instructions and asked them to answer the questionnaire by making check list. Then, the researcher collected the questionnaire and the questionnaire analyzed by the researcher. The next one, the researcher was collected by using test. First, the researcher asked the samples to chose the correct answer by crossing A, B, C, or D. Then, test collected by researcher and analyzed. After analyzing, the researcher correlated the

result of analysis both questionnaire and test and the researcher drawn the conclusion of the research. At the end the researcher analyzed the students' score on questionnaire and vocabularry test. The schedule of the research can be seen ***appendix9 on page 57.***

ii. **Technique of Data Analysis**

1. **Questionnaire**

After collecting the data, the researcher analyzed and classified them. Then, the researcher calculated the percentage of the students' learning styles in vocabulary learning with usedformula suggested by Sudjana and Ibrahim (1989: 129) as followed:

$$P = \frac{F}{N} \; x \; 100\%$$

Where:

P = percentage of the answer

F = frequency

N = total respondents

After measuring the total percentage of the students' learning styles scores, researcher classified the percentage based on the classification suggested by Arikunto (2009: 230), to get quantitative description for each type of the students' learning styles after the percentage, the result of questionnaireclassified into following interval:

Table 7. Interval of Frequency and Classification Level
of Students' Learning Styles

Interval of frequency of the students' learning styles	Classification level of the students' learning styles
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Average
21% - 40%	Poor
0% - 20%	Very poor

2. **Test**

After collecting the data, the data analyzed by researcher. Then, the data scored by the researcher. Finally, the researcher percentage the scoreswith formula suggested by Sudjana and Ibrahim (1989: 129), as followed:

$$P = \frac{F}{N} \; x \; 100\%$$

Where:

P = percentage of the answer

F = frequency

N = total respondents

After measuring the total percentage of the answer with used frequency the correct answer and total the number of the items, the researcher counted students' ability in vocabulary. Students' ability counted by the formula below:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ = mean

$\sum x$ = sum of the scores

n = sum of students

Finally, after get the mean of student' ability in vocabulary, the ability drawn into the following category:

Table 8. Interval of Frequency and Classification Level

of Students' Abilty in Vocabulary

Interval of frequency of the students' ability in vocabulary	Classification level of the students' ability in vocabulary
81-100	Very good
66-88	Good
56-65	Average
41-55	Poor
0-40	Very poor

3. Correlation Finding

To answer the reseach questions, that was to have whether or not the correlation of

Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahunpelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan

learning style and vocabulary mastery significant statistically. It found r-value associated with the correlation coefficient. According to Ary, Jacobs, and Sorensen (2010:130), to obtain the value of r, pearson product moment formula as below:

$$r = \frac{\sum XY - \frac{(\sum x)(\sum Y)}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$

Where:

r = value

$\sum X$ = sum of score of students' learning styles

$\sum Y$ = sum of score vocabulary

$\sum X^2$ = sum of the squared score of vocabulary

$\sum XY$ = sum of product o paired students' learning styles and vocabulary

N = number of students

Coefficient Interval	Qualification
00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Ver strong

After get the value of r, the correlation coefficient drawn into the following category:

Table 9. Correlation Coefficient

pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

HASIL PENELITIAN
A. Data Description

Based on research that has been conducted by the researcher, the data of this research were the experiences of students' vocabulary mastery. It was collected through giving questionnaire and giving test. The researcher has investigated the students' vocabulary mastery related to learning styles' at English Department of UMMY Solok registered in 2019/2020 academic year. The researcher took seven students in vocabulary mastery as the informants of the research. The analysis of students' learning styles percentage can be seen on the following tables:

Tabel 10. Visual Style Used by Students in Their

Vocabulary Mastery

Responses	Always	Often	Sometimes	Seldom	Never	Total
Score	80	72	84	20	0	256
Percentage	31,5%	28,5%	33%	7%	0%	100%

The explanation about the table of the result of the questionnaire's percentage above as followed: the total responses for always (selalu) was **poor** with percentage about **31,5%**. Then, the total responses for often (sering) was **poor** with percentage about **28,5%**. After that, the total responses for sometimes (kadang-kadang) was **poor** with percentage about **33%**. Then, the total responses for seldom (jarang) was **very poor** with percentage about **7%**. Finally, there was no percentage for never (tidakpernah) used visual style in vocabulary mastery. The table above was percentages of visual style by all of respondents can be seen ***appendix 10 on page 58.***

Table 11. Auditory Style Used by Students in Their

Vocabulary Mastery

Responses	Always	Often	Sometimes	Seldom	Never	Total
Score	60	64	93	14	4	235
Persentage	25,5%	27,5%	39,5%	6%	1,5%	100%

The explanation about the table of the result of the questionnaire's percentage above as follow: the total responses for always (selalu) was **poor** with percentage about **25,5%.** Then, the total responses for often (sering) was **poor** with percentage about **27,5%.** After that, the total responses for sometimes (kadang-kadang) was **poor** with percentage about **39,5%.** Then, the total responses for seldom (jarang) was **very poor** with percentage about **6%.** Finally, the total responses for never (tidakpernah) was **very poor** with percentage about **1,5%.** The tabel above was percentages of auditory style by all of respondents can be seen **appendix 11 on page 59.**

Table 12. Kinesthetic Style Used by Students in Their

Vocabulary Mastery

Responses	Always	Often	Sometimes	Seldom	Never	Total
Score	35	56	129	8	2	230
Percentage	15%	24,5%	56%	3,5%	1%	100%

The explanation about the table of the result of the questionnaire's percentage above as follow: the total responses for always (selalu) was **very poor** with percentage about **15%**. Then, the total responses for often (sering)was **poor** with percentage about **24,5%**. After that, the total responses for sometimes (kadang-kadang) was **average** with percentage about **56%.** Then, the total responses for seldom (jarang) was **very poor** with percentage about **3,5%.** Finally, the total responses for never (tidakpernah) was **very poor** with percentage about **1%.** The tabel above was percentages of kinesthetic style by all of respondents can be seen appendix **12 on page 60.**

In order to know the students' vocabulary mastery researcher used vocabulary test as instrument to get the data from the respondents. The result of students' vocabulary mastery was percentage as shown in the following table:

Tabel 13. Scores of Students' Vocabulary Mastery

Number of Students	Score
S1	80
S2	77,5
S3	72,5
S4	80
S5	42,5
S6	72,5
S7	97,5
Sum	**522,5**
Average	**74,65**

The mean (average) of students' vocabulary mastery was **74,65**. According to the interval table, students vocabulary mastery wasinto**good**category.

B. Data Analysis

In order to see the correlation between students' learning styles and their vocabulary mastery, the researcher looked for the value of r based on tables's calculation. After get the value of r, the correlation coefficient drawn into the following category:

Tabel 14. Correlation Coefficient

Variables	Coefficient Interval	Qualification
X1 ⟶ Y	0	Very weak
X2 ⟶ Y	0,58	Moderate
X3 ⟶ Y	0,17	Very weak
X ⟶ Y	0,41	Moderate

Note : X = Learning Style in general

X1 = Visual Style
X2 = Auditory Style
X3 = Kinescthetic Style

The explanation about the table above, it could be seen that correlation coefficient of X1 variable to Y variable was**very weak** with value **0.** Then, the correlation of X2 variable to Y variable was **moderate** with value **0,58.** After that, the correlation coefficient of X3 variable

to Y variable was **very weak** with value **0,17.**Finally, coefficient of X variable to Y variable was **moderate** with value **0,41.** For further analysis can be seen *appendix 13 on page 61, appendix 14 on page 62, appendix 15 on page 63, and appendix 16 on page 64*.

Lastly, the researcher has found how many contribution of X variable including X1, X2, X3 to Y variable. For further analysis can be seen *appendix 17 on page 65*. The result shown into the following table:

Tabel 15. Contribution of X, X1, X2, X3 to Y

Variables	Percentage of Contribution
X ⟶ Y	17%
X1 ⟶ Y	0%
X2 ⟶ Y	34%
X3 ⟶ Y	3%

Based on the table above, it can be concluded that contribution of X variable to Y variable was **17%.** Then, the contribution of X1 variable to Y variable was **0%.** After that, the contribution of X2 variable to Y variable was **34%.** Finally, the contribution of X3 variable to Y variable was **3%.**

C. Discussion

Related to the research finding, the researcher found the result of the data. It was from the questionnaire and vocabulary test, the researcher could answer the research questions about learning styles and vocabulary mastery. The data was collected by first year students of UMMY Solok registered in 2019/2020 academic year. It could be seen how correlation between students' learning styles used in vocabulary class from the questionnaire. How students' vocabulary mastery could be seen from their score in vocabulary test. So, it could be discussed whether learning styles has correlation or not with vocabulary mastery.

Based on the test that researcher gave to students, it could be concluded that the mean of the students was 74,65. The scores are from S1 = 80, S2 = 77,5, S3 = 72,5, S4 = 80, S5= 42,5, S6= 72,5, and S7 = 97,5 that consist of 40 items. In the table classification of vocabulary mastery classified into good. It was mean that most of students have high score in vocabulary test.

Based on the questionnaire that researcher gave to students, most of students chose sometimes (kadang-kadang) on the table responses. The high percentage from visual style's table was 33% on coloumn seldom. Then, the high percentage from auditory style's table was 39% on coloumn seldom. For further, the high percentage from kinesthetic style's table was 56% on coloumn seldom. It was mean that learning style only give a bit contribution to vocabulary mastery. It could be concluded that all tables of type of learning style the high percentages was on coloum seldom.

SIMPULAN DAN SARAN
A. Conclusions

Based on the finding of the research, this research was focused on correlation betwen students' learning styles and their vocabulary mastery at the first year of English department of UMMY Solok registered in 2019/2020 academic year. There were three types of learning styles that used by students' vocabulary mastery, they were: visual, auditory, and kinesthetic. Finally, the main findings of this research were concluded as followed: First ,Students' types of visual style was poor with high percentage about 33% on coloum sometimes. Second ,Students' types of auditory style was poor with high percentage about 39,5% on coloum sometimes. Third ,Students' types of kinesthetic style was average with high percentage about 56% on coloum sometimes. Fourth ,Students' vocabulary mastery was 74,65 (good). Fifth, The correlation between visual style and vocabulary mastery was very weak and the contribution was about 0%. Sixth, The correlation between auditory style and vocabulary mastery was moderate and the contribution of auditory was about 34%.Seventh,The correlation between kinesthetic style and vocabulary mastery was very weak and the contribution was about 3%.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestions. The suggestions related to learning styles thatused by students' vocabulary mastery as follow:

1. The the learning styles that used by students' vocabulary mastery which are revealed in this research are advisable to be used by the students of English Department who are struggling in vocabulary mastery.

2. To other researchers are expected to use this research and other related sources to add their knowledge about learning styles.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasiawalkelokasipenelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasihasilpenelitian											√	
9	Pelaporanhasilpenelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran

1. Honor				
Honor	**Honor/Jam (Rp)**	**Waktu (jam/minggu)**	**Minggu**	**Honor per Tahun/ 12 bulan (Rp.)**
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	65,000	2	1	130,000
Analisis Data	150,000	3	1	450,000
		Sub Total (Rp.)		**780,000**

2. Peralatan Penunjang				
Material	**Justifikasi Pemakaian**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun**
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	7	35,000	245,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				**1,445,000**

3. Bahan Habis Pakai				
Material	**Justifikasi Pemakaian**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun**
Kertas HVS	Print laporan penelitian, instrument penelitian	1	55,000	55,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	30,000	30,000
Penghapus	instrument penelitian	1	5,000	5,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000
Buku folio	Catatan lapangan penelitian	3	20,000	60,000

Pen Correction (Tipe X)	Catatan lapangan penelitian	1	5,000	5,000
Bulpoint	Catatan lapangan penelitian	48	3,000	144,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				**1,625,000**

4. Perjalanan

Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	2	50,000	100,000
Jumlah				**250,000**

5. Lain-lain

Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				**400,000**
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				**4,500,000**

Lampiran 2 Instrument Penelitian

KUESIONER

Lembaran ini merupakan kuesioner penelitian tentang gaya belajar **learning styles** dalam matakuliah **vocabulary** (ING110102) jurusan pendidikan bahasa inggris UMMY Solok.

A. Instruksi Umum

Kuesioner ini dibuat untuk mengumpulkan informasi tentang gaya belajar yang digunakan oleh mahasiswa dalam matakuliah **vocabulary**. Anda akan mendapatkan pertanyaan terkait gaya belajar yang telah kamu gunakan selama belajar **vocabulary**.

Hasil penelitian tidak akan mempengaruhi nilai, sehingga anda diharapkan untuk menjawab pertanyaan berdasarkan apa yang telah anda alami selama belajar **vocabulary**.

Jadi, hasil penelitian ini diharapkan bisa bermanfaat untuk masa yang akan datang.

B. Petunjuk

1. Berikanlah respon pada tiap pernyataan berdasarkan kenyataan yang pernah anda alami dalam perkuliahan **vocabulary**.

2. Bacalah masing-masing pernyataan dengan seksama dan beri tanda ceklis (√) pada kolom yang disediakan.

3. Kerjakan secepat dan sebaik mungkin, anda akan diberi waktu 30 menit untuk mengerjakan kuesioner ini.

NAMA :

NPM   :

No	Pernyataan	Selalu	Sering	Kadang-kadang	Jarang	Tidak pernah
1	Untuk mengingat sebuah kosakata benda, saya perlu melihat objek atau gambarnya langsung					
2	Saya bisa mengingat kosakata tentang nama negara dengan					

	mendengarnya saja tanpa harus melihat bendera kenegaraan					
3	Ketika belajar vocabulary, saya suka praktek (berdialog) dari pada belajar teori panjang lebar					
4	Saya senang berbicara dan akan angkat tangan ketika guru bertanya atau meminta untuk menyebutkan kosakata					
5	Ketika membaca catatan vocabulary, saya suka membaca dengan mengeluarkan suara dan mendengarkannya langsung					
6	Saya bisa mengeja suatu kosakata dalam bahasa inggris dengan mudah					
7	Ketika diberi tugas dalam belajar vocabulary saya tidak perlu diperintah untuk mengerjakannya					
8	Untuk membaca atau mengulang kembali pelajaran tentang vocabulary, saya suka dibacakan dari pada membaca sendiri					
9	Ketika belajar kelompok/diskusi, saya lebih senang jadi speaker dan menjelaskan hasil diskusi didalam belajar vocabulary					
10	Saya suka membuat gambar, simbol atau initial tentang pelajaran vocabulary dibuku catatan saya					
11	Saya suka berpakaian rapi kalau ke kampus termasuk pada mata kuliah vocabulary					
12	Ketika menghafal kosakata, saya suka berjalan-jalan dan menggerakkan tangan atau jari saya					
13	Saya menggaris bawahi dan menggunakan pena berwarna pada bagian-bagian yang saya rasa penting ketika belajar vocabulary					
14	Untuk belajar vocabulary saya suka belajar diluar ruangan (outdoor) dari pada didalam ruangan (indoor)					
15	saya bisa mendeskripsikan suatu benda dalam bentuk tulisan tapi susah untuk menjelaskannya secara langsung					
16	Saya senang merekam kosakata baru dan mendengarkannya berulang-					

No						
	ulang					
17	Saya lebih cepat mengingat pelajaran jika guru menggunakan gambar, diagram atau tabel ketika belajar vocabulary					
18	Saya bisa membaca buku vocabulary atau catatan saya dengan sangat jelas dan lancar tanpa terbata-bata					
19	Ketika guru menyampaikan materi tentang vocabulary penting bagi saya melihat bagaimana cara dia menyampaikan dari pada cuma mendengar suaranya saja					
20	Ketika mendengar musik saya suka mengulang/meniru kosakata dari lirik yang saya dengar					
21	Saya akan merasa gelisah dan tidak nyaman jika terlalu lama didalam kelas ketika belajar vocabulary					
22	Saya tipe orang yang berbicara cepat dengan dosen atau teman-teman ketika belajar termasuk dalam belajar vocabulary					
23	Saya sangat senang jika dosen mencontoh kan pelajaran tentang vocabulary secara langsung dan saya diberi kesempatan untuk mencoba					
24	Ketika belajar vocabulary saya tidak suka mengerjakan tugas step by step kemudian berhenti tapi saya akan menyelesaikan semuanya meskipun salah					
25	Ketika saya mencoba untuk mengingat suatu/beberapa kosakata, saya akan menggerak-gerakkan tangan dan akan mengeluarkan kata seperti "uhm-bha-chh,etc..."					
26	Untuk menambah vocabulary saya akan lebih ingat jika seseorang membacakannya untuk saya dari pada saya membaca sendiri					
27	Saya suka membaca dan menghafal buku catatan vocabulary saya					
28	Ketika belajar vocabulary saya lebih suka beraktifitas dari pada berbicara atau mendengarkan dosen/teman saya berbicara					

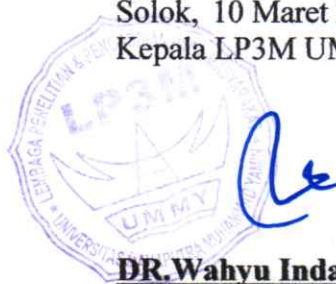| 29	Mata saya cepat merasa lelah dan mudah mengantuk ketika mempelajari banyak vocabulary					
30	Saya lambat dalam berbicara termasuk berbicara kepada dosen yang mengajar vocabulary					

Surat Tugas
No. 03·10/ST-P/LP3M-UMMY/III-2020

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama	: **Fitri Handayani, S.Pd., M.Pd.**
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Pangkat/Golongan Ruang	: Lektor
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **"An Analysis of Students' Learning Style on Mastering English Vocabulary at First Year of English Depatyment UMMY Solok on 2019/2020 Academic Year"**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 10 Maret 2020
Kepala LP3M UMMY

DR.Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402