CHAPTER I
INTRODUCTION

A. The Background of the Study

Learning is a process of interaction to the all situation around the individual environment. It can be also called as process of guidance to the objectives and doing through experiences, those are seeing, observing, and comprehending about something (Rusman, 2011). Learning is a process to acquire knowledge, skill, behavior, attitude, or values through experience, study, or education which cause a change that can be measured by brain as been called memory (Jensen & Nickelsen, 2011: 8).

In learning someone has tendency to have one favour style, it calls learning style (DePorter & Henarcki, 1992). Fleming (2001) defines learning style as an individual's characteristics and preferred ways of gathering, organizing, and thinking about information. There are VARK model to investigate students learning style. VARK is in the category of instructional preference because it deals with perceptual modes. VARK stands for Visual (V), Aural (A), Read/ Write (R) and Kinesthetic (K).

Identify learning styles is also important toward in learning process. Recently a new thought comes up, that is teaching must be taken care of student's learning styles. If a student's learning style is known automatically the teacher can determine appropriate teaching strategies based on students' learning style. Each student has his/her own preferred ways in learning. The students bring their unique learning style into classroom. But teacher rarely teaches their students

based on the learning style of their students in the classroom. Different preferences, tendencies, and ways among students in learning show that students have their own learning style types which also influence their learning result.

When students know their learning style definitely the learning process will consistently. Teacher as guide of their students take responsibility for their learning here are the main character of the learning process. They try to solve the problems and identify their unique preferences in learning styles. Those people will identify their aims, unlike those whose learning style preferences are not identified. They know how and what they need to learn. Students have their own way and technique to comprehend the knowledge and information. They choose and decide the best way to process the information in order it can be easy to learn. Learning style is the way and technique that they use to learn information and knowledge. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like (DePorter, 1999).

Learning styles also needs in studying vocabulary. Because, the learning style can make the students know their way to learn. In learning language, one of components to master English is vocabulary. Because, vocabulary is basic skill of students in learn English language. It usually serves as useful and fundamental tool for communicating and acquiring knowledge.

There are two kinds of vocabulary, productive and receptive vocabulary (Scrivener, 1994). Productive is produced by student or learner within appropriate context and match the intended of meaning and receptive is degrees particular words may be parts of productive vocabulary. Enriched vocabulary will make the

student and learner is easy to speak, communicate, understand the information, and share it to the others, like classmate, friend, teacher, or even stranger.

Vocabulary is important but students still have any difficulties in mastering vocabulary in SMP Swasta Budisatrya Medan. It observed by interview the English teachers and 10 students in the eighth grade students of SMP. The students said that they do not understand about Visual, Aural, Read/ Write, and Kinesthetic (VARK) learning style truly. Based on English teacher experience in teaching English in the school said that the students do not know what is the type of their learning style. Then, the teachers also do not apply learning style when teaching English.

Based on the researcher observation in the school many students consider learning vocabulary is a tedious job. They tried to list the words and memorize them but the results are they couldn't do it well. They blamed themselves have a less memory, they also said that many words in English are complex so it was not easy for them.

It is observed that the problem at eighth grade of students in SMP Swasta Budisatrya Medan in studying vocabulary is influenced by several factors. The Students have difficulties to remember the word. Then, teachers do not identify their students' learning styles such as Visual, Aural, Read/ Write and Kinesthetic (VARK) learning style toward the students.

It was found that the teacher just asked the students to memorize the list word and finding the meaning. The teachers don't know the how to make the

students easier in studying vocabulary. The reality is the teachers feel so hard to teach their students based on the learning style.

There are so many things should be prepared such as, the material that appropriate with students' learning styles, the way how she/he applies the material and how to be a good entertainer to their students to provide the material. Whereas if the teachers identify the learning styles of their students exactly the teachers will find the right method to provide the materials for students to learn vocabulary.

Based on factors that are mentioned above the researcher found the biggest problem. They are to know the type of students' learning style and how the learning style applied in studying vocabulary. It is necessary to investigate the learning styles at the eighth grade students in SMP Swasta Budisatrya Medan based on Visual, Aural, and Read/ Write and Kinesthetic (VARK) learning styles, especially in studying vocabulary.

So, from the explanation about learning style the reseacher decided to use Fleming VARK model. The VARK model is appropiate for analyzing the students' learning style in studying vocabulary.

B. The Problems of the Study

In order to focus on the research, the inquiry would be guided by the following questions about:

1. What is the type of students learning style in studying vocabulary at the eighth grade students at SMP Swasta Budisatrya Medan?

2. How is the VARK learning style applied in studying vocabulary at the eighth grade students at SMP Swasta Budisatrya Medan?

C. The Objectives of the Study

This study therefore has the following objectives:

1. To investigate what is the type of students learning style in studying vocabulary at the eighth grade students at SMP Swasta Budisatrya Medan.

2. To analyze how is the VARK learning style applied in studying vocabulary at the eighth grade students at SMP Swasta Budisatrya Medan.
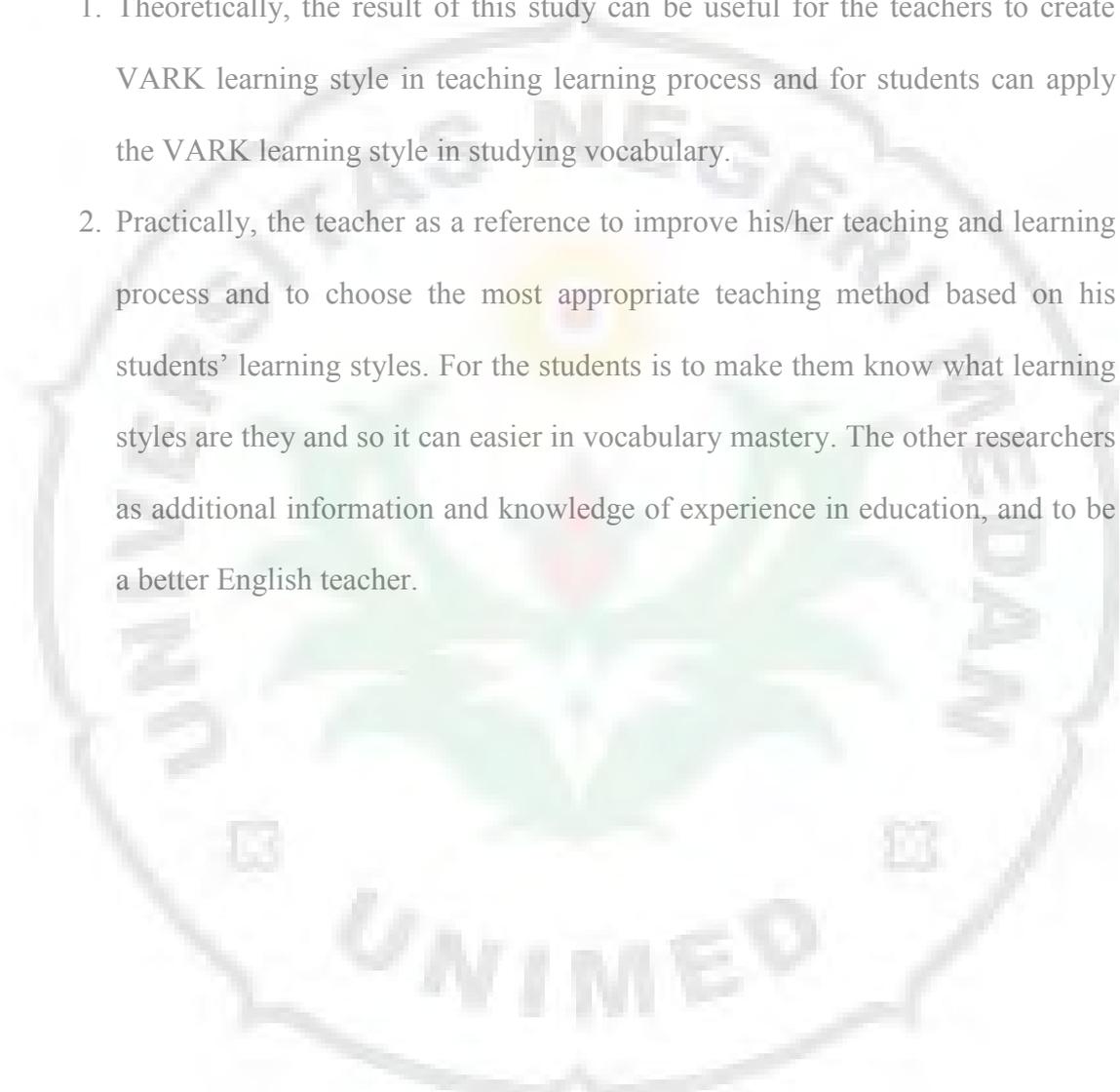
D. The Scope of the Study

It is necessary to limit any kind of study. This research only focuses on students' learning style. This study will analyze how the students' learning style applied in studying vocabulary especially in memorizing vocabulary at the eighth grade at SMP Swasta Budisatrya Medan. In this study use VARK learning style by Fleming (2001). It is Visual, Aural, Read/ Write and Kinesthetic (VARK) learning styles. The students who will observe in this research are all of the students in one class of the eighth grade students at SMP Swasta Budisatrya Medan.

E. The Significance of the Study

The findings of this study are expected to be useful theoretical and practical perspectives:

1. Theoretically, the result of this study can be useful for the teachers to create VARK learning style in teaching learning process and for students can apply the VARK learning style in studying vocabulary.

2. Practically, the teacher as a reference to improve his/her teaching and learning process and to choose the most appropriate teaching method based on his students' learning styles. For the students is to make them know what learning styles are they and so it can easier in vocabulary mastery. The other researchers as additional information and knowledge of experience in education, and to be a better English teacher.