

## ABSTRACT

Yulidar: Registration Number: 082188310030

**The Effect of Learning Strategies and Learning Styles on Students' Achievement in Vocabulary.** A Thesis. English Applied Linguistics Study Program, State University of Medan. 2010.

The objectives of this study are to investigate whether: (1) Students' achievement in vocabulary taught by using Keyword Method learning strategy is higher than students' achievement in vocabulary taught by using Mind Map learning strategy, (2) there is different students' achievement in vocabulary between students who have visual and auditory learning styles and (3) there is significant interaction between students' learning strategies and learning styles on students' achievement in vocabulary. It was an experimental research with the population of students of State Senior High School (Sekolah Menengah Atas Negeri: SMAN) 16 Medan of Grade XI, Natural Science (Ilmu Pengetahuan Alam: IPA). Based on Cluster Random Sampling technique, two classes were chosen, namely IPA<sub>1</sub> and IPA<sub>2</sub>. the data were analyzed using Two-way ANOVA with 2 x 2 factorial design. Students' learning style was measured using Personal Learning Style Inventory (Wyman, 1996). Students' achievement in vocabulary was measured using 50 multiple choice items with 4 options and the reliability 0.90 based on Kuder-Richardson's Formula 20 (Arikunto, 2008). The result reveals that (1) Keyword Method and Mind Map significantly affect students' achievement in vocabulary ( $F_{\text{observed}} = 4.43 > F_{\text{table}} = 3.96$ ). students' achievement in vocabulary taught by using Keyword Method is higher than students' achievement in vocabulary taught by using Mind Map (72.25 > 70.03), (2) visual and auditory learning styles significantly affect students' achievement in vocabulary ( $F_{\text{observed}} = 11.10 > F_{\text{table}} = 3.96$ ). Visual students have higher achievement in vocabulary than auditory students (72.61 > 68.81) and (3) There is significant interaction between learning strategy and learning style on students' achievement in vocabulary ( $F_{\text{observed}} = 23.97 > F_{\text{table}} = 3.96$ ). Analysis using Scheffee-test reveals that visual and auditory students have higher achievement if they are taught by using Keyword Method while Mind Map is more effective for visual students. Thus, it can be concluded that the application of learning strategy and the understanding of students' learning styles affect students' achievement in vocabulary.