

**THE CORRELATION AMONG STUDENTS' LEARNING STYLES AND
STUDENTS' MOTIVATION IN LEARNING ENGLISH WITH THEIR
VOCABULARY MASTERY AT THE THIRD SEMESTER
ENGLISH EDUCATION PROGRAM OF THE STATE
ISLAMIC INSTITUTE OF KERINCI
THE ACADEMIC YEAR 2022/2023**

THESIS



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**ENGLISH EDUCATION PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF KERINCI
2023M / 1444 H**

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THESIS

*Submitted as a Partial Fulfillment of the Requirements for
Undergraduate Degree at English Educational Program*

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Sungai Penuh, February 2023

To
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In
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Assalamu'alaikum Warahmatullah Wabarakatuh

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Researcher hereby declare that the thesis entitled, **“The Correlation Among Students' Learning Styles and Students' Motivation in Learning English with Their Vocabulary Mastery at the Third Semester English education program of the state Islamic institute of Kerinci academic year 2022/2023”** is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, except where due acknowledgment is made in this thesis. Any contribution made to the researcher by others, with whom researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

This is to certify, that the researcher paper submitted by researcher is an outcome of my independent and original work. Researcher has duly acknowledged all the sources from which the ideas and extracts have been taken. The project is free from any plagiarism and has not been submitted elsewhere for publication.

Sungai Penuh, February 2023
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ABSTRAK

Retna, Okgia Gamara. 2023. Hubungan antara Gaya Belajar Siswa dan Motivasi Siswa dalam Belajar Bahasa Inggris dengan Penguasaan Vocabulary pada Semester III Program Pendidikan Bahasa Inggris Institut Agama Islam Negeri Kerinci Tahun Pelajaran 2022/2023. Skripsi Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Negeri Kerinci(I) Dr. Daflizar, S.Pd., M.A, (II) Musdizal, M.Pd

Tujuan dari penelitian ini adalah untuk menganalisis hubungan antara gaya belajar dan motivasi siswa dalam belajar bahasa Inggris dengan penguasaan kosa kata mereka pada semester ketiga Program Pendidikan Bahasa Inggris Institut Agama Islam Negeri Kerinci tahun ajaran 2022/2023. Jenis penelitian ini adalah kuantitatif, populasi dalam penelitian ini adalah mahasiswa semester 3 Bahasa Inggris IAIN Kerinci. Sampel dalam penelitian ini adalah 32 siswa yang ditentukan dengan teknik total sampling. Data gaya belajar dikumpulkan dengan angket dalam skala Gutman, dan motivasi dengan skala Likert, dan kosa kata dengan tes. Data dianalisis dengan menggunakan SPSS 26 dengan Uji Korelasi Spearman dan Regresi. Hasil penelitian menunjukkan bahwa: 1) Jenis gaya belajar yang dominan adalah gaya belajar Visual Auditory Kinestetik (VAK) yang digunakan oleh 86,25% mahasiswa semester tiga Program Pendidikan Bahasa Inggris IAIN Kerinci; 2) Motivasi belajar mahasiswa semester tiga sebesar 72,73 termasuk dalam kriteria tinggi; 3) Siswa memiliki penguasaan kosa kata sangat baik, dibuktikan dengan nilai rata-rata penguasaan kosa kata 80 termasuk dalam kualitas penilaian sangat baik dengan kriteria A; 4) Terdapat korelasi yang tinggi antara gaya belajar siswa terhadap penguasaan kosa kata siswa, dibuktikan dengan nilai sig. (2-tailed) $X1$ adalah $0,029 < 0,05$. Koefisien korelasi adalah 0,687,5; 5) Terdapat hubungan yang sangat tinggi antara gaya belajar siswa dengan penguasaan kosa kata siswa dibuktikan dengan nilai sig. (2-tailed) $X2$ adalah $0,045 < 0,05$. Korelasinya adalah 0,864. Selanjutnya, 6) Ada korelasi yang tinggi antara motivasi siswa dalam belajar bahasa Inggris dengan penguasaan kosa kata siswa pada semester ketiga Program Pendidikan Bahasa Inggris Institut Agama Islam Negeri Kerinci Tahun Pelajaran 2022/2023, dibuktikan dengan nilai sig. (2-tailed) $X3$ adalah $0,029 < 0,05$. artinya jika gaya belajar yang dipilih dengan tepat pada semester ketiga IAIN Kerinci tahun ajaran 2022/2023 Program Pendidikan Bahasa Inggris akan meningkatkan penguasaan kosakata siswa sebesar 0,687

Kata Kunci: Gaya Belajar Siswa, Motivasi Siswa, Penguasaan Kosakata.

ABSTRACT

Retna, Okgia Gamara. 2023. The Correlation Among Students' Learning Styles and Students' Motivation in Learning English with Their Vocabulary Mastery at the Third Semester English education program of the state Islamic institute of Kerinci academic year 2022/2023. Thesis of English Education Program State Islamic Institute of Kerinci. (I) Dr. Daflizar, S.Pd., M.A, (II) Musdizal, M.Pd

The purpose of this research was to analyze the correlation between students' learning styles and motivation in learning English and their vocabulary mastery in the third semester of the English Education Program at the State Islamic Institute of Kerinci in the academic year 2022-2023. The kind of research was quantitative, and the population in this study was 3rd-semester of English Department students at IAIN Kerinci. The sample in this study was 32 students, as determined by the total sampling technique. Data on learning styles were collected by a questionnaire on the Gutman scale, motivation by the Likert scale, and vocabulary by a test. The data was analyzed using SPSS 26 with the Spearman correlation test and regression. The results showed that students: 1) the dominant type of learning style used was the Visual Auditory Kinesthetic (VAK) learning style, and it was used by 86.25% of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci; 2) the third-semester students' motivation was 72.73, which includes high criteria; 3) the students have very good vocabulary mastery, as proved by the average score of 80, which includes very good rating quality with the criteria of A; 4) There was a high correlation between the student's learning style and their vocabulary mastery, as proved by the value of sig. (2-tailed) X_1 is 0.029 0,05. The coefficient of correlation is 0.687.5; 5) There was a very high correlation between students' learning styles and their vocabulary mastery, as proved by the value of sig. (2-tailed) X_2 of 0.045 0,05. The correlation was 0.864. Next, 6) There was a high correlation between students' motivation in learning English and the students' vocabulary mastery in the third semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023, as proved by the value of sig. (2-tailed) X_3 of 0.029 0,05. It means that if the learning style is chosen correctly by the third semester of the State Islamic Institute of Kerinci's academic year 2022-2023 English Educational Program, it will increase students' vocabulary mastery by 0.687.

Keyterms: Students' Learning Style, Students' Motivation, Vocabulary Mastery.

DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis to my beloved father Muhardi Aret, my beloved mother Herlinawati, and also my younger brother Tegar Fadhillah Sutra, who always prayed, motivated, and poured out infinite love and affection so that the researcher was always eager to complete her education at IAIN Kerinci. Finally, may Allah SWT bless me with knowledge that can be useful for religion, country, and nation. My deepest gratitude to my family for their continuous support and motivation.

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Meaning: (1) Proclaim! (or read) in the name of thy Lord and Cherisher, Who Created, (2) Created man, out of a (mere) clot of congealed blood: (3) Proclaim! And thy Lord is Most Bountiful, (4) He Who taught (the use of) the pen, (5) Taught man that which he knew not.

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أَمَّا بَعْدُ. وَاصْحَابِهِ أَجْمَعِينَ

All praise and gratitude be to Allah, giving praise and mercy upon all creatures in the earth, blessing salutation be upon to our prophet Muhammad SAW, that has brought us from nature's darkness to the light of nature lit as we feel at the moment and as a rule of life of mankind in living life in nature that this mortal.

This thesis, entitled “The Correlation Among Students' Learning Styles and Students' Motivation in Learning English with Their Vocabulary Mastery at the Third Semester English education program of the State Islamic Institute of Kerinci academic year 2022/2023” is intended to fulfill the requirement for achieving the degree Strata 1 at English department of education and teacher training faculty of IAIN Kerinci. This thesis will not be complete yet without any contributions, motivation, and supports from many people. So, the researcher would like to express many thanks to:

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The researcher realizes that this thesis is still so far from perfect. However, the researcher has expectation that this thesis would be useful for everyone who want to study further about explicit instruction. Constructive criticism and suggestion expected from the readers. Hopefully it can be useful for the reader, especially for the English Department students.

At last, the researcher prays to Allah SWT, may this thesis would be useful and my God bless us. Aamiin.

Sungai Penuh, February 2023
The Researcher

OKGIA GAMARA RETNA
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CHAPTER I

INTRODUCTION

A. Background of the Research

Vocabulary is one of the language aspects, and it is an essential component of language as a communication tool and needs to be mastered by the People. According to (Barcroft, 2015) vocabulary refers to a list or set of words that Individual speaker of a language might use. Everyone can convey their thoughts, ideas, and feelings through words. Therefore, people with an extensive vocabulary can better communicate their opinions, ideas, and emotions (Henriksen, 2008). In studying a foreign language, vocabulary is basic information and valuable words that students consistently use. Without acquired vocabulary, students have restricted listening, reading, speaking, and writing skills. Therefore, teaching and learning English should prioritize vocabulary.

Vocabulary, is crucial to all aspects of a learner's linguistic development, including their ability to comprehend what they read, write, and hear (Biemiller, 2012). Nowadays, students get new vocabulary through two learning strategies they are; conventional and visual strategies. Traditional is the simple strategy that teachers use in teaching vocabulary. For example, the teacher introduces the students to a new word and gives the meaning. From the conventional method, students' learning process is always in the class. Whereas the visual strategies, students can learn about vocabulary anywhere and anytime. Visual methods include playing games, watching movies, and

listening to music (Al-Khresheh & Al-Ruwaili, 2020)

Given the relevance of acquiring English vocabulary through the learning styles is needed by students. (Hamalik, 2004) stated there are several elements in learning process, such as: learning motivation, learning material, learning equipment/ aids, learning environment, and learning conditions. Therefore, students must know what Students must know their preferred learning style. Learning styles are a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like (Pritchard, 2009:41). Learning Style includes the implementation of philosophy; it contains evidence of beliefs about values related to and attitudes toward all the elements of the teaching-learning exchange (Dunn and Burke, 2005:40).

Moreover, (Schmitt & Rodgers, 2018) states learning style into three part, they are visual style, auditory style, kinesthetic style, and audio visual style. Each student has their own learning style. They use their learning style type to enhance their knowledge and skills in English learning process. They learn through seeing, hearing, or doing something. They do some learning activities in classroom which relate with their learning style, like making a group discussion, grouping for dialogue, and watching video or movie. In this case, students' learning style types help teachers to develop their classroom activity. The teacher can improve a good learning environment; challenging and exciting include deciding appropriate technique, strategy, or learning

styles for processing learning materials to 5 overcome students' different learning style in English learning process.

Another essential part of learning English is getting students excited about it. If students aren't motivated, it will be hard for them to participate in activities that help them learn English. (Pajares, 2001) says that motivation is essential for making progress in reading and math. Students' lack of interest in reading can be seen in how much they pay attention when being taught. The students don't pay attention when the teacher explains the lesson in front of the class. Moreover, Motivation is the process of students conducting activities based on their goals and to keep them on straight away (Pintrich, 2014). Therefore, motivation is classified into two forms: intrinsic Motivation and Extrinsic Motivation. Based on the definition, Motivation is the primary factor in learning English, but Motivation itself is also influenced by other things, such as Learning Style.

Based on preliminary interview about learning styles preferences to some students of Third Semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023, on 13 September 2022, some of them have different learning style. Student "D" states that she prefers learning English by using you tube, and student "W" states that she prefer learning English by listening English song MP3 and students' "H" like study English by game activity in Class. Those mean that students of Third Semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023 have different learning style.

Furthermore, the observation also finds that some students in the third semester of the English Educational Program get difficulty translating text because lack of vocabulary, and it is undeniable that there are still students who have quite a lot of English Vocabulary, so they don't have problems translating text. Moreover, some student look is not motivated in learning activities. It can be seen in students who ignore the lecture material and are busy with activities such as doodling on paper or talking to their classmates.

The phenomena and problems that the Researcher found above become very interesting to study and examine their relationship to one another in the title: "The Correlation Among students' learning styles and students' Motivation in Learning English with Their Vocabulary Mastery at the Third Semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023".

B. Identification of the Problems

Based on the background of the problems above, there were some problems that the Researcher found as the following:

1. Students of Third Semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023 have different learning style.
2. Some students in the third semester of the English Education Program have difficulty translating text because of lack of vocabulary, and it is undeniable that there are still students who have quite a lot of English Vocabulary, so they don't have problems translating text.

3. Some student look is not motivated in learning activities, and it can be seen in students who ignore the lecture material and are busy with their activities, such as doodling on paper or talking to their classmates.

C. Limitation of the Problem

The research was limited to analyze the correlation among students' learning styles and students' motivation in learning English with their vocabulary mastery in the Third Semester English Education Programme of the State Islamic Institute of Kerinci Academic Year 2022/2023.

D. Research Questions

Based on the background of the problem and the limitations of the problem, it can be formulated a research question as follows:

1. What are the dominant types of learning styles employed by the third-semester students of the English Education Program of the State Islamic Institute of Kerinci?
2. How is the motivation of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci in learning English?
3. How is the vocabulary mastery of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci?
4. Is there any correlation between students' learning styles with their vocabulary mastery in the third semester of English Education Program of the State Islamic Institute of Kerinci the Academic Year 2022/2023?

5. Is there any correlation between students' motivation in learning English with students' vocabulary mastery in the third semester of English Education Program of the State Islamic Institute of Kerinci the Academic Year 2022/2023?
6. Is there any correlation among students' learning styles and students' motivation in learning English with students' vocabulary mastery in the third semester of English Education Program of the State Islamic Institute of Kerinci the Academic Year 2022/2023?

E. The objective of the Research

Based on the research question, the objective of the Research can be formulated as following:

1. To describe the types of learning styles employed by the third-semester students of the English Education Program of the State Islamic Institute of Kerinci.
2. To describe the motivation of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci in learning English.
3. To know the vocabulary mastery of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci.
4. To analyze the correlation between students' learning styles with their vocabulary mastery in the third semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023?
5. To analyze the correlation between students' motivation in learning

English with students' vocabulary mastery in the third semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023.

6. To analyze the correlation Between students' learning styles and students' motivation in learning English with students' vocabulary mastery in the third semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023.

F. The Significance of the Research

The significance of this Research was as follows:

1. Theoretical Benefits

The results of this study are expected to provide new knowledge about the correlation among students' learning styles and Students' Motivation in Learning English with Their Vocabulary Mastery. Thus, it is hoped that the results of this study are expected to provide information for teachers and students regarding their learning styles, their motivation and their mastery of English vocabulary.

2. Practical Benefits

- a. For students, students will know the learning style that is suitable for them, so that they can motivate them in learning English.
- b. For lecturers, the results of this study provide information about students' vocabulary mastery; and learning styles in teaching English, so that lecturers can consider teaching methods that are suitable for teaching styles and materials that are relevant to students'

vocabulary mastery.

- c. For Other Researchers, this study is expected to be additional information for further researchers who will examine the correlation between students' learning styles and students' motivation in learning English with students' vocabulary mastery.

G. The Definition of the Terms

1. Learning Style

Learning Style includes the implementation of philosophy; it contains evidence of beliefs about values related to and attitudes toward all the elements of the teaching-learning exchange (Dunn et al., 2005).

2. Motivation

Motivation is the power or energy that can provide impetus to carry out the desired activities with principles and objectives (Pintrich, 2014)

3. Vocabulary

Vocabulary refers to a list or set of words that Individual speaker of a language might use (Brown, 2001)

H. Hypothesis

The hypothesis of the Research is formulated as follows:

1. H1 There is a correlation between the students' learning style and students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci academic year 2022/2023.

H0 There is no correlation between the students' Learning Style and students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci academic year 2022/2023.

2. H2 There is a correlation between students' Motivation in learning English and students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci academic year 2022/2023.

H0 There is no correlation between the students' learning style and students' Motivation in learning English and students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci academic year 2022/2023.

3. Ha There is a correlation among students' learning style and students' Motivation in learning English with students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci academic year 2022/2023.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. Learning

a. Definition of Learning

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. People learn cognitive, linguistic, motor, and social skills, and these can take many forms. Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience (Pintrich, 2014)

According to (Suhaimi et al., 2020), learning is a combination of materials, amenities, equipment, and procedures that influence each other. Human involved in the learning system that consist of students, teacher, and others such as materials, facility, equipment, and procedure. All of these included in the human learning process. Learning also means something of which we all have an understanding and in which we have all participated (Dunn et al., 2005). Learning as a conscious process of rule internalization which result either from overt teaching or a self-study of linguistic rules.

From definition above, it can be concluded that learning is every process in individual environment which influence individual behavior changing.

b. The Characteristic of Learning

Learning refers to change in the subject's behavior in certain situation

causes of his repeated experiences and that behavior changes cannot be explained on the basis of the tendency for innate response, maturity, or subject condition.

Learning is different from maturity Growth is the main circuit as behavior modifier. When the associations of behavior mature properly without the effect of the exercise, it is said that the development is due to maturity and not for learning. If the procedure is not rapidly changing practice behavior, it means that the procedure is not an important cause and the changes cannot be classified as learning. For example, the child has the maturity to talk which is caused by influence of the surrounding community conversation then he/she can talk in time.

Learning is different from physical and mental changes Behavioral changes can also occur which is caused by the occurrence of physical and mental changes for committing an act that repeatedly and cause the body to be tired or fatigued. Learning outcome relatively remained Learning happens in the form of training and experience. The resulting behavior is settled and in accordance with its intended purpose. Behavior in the form of real can be observed. Such a person does not know something that needs to be done, but also committed itself is real

c. **The Elements of Learning**

Learning is complex process. Learning can be observe based on the behavior changes that produced by learning process. (Hamalik, 2004) states there are several elements in learning process, there are:

1) Learner's motivation

Motivation is the encouragement that causes a specific action. Learning action occurs because of the motivation that drives a person to do something to learn. Encouragement can appear from the learner or student him/herself which are the resources from certain requirements who want to get satisfaction, or impulse that arises from stimulus from the outside so that the learner student do to learn. The motivation that appears from the needs of the learner or student him/herself (internal motivation) is considered better than the motivation that arises from external stimulus. But in practice often motivation from within does not exist or has not appeared so this situation requires external stimuli that appear as motivation to learn.

2) Learning materials

Learning materials are an important learning element that gets the attention of the teacher and students. Students with learning materials can learn the things necessary in order to achieve the learning objective. Therefore, the determination of learning materials should be based on the objectives to be achieved, in this case, the results are to be achieved, for example in the form of knowledge, skills, attitudes, and experiences of others.

3) Learning equipment

Learning equipment/aids are the tools that can be used to help the

learner or student to learn so that learning becomes more efficient and effective. With the help of various tools, the learning will be more interesting, concrete, and easy to understand, save time, and have more meaningful learning outcomes. Learning equipment or aids are also called learning media. For example in the form of printed materials, the tools that can be seen (visual media), a tool that can be heard (audio media), and tools that can be heard and seen (audio-visual aids), as well as community or society resources that can be experienced directly.

4) Learning environment

The learning environment is very important for learning. A fun environment can improve learning activity, while a disordered situation, crowded, uncomfortable, and a lot of disturbance will not support effective learning activities. Those students and teachers must always create a good learning environment and fun, challenging, and exciting including deciding appropriate techniques strategies, or learning styles for processing learning materials. It means that the learning environment also determines the motivations, activities, and success of student learning. Based on the explanation above can conclude that learning element include motivation, teaching materials, equipment, and learning environment. In order for learning to be carried out properly, all elements of the learning must be available

2. Learning Styles

a. Definition of Learning Style

Dunn and Burke (Dunn et al., 2005) stated that learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information. Meanwhile (Pritchard, 2009) was defined learning style as a particular way in which an individual learns; a mode of learning – an individual's preferred or best manner(s) in which to think, process information and demonstrate learning; an individual's preferred means of acquiring knowledge and skills; or Habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning that an individual displays.

Learning style is all students respond to various stimuli (such as picture, sound, music, movement, etc.) but for most of them, is more powerful than the others in enabling them to learn and remember what they have learnt (Harmer, 2007a). Moreover, learning style is a method of personal choice to perceive and process information. Each people have an exactly method for their self when they understand information or different ways used by individuals to process and organize information or to respond to environmental stimuli refer to their learning style (Li & Studies, 2022).

Based on the definitions above, it can be concluded that learning style is students preferred way to get, absorb and process the information about learning material in the learning process.

b. Kinds of Learning Style

According to (Dunn et al., 2005), there are three kinds of learning styles they are:

1. Visual style (visual learner)

Visual learners learn through seeing. 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. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information objects and have a tendency to look upwards when thinking or recalling information (Dunn et al., 2005).

Some ways that often used for visual learner to process the information are by recording, allocating, calculating, simplifying, describing, proving, preparing, evaluating, rewriting, drawing a picture, making mind map, making a note, and using graphics organizer. Those help students to gain more knowledge. There are some characteristics of visual style, as follow; they respond to using visual media, such as picture, film, video, diagram, etc. visual learners have a desire to teacher so the student can see the teacher's body language. They write down the materials and asking hand-outs. They prefer write a story and drawing then listening. They memorize by seeing and they are easy to learn material if there is a picture.

There are also some strategies to facilitate the visual learners, as follows; using visual material such as pictures, diagrams, maps, flash cards, graph etc. in learning process. Guide students to read the books. Guide students to illustrate or draw their ideas into pictures (Daniels, 2020)

2. Auditory style

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussing, teaching, interviewing, hearing stories and audio tapes, etc. These individuals will be more likely to record lectures so that they can replay them at a later time for study purposes. Rather than written reports, auditory learners tend to do better on oral presentations and reports (Dunn et al., 2005).

Some ways that auditory learners can practice information include reading information aloud, listening to voice recordings, discussing with friends or learning groups, recording arguments or statements, conducting interviews, teaching others, and debating with others. Additionally, auditory learners benefit from verbal instructions from teachers or instructors. Characteristics of auditory learners include participating in discussions or debates in class, enjoying speaking and presenting information, reading text aloud, creating songs to aid in learning, telling stories, and easily learning material through repetition. They also often whisper to themselves while reading (Mcclincy, 2010).

There are some strategies to facilitate the auditory learners as follows; invite students to join discussion in the class. Ask students to do presentation in front of the class. Using song in learning process. Let the student record the materials. Kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. This means that they learn best

through moving, doing, acting out and touching. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. There are some characteristics of kinesthetic style, as follow; kinesthetic learner needs a rest when they are learning. They do something or move to learn new matters with games, walk, etc (Dunn et al., 2005).

3. Visual-Auditory- Kinesthetic

Combination: The V-A-K person learns best by experience — doing, self-involvement. They definitely need a combination of stimuli. The manipulation of material along with the accompanying sight and sound (words and numbers seen and spoken) will make a big difference to them. They may not seem to be able to understand, or be able to keep their mind on work unless they are totally involved. They often seek to handle, touch and work with what they are learning. Sometimes just writing or a symbolic wiggling of the finger is a symptom of the V- A -K learner. In this Research, Researcher will use the (Dunn et al., 2005)., as an indicator for a learning style they are visual style, auditory style and visual-auditory-kinesthetic (VAK) style.

3. Motivation

a. Definition of Motivation

Motivation is very important in everything we will do. It is powerful for us to get the best in doing something. Moreover, in the teaching and learning process, Motivation is needed. Motivation makes teaching and

learning easier and more interesting. It is very good if both teacher and students motivate each other in teaching and learning.

Many experts in psychology have given various definitions of motivation. (David D. Preiss, 2010) state that motivation is the process that energize, directs, and sustains behavior. It means that Motivation is the process that pushes and shows students to do something and keeps on the activity continuously. Motivated students will feel eager to achieve what they want with strong desire. It is similar to the idea of Schunk et al that Motivation is the process of students conducting activities based on their goals and to keep them on straight away (Pintrich, 2014). Motivation has a significant role in the teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. Motivation is energy of students which comes from inside, encouraging themselves to do an activity (Harmer, 2012). It is assumed that Motivation is essential to learning to achieve something. It is a process that directs students to activities to achieve goals.

Moreover, (Kember, 2016) says that the idea of someone conducting an activity and controlling the frequency of the actions is called motivation. It is used to see whether the students are interested in classroom activities. So, students' Motivation becomes vital in teaching and learning. It has a great influence to students to push themselves in learning to get their needs, goals, and interests. Based on the definitions above, it is concluded that Motivation is the energy and direction to do something. Motivation is a process of

achieving success and has a great influence on future achievement. In the teaching and learning process, giving Motivation to the students is a process to push and to support them to learn. Therefore, it can help the students to achieve their goals.

b. Kinds of Motivation

Motivation is classified into two parts, (Pintrich, 2014) mention they are extrinsic motivation, and intrinsic Motivation.

1) Extrinsic Motivation

Extrinsic Motivation is Motivation that engages in an activity as a means to an end. Motivated students extrinsically work on activities because they believe participation will result in desirable outcomes such as reward, teacher praise, or punishment. According to Santrock, extrinsic Motivation causes someone to conduct something to get something else. In other words, it is a means to get something Motivation is caused by external incentives such as rewards and punishments.

Extrinsic Motivation is Motivation that comes not from inside but from outside as (Kember, 2016) explains, extrinsic Motivation is caused by outside factors of the situation. Furthermore, informs that extrinsic Motivation is Experienced by students when they receive a reward avoid punishment, or in some other way unconnected with the task to earn approval for a particular behavior. Based on the definition above can conclude that factors from outside of students cause extrinsic Motivation. It can be from teachers, parents, friends, the environment, etc.

Besides, for further explanation of extrinsic Motivation, according to (Kember, 2016) there are two main types of extrinsic Motivation: they are integrative Motivation and instrumental Motivation: (1) Integrative motivation in integrative Motivation, students need to be attracted by the culture of the target language community. It involves students' reasons for learning the language. To strengthen this Motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker form of this Motivation would be the desire to know as much as possible about the culture of the target language community (English); (2) Instrumental Motivation, this Motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position, or status. Language is an instrument in their attainment of such a goal.

From those explanations above, it is considered that integrative Motivation is the reason students learn the English language, while instrumental Motivation is students' view of English as a means to get a better job, position, and status in the future.

2) **Intrinsic Motivation**

Intrinsic Motivation refers to Motivation with activities for their own sake (Pintrich, 2014). Internal Motivation involves the Motivation to do something for its desire. This Motivation has appeared in ourselves. The students who have intrinsic Motivation will study hard and enjoy the teaching and learning process because they have a desire to do everything from inside

themselves. They do activities because they have their own desire and reward and do not depend on external rewards. intrinsic Motivation plays a vital role in students' language learning (Harmer, 2012). Many students bring no extrinsic motivation to the classroom.

Moreover (Pintrich, 2014) state that intrinsic motivation appears in students' personalities such as:

- a. Curiosity, towards something that is being studied
- b. Self-efficacy, a person's belief or belief in his ability to successfully do something in a given situation.
- c. Attitude, can be interpreted as the appearance of a person's behavior
- d. Need is the need for something
- e. Competence is competition in a particular case

Moreover, (Dornyei, 2014) divided intrinsic motivation into two categories namely integrative motivation and instrumental motivation.

a) Integrative Motivation

Integrative motivation is referred to language learning for personal goals and cultural understanding of L2, that is, the learner desires to learn a language involved in the target language community. Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example, immigration or marriage.

b) Instrumental Motivation

Instrumental motivation is regarded motivation as arising out of a need to learn the L2 for functional or external reasons.

c. Factors that Influence Motivation

Many other factors that can influence students' extrinsic Motivation in the teaching and learning process, (Pintrich, 2014) mention they are as follow:

1) Teacher

A teacher is a person who has an important role in teaching and learning activities to socialize and shape Motivation among students. The teacher is not only a person who transfers knowledge to students but also a motivator who always motivates and supports the students in teaching and learning. (Dornyei, 2014) states that a teacher's skill in motivating students should be considered central to teaching and learning. The teacher is the key instrument to handling and organizing students in the classroom. The teacher has the responsibility for making the teaching and learning process successful.

2) Parent

Parents' role can influence students' extrinsic Motivation in teaching and learning. Parents have a great influence on their children as students in school. Parents are expected to motivate their children to achieve good goals in school. (Harmer, 2012) stated that "if the parents are very much against the culture of the language, this will probably affect their Motivation in a

negative way. If they are very much in favor of the language, this might have the opposite effect".

3) Environment

The teaching and learning activities conducted in good, clean, and healthy environments can give better satisfaction both for teachers and students than those conducted in bad environments. The environment also will cause students' Motivation. Students will be more interested if the classroom environment is comfortable.

d. Assessing Motivation

Assessing Motivation is an important topic for Researcher and practitioners to know the level of Motivation and how to optimize it. Motivation can be assessed in various ways. (Pintrich, 2014) describes three kinds of methods for assessing Motivation:

1) Direct Observation

It refers to behavioral instances of choice of tasks, effort, and persistence. It is usually used to measure Motivation. The observation can see motivated students of students' persistence at tasks, the effort they expend to perform well in learning activity or learning process, and how willingly they engage in tasks.

2) Rating by Other

Another method to assess Motivation is done by observers (teachers, parents, Researcher) to rate students. Rating by others is judgments by observers of students on characteristics indicative of Motivation. One of the

advantages of rating by others is observers may be more objective about students rather than students do it themselves because others do it.

3) Self-Report

Self-reports involve people's judgment and the statement about themselves. The self-report instruments are questionnaires, interviews, stimulated recalls, think-aloud and dialogues. Self-Report can be done as follow:

- a) Questionnaires consist of some questions that should be answered by respondents asking about their actions and beliefs.
- b) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer, and participants answer orally.
- c) Stimulated recalls are the recall of thoughts accompanying one's performances at various times.
- d) Think-aloud refers to students verbalizing their thoughts, actions, and emotions aloud while working on a task.
- e) Dialogues are a conversation between two or more persons.

4. Vocabulary

a. Definition of Vocabulary

According to (Brown, 2001) vocabulary refers to a list or set of words that Individual speaker of a language might use. Next, (Henriksen, 2008) mentioned vocabulary provides much of the basic knowledge for how well learners to use the words in speaking, listening, reading, and writing. Also, (Barcroft, 2015) say that the terms of vocabulary also teach for a specific

purpose ESP. It may also be necessary to ensure that learners have understood technical language presented by a subject specialist.

Vocabulary is one of the language components that can affect macro skills. Some experts propose some definition of vocabulary. First, France states that vocabulary is the collection of words you hear and read throughout your life (McCarthy, 2014). Vocabulary is a set of lexemes, including single words, compound words, and idioms. Vocabulary is the total Number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Horby, 2003).

Those definitions show that vocabulary is the first element that English learners should learn to master English well besides the other English components and skills.

The vocabulary of language always changes and grows. As life becomes more complex, people devise or borrow new words to describe mans activities. No one knows the exact Number of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consists of a set of lexemes, including single words, compound words, and idioms; which provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term, lexis and lexicon (Milton, 2009).

In language learning, vocabulary takes place in building language proficiency. The objective of vocabulary mastery is to make the students have

good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary they have mastered. The richer the vocabulary that the students can master, they will get the better skill that can be reached in using language. Regarding Vocabulary, (Thornbury, 2002) defines vocabulary as knowledge of words and meaning in both oral and print language and productive and receptive forms. More specifically, they refer to "the kind of word that students must know to read increasingly demanding text with comprehension

Next, (Harmer, 2007a) summarizes that knowing a word (Vocabulary) means knowing about meaning, word use, word formation, and grammar. Metaphors and idioms also govern word meaning, e.g., the word hiss refers to the noise of a snake and someone "s threat to others. In collocation, a word goes with each other, such as headache, earache, and so on. In addition, style and register is applied by differentiating the language to be used by someone either in a formal or informal context, for example, hello (formal) and hi (informal). Moreover, word formation may also create word meaning by seeing them on their grammatical contexts. It means that we look at how the suffixes and prefixes work (im-, or in-), such as imperfect and perfect, inappropriate and appropriate.

Learning Vocabulary is not only learning about the words or new vocabulary but also about how to use the vocabulary in the correct usage. What is meant by the meaning of a word is determined by the context where it is formed and by its relation to other words. The word book sometimes

means the kind of thing you read from, but it can also mean some other things. The example of the second context is vegetables which have general meaning, whereas carrot is more specific. (Harmer, 2007b) mention that teaching vocabulary is more than just presenting new words. It may have its place, but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus, the statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for beginners. The reason is that, in doing such a technique, the learners are demanded to have adequate vocabulary. It means that the students need to memorize and recall many previously mastered vocabularies.

Vocabulary is the knowledge of the meanings of words. Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking (Hofstetter, 2022). To communicate effectively using oral and print language, we must flexibly use words we recognize and understand. For beginning readers, oral vocabulary far outstrips print vocabulary. It is one of the determining factors in shaping beginning reading instruction. Beginning reading instruction is typically accomplished by teaching children a set of rules to decode printed words to speech. If the words are present in the child's oral vocabulary, comprehension should occur as the child decodes and monitors the oral representations.

However, if the print vocabulary is more complex than the child's oral vocabulary, comprehension will *not* occur. That is, the process of decoding a word to speech does nothing more than changing its representation from graphic print to oral speech. If it is not in the child's vocabulary, it is simply an unusual collection of speech sounds. The details of this "theory" of vocabulary and reading instruction can be summarized in the following way: *Comprehension is a function of oral language and word recognition.* That is, comprehension of print results from the ability to decode and recognize words and oral language knowledge. There are two intermediate steps, though. The first is the link between decoding and oral language (Barcroft, 2015).

The relationship between vocabulary knowledge and reading comprehension is consistently strong and has been recognized as a factor to academic success through studies (Uchihara, 2019). Next, (Brown, 2001) indicates two kinds of vocabulary: receptive and productive.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing.

2) Productive Vocabulary

Productive vocabulary is the words the learners can understand and pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or

write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process because the learners can produce the words to express their thoughts to others.

To understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. At the same time, Hornby defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his Motivation, desires, and need for the words.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their interests needs, and Motivation. Vocabulary mastery plays an important role in the four language skills, and it has to be considered that vocabulary mastery is one of the needed components of language.

b. Kinds of Vocabulary

There are some kinds of vocabulary, (Brown, 2001) define kinds of vocabulary as following :

1) Nouns

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core, which is essential to every complete sentence.

2) Verbs

The verb is the most complex part of speech. Its arrangements with nouns determine the different kinds of sentence-statements, questions, commands, and exclamations. Like noun, the verb has the grammatical properties of persons and Number, properties which require agreement with the subject. But the verb also has several other grammatical properties shared with no other part of speech.

3) Adjectives

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

4) Adverbs

Adverbs range in meaning from words with a strong lexical content (those that describe the action of the verb, or those that indicate such meanings at time and place) to those used merely for emphasis. They range in function from close to loose modifiers of the verb; from close modifiers of single words, prepositional phrases, or clauses to loose modifiers of the entire sentence.

5) Prepositions

Prepositions are classified as a part of speech in traditional grammar. However, prepositions, as well as conjunctions, differ from other parts of speech in that (1) each is composed of a small class of words that have no

formal characteristic endings; (2) each signals syntactic structures that function as one of other parts of speech).

6) Pronouns

A word that takes the place of the noun applies to some types of pronouns but not others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent but to a larger part of the discourse that precedes. Those pronouns that are not substitutes may have an indefinite reference or express an indefinite quantity.

Based on the explanation above can conclude that there are six kinds of vocabulary namely, Nouns, Verbs, Adjectives, Adverbs, Prepositions, and Pronouns.

c. Aspect of Vocabulary

Based on (Brown, 2001) vocabulary consists of several aspects: meaning, spelling, pronunciation, word classes, and word use.

1) Meaning

A word may have more than one meaning when used in different contexts. To discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork, and dictionaries.

2) Spelling

In learning vocabulary, spelling is important because it aids in reading. There may be different acceptable written forms for the same words within the same variety of English or, most commonly, because

they belong to different varieties, as happens with many British or American English terms.

3) Pronunciation

Pronunciation is how words are pronounced. Pronunciation of words is not related to spelling, so it is difficult to learn. Good pronunciation helps the receiver easier to communicate.

4) Synonym is a word or expression with the same or nearly the same meaning as another in the same language

5) Antonym is a word that means the opposite or nearly the opposite of another word

6) Translation, is a process of changing something that is written or spoken into another language.

7) Word classes

Word classes are groups of words that do similar things in sentences. Some examples are nouns (things we talk about), verbs (action words), adjectives (words that describe nouns), and adverbs (words that describe verbs, adjectives, or other adverbs). Knowing about these groups can help us improve our grammar skills.

8) Word use is a word, phrase, or concept used in a language.

Based on the explanation it is known that aspects of vocabulary include meaning, spelling, pronunciation, synonyms, antonyms, translation, word class, and word use. In this research only use four

aspects of vocabulary to assess students' vocabulary mastery, they are meaning, translation, synonyms, and antonyms. Those are selected because it relevant to this Research.

d. Words Classification.

Hatch and (Brown, 2001) classify the vocabularies (words) into two in terms of their functional categories. They are: major classes and closed classes. They are explained as follows with examples.

1) Major Classes

a) Noun

It refers to a person, place, or thing, i.e., Maria, teacher, book, etc. (a) Proper nouns, like Betsy, Ohio, differ from the common nouns, like woman, state, and chair. (b) Abstract nouns like hope, attention, and love, differ from concrete nouns (chair, table, and bag). (c) Count nouns like a bank, government club, and choir differ from other nouns that refer to people because they refer to the group as a unit ("The choir performs every Sunday" versus "The singer performs every Sunday") (Brown, 2001)

b) Verbs

It refers to the words that denote action. The verbs are placed into four classes: activities, accomplishment, achievements, and states.

Activities Accomplishment Achievements States

Run paint a picture Recognize Know
 (Brown, 2001)

c) Adjectives

It refers to the words that give more information about a noun or pronoun. a) Positive quality, such as; good, beautiful, diligent, and kind b) Negative quality, such as; bad, wicked, and lazy (Brown, 2001).

d) Adverbs

It refers to the words that describe or add to the meaning of a verb, adjective, another adverb, or a whole sentence. Adverbs typically assign attributes to verbs, clauses, or entire sentences rather than to nouns. For example: here, there, now, quickly, and extremely (Brown, 2001).

2) Closed Classes

a) Pronoun:

It refers to nouns that have already been mentioned.

I, You, We, They, She, He, It, Her, His, Him, Their, My, Our, Us, Hims, Hers, etc.

b) Preposition:

It refers to the words that help locate items and actions in time and space, i.e., at, on, beside, under, between, etc.

b) Conjunction:

It refers to the words that connect sentences, phrases, or clauses, i.e., and so, but, etc.

c) Pronoun:

It refers to nouns that have already been mentioned. She, they, her, etc. 2) Preposition: on, beside, under, between, etc. 3)

Conjunction: it refers to the words that connect sentences, phrases or clause, i.e., and so, but, etc (Brown, 2001).

In conclusion, there are four classifications of word classes: nouns, verbs, adjectives, and adverbs, which are important to be mastered in learning vocabulary.

However, the common vocabulary that is often used is verb, noun and adjective. Therefore, these words must be mastered by students, based on this, the Researcher will use nouns, verbs and adjectives as indicators for assessing students' vocabulary mastery.

B. Review of Related Research

The relevant Research contains a systematic description of the results of previous Research (prior Research) on the issues to be studied. It means that relevant Research is used to explain differences or strengthen the research results with existing Research. So, in this Research, the relevant Research is the thesis and scientific journals:

First, (Chetty et al., 2019) conducted research with the title “Learning Styles and Teaching Styles Determine Students' Academic Performances”. The aim of this study is to identify the learning styles of the students enrolled

in University Malaysia Pahang who were registered in Programming Technique course and to investigate the relationship between students' learning styles and teachers' teaching styles. Five lecturers and 251 students were involved in the study as participants. The findings revealed that majority of the student's preferred visual learning style. The result also shows that the lecturers' teaching styles give an impact towards the students' academic performance. From this study, we can conclude that teaching styles have significant impacts on students' learning styles and academic performances. The similarity of Chetty's research to the present research both conduct research about learning styles, and the difference between the was Chetty et al focus on learning stye and teaching style, while the present research focus on the correlation among students' learning styles to their vocabulary mastery at the third semester English education program of the state Islamic institute of Kerinci academic year 2022/2023.

Second, (Zhang et al., 2020) with the title "Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment". Inadequate research attention has been paid to the learning of a third language. For this reason, this study explores senior English major students' learning of additional foreign languages in seven universities in Shaanxi Province, China. The study examines the relationship between the participants' motivation and language proficiency through a questionnaire, and the collected data are analyzed using hierarchical linear regression analysis. The results identify that the participants' instrumental and

integrative motivations positively influence their second foreign language proficiency. Further analysis reveals that the connection between the participants' motivation and language proficiency is mediated by foreign language enjoyment. These findings form the basis of our suggestions for the sustainable learning and teaching of foreign languages in universities. The similarity of Zhang's research to the present research both conduct research about learning styles, and the difference between the was Zhang et al only focus on learning style and teaching style, while the present research focus on the correlation among students' learning styles to their vocabulary mastery at the third semester English education program of the state Islamic institute of Kerinci academic year 2022/2023.

Third, (Ghanizadeh & Jahedizadeh, 2016) conducted a research with the title: *EFL teachers' Learning Style, creativity, and burnout: A path analysis approach*. The results demonstrated the role of teachers' creativity in their preferred Learning Style. Finally, the debilitating role of teacher burnout in creativity was demonstrated. The similarity of Research conducted by Sardegna to the present Research both conduct research about *EFL teachers' learning styles* and the differences between the Research conducted by Ghanizadeh and Jahedizadeh to the present Research is Sardagna added linking as a variable in the location of the Research where Faruji do his Research in Iran. In contrast, the Researcher conducted Research in the third semester of English Educational Program State Islamic Institute of Kerinci. Moreover, based on several studies that have been carried out above, which is

a differentiator and novelty, the current Research adds motivational variables that have not been studied by several previous studies that have been described above. So that with the motivation variable, the impact of Motivation on English students' vocabulary mastery will be known.

C. Conceptual Framework

In theory, every student has their own learning style preference, therefore they will be motivated to carry out learning activities in the style they like. Motivation, learning style preference have a linear relationship where if motivation increases, the learning style preference will often be carried out, as well as vocabulary mastery if the learning style preference and learning motivation increase, of course it can also improve students' vocabulary understanding, all of which describe positive relationship.

The conceptual framework in this study can be seen as follow:

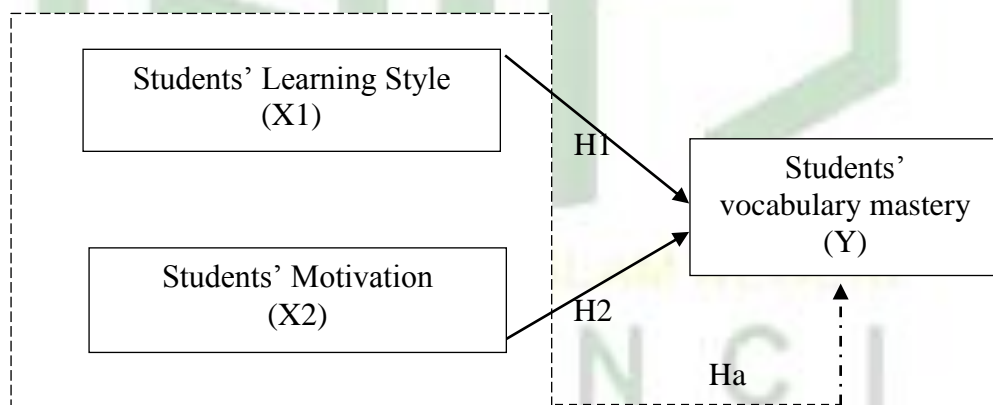


Figure 2.1 Conceptual Framework

Note:

—→ Partial correlation

- - - → Simultaneous correlation



CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research was quantitative research with a correlational approach. Quantitative research describes a research problem through a description of trends or a need for an explanation of the relationship among variables, analyzing trends, comparing groups, or relating variables using statistical analysis to prove the hypothesis (Creswell & Creswell, 2018). Furthermore, (Gay & Mills, 2019) state that correlational research is research to determine the relationships among variables.

Based on the explanation above, this kind of research was correlational research because the researcher uses numerical data, and the data were analyzed with statistics. Next, the statistical result was used to prove the correlation between the students' learning styles and students' motivation in learning English with students' vocabulary mastery in the third semester of

the English Education Program of State Islamic Institute of Kerinci the Academic Year 2022/2023.

In this research, there were independent and dependent variables. The independent variables consist of three, namely students' learning style (X1), students' motivation (X2), and students' learning style and motivation (X3). Next, the dependent variable in this research is students' vocabulary mastery (Y). Based on the explanation above, the research design can be described as follows:

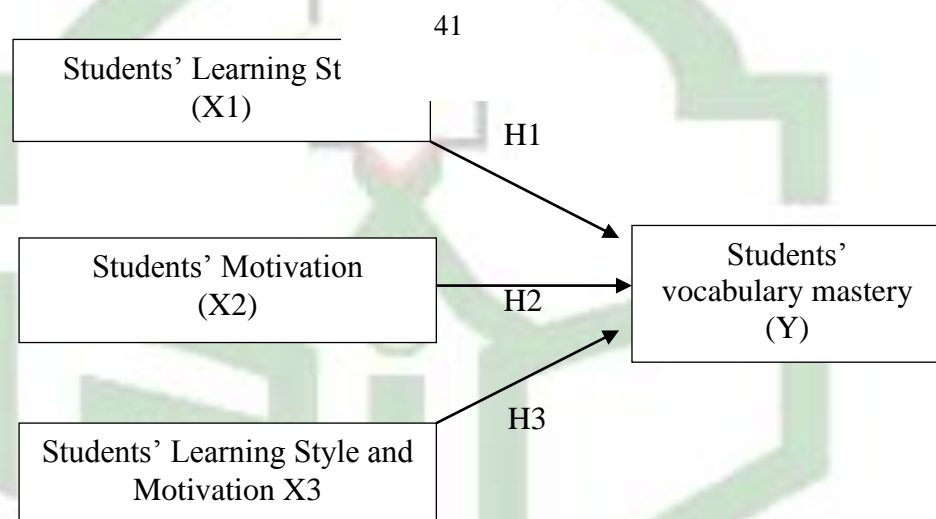


Figure 2.1 Design of Research

Note:

—> Partial correlation

- - -> Simultaneous correlation

B. Population and Sample

1. Population

According to (Creswell & Creswell, 2018) a population is a group

of interest to the researcher, the group to which she or he would like the study result to be generalizable. The population of this research was all students in the third semester of the English Education Program-Education and Teacher Training Faculty, State Islamic Institute of Kerinci, the number of students is 32 students.

2. Sample

Sampling as the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they are selected, if the sample <100 the entire population must take as a sample (Creswell & Creswell, 2018). So, the *total sampling technique* was use in determining sample, the number of samples in this research were 32 students third semester of the English Education Program, IAIN Kerinci.

C. Research Variables

This research consists of four variables, namely three independent variables and one dependent variable.

1. Independent Variables (X)

a. Students' Learning style (X1)

Learning style is a style of the Third Semester of the English Education Program-Education and Teacher Training Faculty of State Islamic Institute of Kerinci in learning English.

b. Students' Motivation (X2)

The variable of student motivation is encouragement that comes

from within or from outside to do something, and the indicators used to measure the Motivation of students in the English study program learning are using the theory proposed by (Pintrich, 2014), namely: 1). Intrinsic Motivation: Curiosity, Self-Efficacy, Attitude, Need, Competency and 2. Extrinsic Motivation is integrative and instrumental Motivation: 1) Integrative Motivation.

In integrative Motivation, students need to be attracted by the culture of the target language community. It involves students' reasons for learning the language. To strengthen this Motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker form of this Motivation would be the desire to know as much as possible about the culture of the target language community (English); 2) Instrumental Motivation, this Motivation describes a situation in which students believe that mastery of the target language was instrumental in getting them a better job, position, or status.

c. Students' Learning Styles and Motivations

the Students' Learning Styles and Motivations variable is a combined variable between students' learning style and students' learning motivation in learning English. In the Students' Learning Styles and Motivations variable, the researcher wants to know the effect of the variables X1 and X2 together on students' vocabulary mastery

2. Dependent Variable (Y)

The dependent variable in this research was students' vocabulary

mastery. The indicator used to measure students' understanding of English vocabulary is the indicator proposed by (Pintrich, 2014), which classifies vocabulary into major classes, namely: 1) Nouns, 2) Verbs, and 3) Adjectives.

D. The technique of Data Collection

The techniques that researchers used to collect the data in this research were as follows.

1. Questionnaires

Questionnaires were used to collect the data of students' learning styles (X1) and motivation. The indicators of the learning style questionnaire were based on the theory proposed by (Pintrich, 2014), in which learning are classified into three categories, namely visual style, auditory style, and visual auditory kinesthetic style (VAK). Furthermore, the indicators used to measure the motivation of students were the theory proposed by (Dunn et al., 2005), namely: 1). Intrinsic Motivation: Curiosity, Self-Efficacy, Attitude, Need, Competency, and 2. Extrinsic Motivation: Integrative and Instrumental.

2. Test

A test is any series of questions or exercises or other means of measuring the skills, knowledge, intelligence, capacities, or aptitudes of an individual or group. In other words, a test is a tool for collecting data to recognize an individual's ability to look at the learning result (Creswell

& Creswell, 2018). The kind of test that used in this research was vocabulary mastery test, that consists of 50 items question. 30 questions in the form of a Mix and Match test and 20 questions in the form of a fill in the blank test.

E. Instrument of the Research

The instrument that was used in this research consists of two forms: a questionnaire instrument and a test instrument. The questionnaire instrument in this Research consists of two kinds of instruments, they are an instrument for collecting data on Learning Style and an instrument for collecting data on students' Motivation. The instrument for collecting data Learning Style in this Research is adapted from (Dunn et al., 2005). Questionnaire scale used by the Researcher for Learning Style was *Gutman Scale*, where if the student answer yes gets point 1, and if the answer no gets point 0. And questionnaire for students' motivation was use *Likert Next*, the instrument grid of Learning Style can be seen in the following table.

Table 3.1
Instrument Grid of Learning Style

Indicators	Items	Total Items
Visual	3, 5, 7, 9, 12, 14, 16, 18, 21, 23	10
Auditory	2, 4, 6, 8, 11, 13, 17, 20, 22, 25	10
Visual-Auditory- Kinesthetic	1, 10, 15, 19, 24	5
Total Items Question		25

Source: (Dunn et al., 2005)

Next, the instrument grid of students' Motivation can be seen in the following table.

Table 3.2
The indicator of Motivation

Indicator	Items	Items Test
Intrinsic Motivation	Curiosity	1
	Self-efficacy	2,3
	Attitude	4
	Need	5,6
	Competency	7
Extrinsic Motivation	Integrative Motivation,	8, 9
	Instrumental Motivation	10, 11

Source: (Dunn et al., 2005)

Moreover, the instrument for collecting data on students' Motivation in this research was adopted form (Dunn et al., 2005) there are two indicators of motivation, namely intrinsic motivation and extrinsic motivation. The questionnaire scale that use by researcher for learning styles is the *Likert Scale*, as follows:

Table 3.3
Likert Scale

Scale	Code	Score
Strongly Agree	(SA)	5
Agree	(A)	4
Doubt	(D)	3

Disagree	(DA)	2
Strongly Disagree	(SDA)	1

Source: (Creswell & Creswell, 2018)

Both questionnaire instruments above were adapted from (Dunn et al., 2005) and (Pintrich, 2014). So, both tools are scientifically valid and reliable. It means that the researcher no longer needs to test the validity and reliability of the instrument. Next, the instrument grid of vocabulary mastery can be seen in the following table.

Table 3.4
The indicator of the test and the Number of test

Major Class of Word (Hatch and Brown)	Indicator of Vocabulary	Item Questions	Total Question
Noun	Meaning	4, 12, 17, 21, 22, 24, 29, 43	8
	Translation	6, 9, 19, 23, 31, 34, 37, 41, 45, 49	10
Verb	Meaning	3, 7, 14, 18, 28, 32, 39, 47	8
	Translation	2, 10, 15, 25, 27, 33, 35, 40	8
Adjective	Antonym	1, 11, 20, 26, 36, 42, 44, 50	8
	Synonym	5, 8, 13, 16, 30, 38, 46, 48	8
Total Number of Question			50

The vocabulary mastery test indicators used by the researcher was adapted from Hatch and Brown, and then the researcher arranged questions by combining texts to measure students' vocabulary mastery. The test indicator in this research consists of a major class of vocabulary, namely, Noun, Verb, and Adjective. The common vocabulary that is often used is

verb, noun and adjective, so it must be mastered (Brown, 2001). So, researcher choose them as indicators for assessing students' vocabulary mastery.

Furthermore, the vocabulary mastery test instrument in this research was adopted from Chaty and Maggieri's book with the title "*Powerful Vocabulary for Reading Success*". Therefore, all the adopted items questions must be tested first before being used as a research instrument. Try-out test was done with fourth-semester students of English Education Program of State Islamic Institute of Kerinci, and only 20 students were willing to take part in this instrument validity test. Then analyses of index of difficulties, discrimination index, validity, and reliability of the test were conducted, as follows:

1. Index of Difficulties

The index of difficulty of each item of questions was determined by using the following formula proposed by (Siregar, 2017):

$$ID = \frac{B}{N}$$

Note:

ID : Indeks of Difficulty

B : total students that answer the question correctly

N : Number of the students

After that, the interpretation of the counting by using the formula above was classified by using the following table:

Table 3.5
Index of difficulty

The index of difficulty	Interpretation
$0.00 \leq TK \leq 0.30$	Difficult
$0.30 \leq TK \leq 0.70$	Moderate
$0.70 \leq TK \leq 1.00$	Easy

Source: Adopted from (Siregar, 2017).

Based on the test results of the difficulty level of the questions in Appendix 4, it is known that all of the 50 items tested were declared to have a moderate level of difficulty, it means that the vocabulary test questions given in this study are neither too easy nor too difficult.

2. Discrimination Index of Item Question

A discrimination index was done to figure out the quality of the question items given to the students. Three steps must be done for the discrimination index for each item of the question, as explained following:

- a. Listing the score got by the students, from the highest score to the lowest score
- b. 50% of the highest scores (upper class) and 50 % of the lowest scores (lower class) were taken.
- c. Converting the data by using the following formula:

$$DI = \frac{JB_A - JB_B}{JB_A}$$

Note:

DI: Discrimination Index

JB_A : total students from the upper class who answer correctly

JB_B : total students from the lower class who answer correctly

d. The discrimination index was classified by using the following table:

Table 3.6
Interpretation of discrimination Index

Score of discrimination Index	Interpretation
$0.00 < DP \leq 0.20$	Very bad
$0.20 < DP \leq 0.40$	Moderate
$0.40 < DP \leq 0.70$	Good
$0.70 < DP \leq 1.00$	Very good

Source: Adopted from (Siregar, 2017)

Based on the test results of the discrimination Index of the questions in Appendix 4, it is known that from 50 item questions there are 25 items tested were declared to have a moderate discrimination Index and 25 items' questions were declared good.

3. Validity

Validity has been linked to numerically-based quantitative research (Creswell & Creswell, 2018). Therefore, the Validity of the present research was determined by using *r-product moment* by (Siregar, 2017). It can be seen as follow:

$$R_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

R_{xy} = the correlation score of person product momen

N = total sample

X = Item's score

Y = Total Score

Table 3.7
Criteria of Validity *Guilford*

The Coefficient Score of Correlation	Interpretation of Validity
0,00 – 0,20	Very Low
0,20 – 0,40	Low
0,40 – 0,70	Moderate
0,70 – 0,90	High
0,90 – 1,00	Very High

Source: (Siregar, 2017).

Validity test was done at fourth-semester students of English Education Program of State Islamic Institute of Kerinci, and only 20 students were willing to take part in this instrument validity test. The result of Validity is based on Analyzing data on *Appendix 4*. From the 50 items of the question of the tryout test, the entire question is valid because of $r_{table} > r_{count}$.

4. Reliability test

Reliability means the same thing when describing measurement. Reliability is the degree to which a test consistently measures whatever it measures. Moreover, the reliability of research results is checked if there are similarities in data at different times. Based on the definition above, it can be concluded that the reliability test aims to determine the extent to which the measurement results remain consistent. If measurements are taken twice or more for the same symptoms using the same measurement tool, this measuring instrument can be done internally or externally.

Reliability testing in this Research was carried out by using the computer program SPSS 26.00 with the technique of *Alpa Cronbach* as follows:

$$r_i = \frac{K}{(K-1)} \left(1 - \frac{M(K-M)}{K.St^2} \right)$$

Note:

R_{xy} = the correlation score of person product moment

K = total item of instrument

M = Mean of Total Score

St^2 = Total of Variance

The criteria of reliability of instrument, If *Cronbach Alpha* > 0.6 = Data is **Reliable** and If *Cronbach Alpha* < 0.6 = Data is **Not Reliable**. To interpret the reliability index was, consulted the following table.

Table 3.8
Criteria of Reliability Guilford

The Coefficient Score of Correlation	Interpretation
0,00 – 0,20	Very Low
0,20 – 0,40	Low
0,40 – 0,70	Moderate
0,70 – 0,90	High
0,90 – 1,00	Very High

The result of reliability displayed in the following table.

Table 3.9
The result of reliability test

Reliability Statistics		Criteria
Cronbach's Alpha	N of Items	
.757	51	Moderate

Source: Analyzed on Appendix 4

Based on the table 3.9 it is known that *Cronbach Alpha* 0.757 < 0.6 the data is reliable.

F. The technique of Data Analysis

1. Descriptive Analysis

Descriptive statistic refers to data transformation to a model of data that makes the reader easier to understand and interpret the meaning of data display or value (Creswell & Creswell, 2018). Analysis descriptive in this research is done to know, students' learning style, Students motivation in learning English and students' vocabulary mastery.

a. Descriptive Analysis of Students' Learning Style

Analysis of learning style questionnaire data in this study was carried out by calculating the proportion of each student's learning style and continued by calculating the average proportion of student learning styles with the following formula:

1) Students Learning Style

$$SLS = \frac{\sum X}{N} \times 100\% \dots\dots\dots (1)$$

Note:

SLS = Mean

$\sum X$ = Sum score

N = Number of Item

2) Average of Students Learning Style

$$ASLS = \frac{\sum SLS}{N} \dots\dots\dots (2)$$

Note:

$\sum SLS$ = Total Percent of Students' Learning Style

N = Number of Students

b. Students' Motivation in Learning English

Analysis of motivational questionnaire data in this study was carried out by calculating each student's motivational score and proceeding with calculating the average students' motivation in learning English with the following formula:

$$M = \frac{\sum X}{N} \dots\dots\dots(3)$$

Note:

M = Mean

X = Sum score

N = Sum of Respondent

Furthermore, student motivation scores are consulted with the score criteria proposed by (Rubin et al., 2020) in the following table.

Table. 3.10
Learning Motivation Criteria

No	Score	Criteria
1	80- 100	Very High
2	70 - 79	High
3	60 - 69	Moderate
4	50 - 59	Low
5	0 - 49	Very Low

Source: (Rubin et al., 2020)

c. Students' Vocabulary Mastery

Analysis of students' vocabulary mastery test data in this study was carried out by calculating each student's vocabulary mastery score and proceeding with calculating the average student vocabulary mastery with

the following formula:

$$M = \frac{\sum X}{N} \dots\dots\dots(4)$$

Note:

M = Mean

X = Sum score

N = Sum of Respondent

Furthermore, student vocabulary mastery scores are consulted with the score criteria in the following table.

Table. 3.11
Criteria of Students' Score

No	Score	Criteria	Rating Quality
1	80- 100	A	Excellent
2	70 - 79	B	Good
3	60 - 69	C	Moderate
4	50 - 59	D	Bad
5	0 - 49	E	Very bad

Source: Depdiknas (2019)

2. Classic Assumption Test

The Classic Assumption Test was done as the double regression linier test requirement. The Classic Assumption Test was done by applying *SPSS 26.00*, and Classic Assumption Test could be described as follow:

a. Normality Test

Normality test is conducted to find out whether the data population is normal or not (Siregar, 2017). If the data is normally

distributed, the parametric statistic test can be done. If it is not distributed normally, the non-parametric test would be applied. In this test, to measure the normality test, the *Kolmogorov-Smirnov* method was used in the significance point 0.05 with the criteria as follow:

If $\text{Sig.}_{2\text{-tailed}} > 0.05 = \text{data is normal}$

b. Homogeneity

Homogeneity Test was applied to measure whether or not two or more variants (X or Y) are homogeneous. This test is usually applied as the pre-requisite in applying the simple regression linear method (Siregar, 2017). Therefore, this test will also be applied in this Research. Homogeneity test was also applied by using SPSS program with the criteria as follow:

If $\text{Sig. deviation from homogeneity} > 0.05 = \text{Homogeny}$

c. Linearity

A linearity test is a test conducted to determine the correlation of two variables subjected to correlational statistical analysis procedures (Siregar, 2017). Detecting linearity in this study with SPSS 26 to calculate it. The criteria are as follow:

- If the deviation value from linearity < 0.01 , then the relationship between the two variables is not linear, and
- if the deviation value from linearity > 0.01 , then the relationship between the two variables is linear.

d. Multicollinearity

Multicollinearity test aims to test whether in the equation regression found a correlation between independent variables and the good data is no multicollinearity (Siregar, 2017). Multicollinearity test was also applied by using SPSS program with the criteria: If $VIF < 10$ dan nilai tolerance $\geq 0,10$ so, there is no multicollinearity

e. Heteroscedasticity

The heteroscedasticity test aims to test whether the model regression occurs the variance inequality of the residuals in the regression model. A good regression model requires no problems heteroscedasticity. A good regression model is the one with homoscedasticity (Siregar, 2017). In this test the Researcher used the *Glejser* test, heteroscedasticity test was also applied by using SPSS program with the criteria as follow:

- a. If the significance value < 0.05 then there is heteroscedasticity
- b. If the significance value is > 0.05 then there is no heteroscedasticity

3. Correlation Analysis

a. Spearman Rank Correlation

Spearman's rank correlation test is the test use for determine the strength of the relationship between the independent variable and the dependent variable (Siregar, 2017). This study used Spearman rank correlation analysis because the data that has been processed meets the requirements for the Spearman rank correlation test. The type of data for

spearman rank correlation is ordinal data, derived from different sources and the data from the two variables do not have to form a normal distribution. Thus, Spearman's rank correlation test was analyzed by using SPSS 26, and can be formulated, as follows:

$$R_s = 1 - \frac{6 \sum di^2}{n(n^2-1)} \dots\dots\dots (5)$$

Note:

R_s = Spearman rank correlation coefficient value

di^2 = The difference in rank of each data

n = Number of data

1 = Constanta

Criteria :

- If sig. (2-tailed) < 0.05 = there is any correlation X to Y
- If sig. (2-tailed) > 0.05 = there is no correlation X to Y

Furthermore, to explain the level of relationship in the Spearman rank correlation analysis according to (Siregar, 2017) are as follows:

Table 3.12
Correlation Criteria

Coefficient Correlation			Level of Coefficient Correlation
0,000	-	0,199	Very Weak
0,200	-	0,399	Weak
0,400	-	0,599	Moderate
0,600	-	0,799	High
0,800	-	1,000	Very High

Source: Sugiyono (2019)

to interpret the direction of the Spearman rank correlation relationship according to (Siregar, 2017), as follows:

- If the value $0 \leq r_s \leq 1$ with a positive sign (+), then the value of the correlation coefficient has a directly proportional relationship so that the greater the value of variable X, the greater the value of variable Y.
- If the value $0 \leq r_s \leq 1$ with a negative sign (-), then the value of the correlation coefficient has an inverse relationship so that the smaller the value of variable X, the greater the value of variable Y or vice versa.

4. Multiple Linear regression

The purpose of multiple linear regression analysis is to see whether there is a relationship between many variables, namely Students' Learning Style (X1), Students' Motivation in Learning English (X2) to students' vocabulary mastery (Y). The analysis was carried out with the help of SPSS 26 with the formula supposed by (Siregar, 2017) as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + e \dots\dots\dots$$

(6)

Keterangan:

Y : Students' vocabulary mastery

X₁, X₂ : Students' Learning Style

b₁ : Regression Coefficient

a : Constant

e : *Error*



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This research was conducted to see the correlation among students' learning styles and motivation in learning English with their vocabulary mastery at the third semester English education program of the State Islamic Institute of Kerinci Academic year 2022/2023. The research was conducted at State Islamic Institute of Kerinci 1 December 2022- 1 Februaryr 2023.

1. Descriptive Analysis

a. Students' Learning Style Preferences

The result of the questionnaire for Students' learning Style can be seen in

Appendix 6 page 112 and the recapitulation analysis on students' learning preference style in the third semester of the English education program of the State Islamic Institute of Kerinci that consist of visual learning style, auditory learning style, and visual auditory kinesthetic learning style describe as following.

Table 4.1
Visual Learning Style

No.	Statement	Yes		No		Total Percent	Total N
		N	%	N	%		
3	Having assignment directions written on the board makes them easier to understand.	26	81.25	6	18.75	100	32
5	I understand a word problem that is written down better than one I hear.	19	59.375	13	40.625	100	32
7	I would rather read a story than listen to it read.	19	59.375	13	40.625	100	32
9	Written problems are easier for me to do than oral ones.	27	84.375	5	15.625	100	32
12	I like written directions better than spoken ones.	14	43.75	18	56.25	100	32
14	Seeing a word makes more sense to me than hearing a word.	16	50	16	50	100	32
16	I would rather read things in a book than have the trainer tell me about them.	19	59.375	13	40.625	100	32
18	Seeing the word of something written down is easier for me to understand than having someone tell me the word.	15	46.875	17	53.125	100	32
21	I remember the	19	59.375	13	40.625	100	32

	spelling of a word better if I see it written down than if someone spells it out loud.						
23	When someone says a number, I really don't understand it until I see it written down.	15	46.875	17	53.125	100	32
	Average	18.9	59.0625	13.1	40.9375	100	32

Based on Table 4.1, it is known that on the visual learning style indicator, the average student who answered "yes" was 59.0625% and the average student who answered "no" was 40.9375%. Then the highest percentage who answered "yes" in item (9) "Written problems are easier for me to do than oral ones", with a percentage of 84.375%, and the lowest percentage in item (12) "I like written directions better than spoken ones", with a percentage was 43.75%.

Furthermore, the results of the analysis of auditory learning style learning styles are explained in table 4.2 below.

Table 4.2
Auditory Learning Style

No	Statement	Yes		No		Total Percent	Total N
		N	%	N	%		
2	I learn better if someone reads a book to me than if I read silently to myself.	11	34.375	21	65.625	100.00	32
4	When I do write, I say the sentence to myself.	29	90.625	3	9.375	100.00	32
6	I remember things I hear, better than I	22	68.75	10	31.25	100.00	32

	read.						
8	If someone tells me three numbers to add I can usually get the right answer without writing them down.	15	46.875	17	53.125	100.00	32
11	I find it easier to remember what I have heard than what I have read.	20	62.5	12	37.5	100.00	32
13	When I hear an address, I can remember it without writing it down.	17	53.125	15	46.875	100.00	32
17	When I have a written problem to do, I say it to myself to understand it better.	29	90.625	3	9.375	100.00	32
20	I understand more from a group discussion than from reading about a subject.	21	65.625	11	34.375	100.00	32
22	It makes it easier when I say the numbers of a problem to myself as I work it out.	12	37.5	20	62.5	100.00	32
25	I do well on tests if they are about things I hear in the training situation (training room).	25	78.125	7	21.875	100.00	32
	Average	20.1	62.8125	11.9	37.1875	100.00	32

Based on Table 4.2, it is known that on the auditory learning style indicator, the average student who answered "yes" was 62.8125% and the average student who answered "no" was 37.1875%. Then the highest percentage who answered "yes" in items (4) "When I do writing, I say the sentence to myself" and (17) "When I have a written problem to do, I say it to myself to understand it better",

with a percentage was 90.625%, and the lowest percentage was item (2) "I learn better if someone reads a book to me than if I read silently to myself", with a percentage was 34.375%.

Furthermore, the results of the analysis of auditory learning style learning styles are explained in table 4.3 below.

Table 4.3
Visual Auditory Kinesthetic Learning Style

No	Statement	Yes		No		Total Percent	Total N
		N	%	N	%		
1	When I make things for my studies, I remember what I have learned better.	27	84.375	5	15.625	100.00	32
10	I find it easier to remember what I have heard than what I have read.	27	84.375	5	15.625	100.00	32
15	I like to do things like simple repairs or creative things with my hands.	24	75	8	25	100.00	32
19	I like to make things with my hands.	29	90.625	3	9.375	100.00	32
24	I understand what I have learned better when I am involved in making something for the subject.	31	96.875	1	3.125	100.00	32
	Average	27.6	86.25	4.4	13.75	100.00	32

Based on table 4.3 it is known that on the visual auditory kinesthetic learning style indicator the average student who answered "Yes" was 86.25% and students who answered "No" was 13.75%. Then the highest percentage who answered "Yes" is item (24) "I understand what I have learned better when I am involved in making something for the subject", with a percentage was 96.875% and the lowest percentage was item (15) " I like to do things like simple repairs or creative things with my hands", with a percentage was 75%.

Moreover, to make it easier to see students' learning style preference, a bar chart is made as follows.

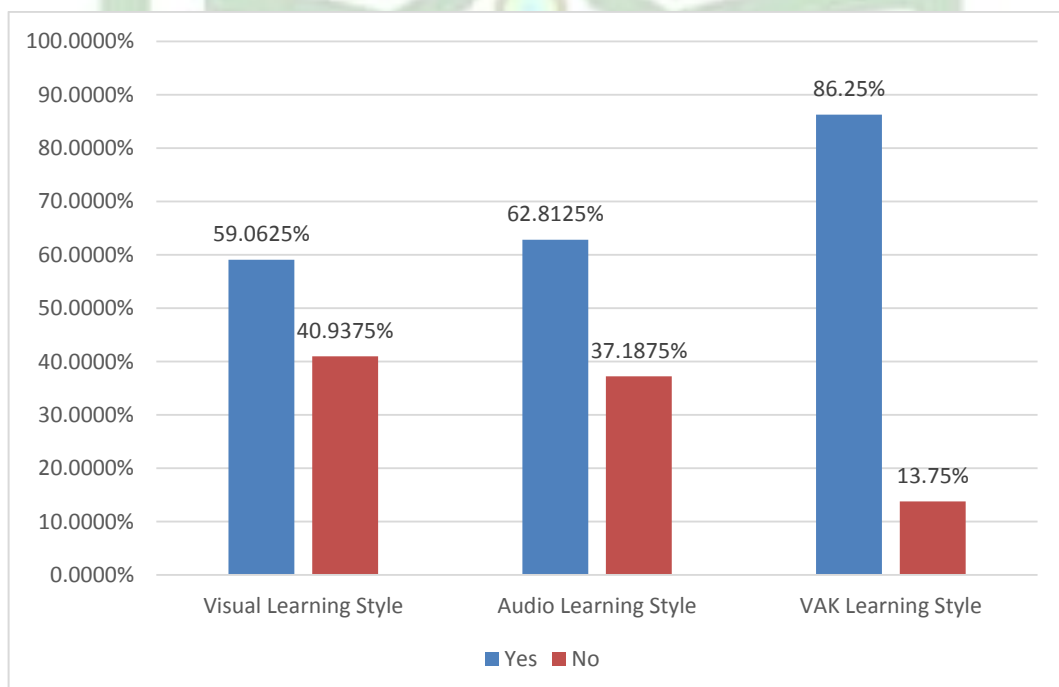


Diagram 4.1
Students' Learning Style Preference

Based on the analysis of some of the students' learning style preferences above, it is known that the most dominant learning style used by third-semester students of the English education program of the State Islamic Institute of Kerinci Academic year 2022/2023 was the Visual Auditory Kinesthetic (VAK) Learning Style, with a total percentage was 86.25%.

b. Students' Motivation in Learning English

The result of the questionnaire for Students' Motivation can be seen on *Appendix 7* page 115 and the recapitulation of students' in learning English at the third semester of the English Education Program of the State Islamic Institute of Kerinci that consist of intrinsic and extrinsic motivation describe as following.

Table 4.4
Students' Intrinsic Motivation in Learning English

Statement	Strongly Agree (SA)		Agree (A)		Doubt (D)		Disagree (DA)		Strongly Disagree (SDA)		Total %	N		
	N	%	N	%	N	%	N	%	N	%				
	Curiosity	1	I would like to be able to speak English	2	6.25	14	43.75	7	21.875	9			28.125	0
	50				28.125									
Self-efficacy	2	I want to know new things about the English language	9	28.125	15	46.875	3	9.375	5	15.625	0	0	100	32
	3	By mastering English I feel more confident in studying	0	0	13	40.625	10	31.25	9	28.125	0	0	100	32
	57.8125				21.875									
Attitude	4	I practice English with my friends from the same department to actualize and train myself.	7	21.875	14	43.75	9	28.125	2	6.25	0	0	100	32
	65.625				6.25									
Need	5	I am serious in learning English	5	15.625	16	50	11	34.375	0	0	0	0	100	32
	6	Always repeat lessons to understand English better.	9	28.125	12	37.5	7	21.875	4	12.5	0	0	100	32
	65.625				6.25									
Competency	7	I believe that mastering English is necessary competency	11	34.375	15	46.875	3	9.375	2	6.25	1	3.125	100	32
	81.25				9.38									
	Average	6.142857143	19.19642857	14.14285714	44.19642857	7.142857143	22.32142857	4.428571429	13.83928571	0.142857143	0.446428571			
		63.39285714				14.28571429								

Based on table 4.4, it is known that in the indicator of intrinsic motivation,

the average student is 63.39285714% with details who answered "strongly agree" by 19.19642857% and students who answered "agree" by 44.19642857%. the average student who does not have intrinsic motivation in learning English is 14.28571429% with details who answered "disagree" by 13.83928571% and who answered "strongly disagree" by 0.446428571%. The remaining 22.32142857% answered "doubt".

Furthermore, the highest intrinsic motivation of students in learning English is due to "competency" of 81.25% as the statement "I believe that mastering English is necessary competency" with details of students who answered "strongly agree" by 34.375% and who answered "agree" by 46.875%. The lowest motivation is "curiosity" at 50% with details on the statement "I would like to be able to speak English" students who answered "strongly agree" by 6.25% and students who answered "agree" by 43.75% answered "agree".

The results of the extrinsic motivation measurement questionnaire of students, which include integrative motivation and instrumental motivation, are explained in the following table

Table 4.5
Students' Extrinsic Motivation in Learning English

Statement	Strongly Agree (SA)		Agree (A)		Doubt (D)		Disagree (DA)		Strongly Disagree (SDA)		Total %	N
	N	%	N	%	N	%	N	%	N	%		
	Integrative Motivation	8										
My English competency can help me in the world of work.	7	21.875	11	34.375	8	25	4	12.5	2	6.25	100	32
I am interested in learning English because English is needed in today's information technology.	0	0	20	62.5	6	18.75	6	18.75	0	0	100	32
	62.5				18.75							
Instrumental Motivation	10											
I am motivated to learn English because the learning media is interesting	3	9.375	14	43.75	9	28.125	5	15.625	1	3.125	100	32
I am motivated to learn English because there are many learning media that are easily accessible nowadays.	6	18.75	19	59.375	7	21.875	0	0	0	0	100	32
	78.13				0							
Average	4	12.5	16	50	8	23.44	4	11.72	1	2.34		
	62.5				14.06							

Based on table 4.5, it is known that in the extrinsic motivation indicator, the average student has intrinsic motivation is 62.5% with details who answered "strongly agree" by 12.5% and students who answered "agree" by 50%. the average student who does not have intrinsic motivation in learning English is 14.06% with details who answered "disagree" by 11.72% and who answered "strongly disagree" by 2.34%. The remaining 23.44% answered "undecided".

Furthermore, the highest intrinsic motivation of students in learning English is due to "Instrumental Motivation" of 78.13% with details on the statement "I am motivated to learn English because the learning media is interesting" 9.38% of students answered "strongly agree" and 43.8% answered agree. In the statement "I am motivated to learn English because there are many learning media that are easily accessible nowadays" 18.75% of students answered "strongly agree" and 59.4% answered "agree".

Meanwhile, extrinsic motivation in the integrative motivation indicator only contributes an average of 62.5%.

Furthermore, the level of student motivation is presented in the table below.

Table 4.6
Levels of Students' Motivation

No	Students Code	Students' Score	Criteria
1	R1	70.91	High
2	R2	58.18	Low
3	R3	74.55	High
4	R4	83.64	Very High
5	R5	61.82	Moderate
6	R6	65.45	Moderate
7	R7	67.27	Moderate
8	R8	72.73	High
9	R9	76.36	High
10	R10	54.55	Low
11	R11	60.00	Moderate
12	R12	65.45	Moderate
13	R13	63.64	Moderate
14	R14	87.27	Very High
15	R15	80.00	Very High
16	R16	89.09	Very High
17	R17	76.36	High
18	R18	85.45	Very High
19	R19	76.36	High
20	R20	70.91	High
21	R21	76.36	High

22	R22	80.00	Very High
23	R23	78.18	High
24	R24	76.36	High
25	R25	76.36	High
26	R26	54.55	Low
27	R27	60.00	Moderate
28	R28	65.45	Moderate
29	R29	63.64	Moderate
30	R30	87.27	Very High
31	R31	80.00	Very High
32	R32	89.09	Very High
Average Score		72.73	High

Source: Analyzed on Appendix 7

Based on table 4.6 it is known that the average score of student's motivation in learning English was 72.73, if the score consulted to table 3.10 criteria score on page 53, the score 72.73 include in high criteria. It means that most of third semester students of the English education program of the State Islamic Institute of Kerinci Academic year 2022/2023 have high motivation in learning English.

Next, students' motivation in learning English was classified base on criteria score, and the result displayed in the following table.

Table 4.7
Students' Motivation in Learning English based on Criteria Score

		Criteria			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	9	28.1	28.1	28.1
	High	11	34.4	34.4	65.6
	Moderate	9	28.1	28.1	93.8
	Low	3	9.4	9.4	100.0

Total	32	100.0	100.0
-------	----	-------	-------

Source: Analyzed on Appendix 7

Based on the table 4.7 it is known that there are 4 third semester students of English education program of the state Islamic institute of Kerinci academic year 2022/2023 have good motivation in learning English, there are 9 students or 28.1% of total respondents have very high motivation in Learning English, there are 11 students or 34,4% of total respondents have high motivation in Learning English. There are 9 students or 28,1% of total respondents have moderate motivation in learning English, there are 3 students or 9.4% of total respondent have low motivation in learning English.

c. Students' Vocabulary Mastery

The result of questionnaire for Students' vocabulary mastery can be seen on *Appendix 5* and the recapitulation are displaying in the following table.

Table 4.8
Students' Vocabulary Mastery

No	Respondent Code	Score	Criteria Score	Rating Quality
1	R1	82	A	Very Good
2	R2	88	A	Very Good
3	R3	90	A	Very Good
4	R4	70	B	Good
5	R5	68	C	Moderate
6	R6	82	A	Very Good
7	R7	80	A	Very Good
8	R8	84	A	Very Good
9	R9	80	A	Very Good
10	R10	84	A	Very Good
11	R11	60	C	Moderate
12	R12	70	B	Good
13	R13	90	A	Very Good

14	R14	84	A	Very Good
15	R15	94	A	Very Good
16	R16	88	A	Very Good
17	R17	78	B	Good
18	R18	90	A	Very Good
19	R19	78	B	Good
20	R20	64	C	Moderate
21	R21	96	A	Very Good
22	R22	86	A	Very Good
23	R23	84	A	Very Good
24	R24	76	B	Good
25	R25	76	B	Good
26	R26	84	A	Very Good
27	R27	60	C	Moderate
28	R28	92	A	Very Good
29	R29	48	E	Very Bad
30	R30	84	A	Very Good
31	R31	86	A	Very Good
32	R32	`	A	Very Good
79.88			A	Very Good
48				
96				

Source: Analyzed on Appendix 5

Based on table 4.8 it is known that the average score is 79.88, and the highest score obtained by students is 96 while the lowest score is 48. Based on the criteria displayed in Table 4.5 below, the score of 79.88 is in the criteria of 'good'. It means that most of third semester students of English education program of the state Islamic institute of Kerinci academic year 2022/2023 have good vocabulary mastery. Moreover, the result of students' vocabulary mastery based on the student's achievement on criteria score can be seen on the following table.

Table 4.9
Students' Vocabulary Mastery based on Criteria Score

Criteria					
	Range Score	Criteria	Rating Quality	Frequency	Percent
Valid	80- 100	A	Very Good	22	68.8
	70 - 79	B	Good	6	18.8
	60 - 69	C	Moderate	4	12.5
	50 - 59	D	Bad	0	0.0
	0 - 49	E	Very Bad	0	0.0
	Total			32	100.0

Based on the table 4.9 it is known that there are 22 students of third-semester of English education program of the state Islamic institute of Kerinci academic year 2022/2023 have “Very Good” rating quality on vocabulary mastery with criteria A. There are 6 students in the third semester the English education program, State Islamic institute of Kerinci academic year 2022/2023 have “Good” rating quality on vocabulary mastery with criteria B. There are 4 students in the third semester the English education program, State Islamic institute of Kerinci academic year 2022/2023 have “moderate” rating quality on vocabulary mastery with criteria C.

2. Classic Assumption Test

Before the regression test is carried out, the prerequisite test is first carried out, as follows:

K E R I N C I

a. Normality Test

The calculation of Normality test can be seen on Appendix 8, then the results of the normality test are presented in the table below.

Table 4.10

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.53662359
Most Extreme Differences	Absolute	.142
	Positive	.077
	Negative	-.142
Test Statistic		.142
Asymp. Sig. (2-tailed)		.098^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: Analyzed on Appendix 7

Based on table 4.10 above, it is known that the value of Asymp. Sig. (2-tailed) $0.098^c > 0.05$ means that the data have distributed normally. The next step is to test the homogeneity of the data.

b. Homogeneity Test

Homogeneity test is part of the classic assumption test in regression analysis, the purpose of homogeneity test is to find out whether the data is the same (homogeneous) or not, in this study researchers used the *Levene test* to know the homogeneity of the data. Homogeneity test is done by using the computer program SPSS 26, decision making is done with the following criteria: If Sig. $> 0.05 =$ homogeneous data. The calculation results are presented in the table 4.11 below.

Table 4.11
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
------------------	-----	-----	------

X1_X2_Y	Based on Mean	.063	2	93	.939
	Based on Median	.056	2	93	.946
	Based on Median and with adjusted df	.056	2	84.559	.946
	Based on trimmed mean	.069	2	93	.934

Source: Analyzed on Appendix 8

Based on table 4.10 above, it is known that the value Sig 0.939 > 0.05 it means that the data is homogen.

c. Linearity Test

The linearity test aimed to determine whether three variables have a significant linear relationship or not. A good correlation should be having a linear relationship between the dependent and independent variables. The researcher calculates the linearity by using *SPSS (Statistical Program for Social Science) 26 for windows*. Decision making is done with the criteria:

- If Sig. deviation from linearity > 0.05 = there was significant linear correlation between independent and dependent variable.
- If Sig. deviation from linearity < 0.05 = there was not significant linear correlation between independent and dependent variable.

The calculation of linearity test can be seen on *Appendix 9*, then the results of the linearity test are presented in the table below.

Table 4.12
Linearity Test

		Sig.
Y*X1	Deviation from Linearity	.280
Y*X2	Deviation from Linearity	.507

Source: Analyzed on Appendix 9

Based on the table 4.12 it is known that the value of deviation from linearity for X1 to Y $0.280 > 0.05$ Constanta, it means there is significant linearity correlation between Variable Learning Style (X1) to the Variabel Students Vocabulary Mastery (Y). Moreover, it is also known that the value of deviation from linearity for X2 to Y $0.507 > 0.05$ Constanta, it means there is significant linearity correlation between Variable Learning Style (X1) to the Variabel Students Vocabulary Mastery (Y).

d. Multicollinearity Test

Siregar (2012:95) states, multicollinearity test aims to test whether in the equation regression found a correlation between independent variables and the good data is no multicollinearity. Multicollinearity test was also applied by using SPSS program with the criteria: If $VIF < 10$ and tolerance value $\geq 0,10$ so, there is no multicollinearity. The calculation of linearity test can be seen on *Appendix 10*, then the results of the linearity test are presented in the table below.

Table 4.13
Multicollinearity Test

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	41.059	14.317		2.868	.008		
X1	.455	.206	.414	2.212	.035	.757	1.321
X2	.121	.201	.113	.603	.551	.757	1.321

a. Dependent Variable: Y

Source: Analyzed on Appendix 10

Based on the table 4.13 it is known that for X1 and X2 the value of VIF $1.321 < 10$ and tolerance value $\geq 0,10$ it means that there is no multicollinearity of variable Learning Style (X1) and variable Students' motivation in learning English (X2) to the Variabel Students Vocabulary Mastery (Y).

e. Heteroscedasticity Test

The heteroscedasticity test aims to test whether the model regression occurs the variance inequality of the residuals in the regression model. A good regression model requires no problems heteroscedasticity. A good regression model is the one with homoscedasticity (Siregar, 2012:95). In this test the Researcher used the *Glejser* test, heteroskedasticity test was also applied by using SPSS program with the criteria was If the significance value < 0.05 then there is heteroscedasticity and If the significance value is > 0.05 then there is no heteroscedasticity. The calculation of linearity test can be seen on *Appendix 11*, then the results of the linearity test are presented in the table below.

Table 4.14
Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.763	8.332		2.132	.042
	X1	.143	.120	.233	1.193	.243
	X2	-.274	.117	-.459	-2.345	.076

a. Dependent Variable: RES2

Source: Analyzed on Appendix 10

Based on the table 4.14 it is known the for variabel Learning Style (X1) the value of Sig. $0.243 > 0.05$ and for variable students' motivation in learning English, the value of Sig. $0.076 > 0.05$ those means that there is no heteroskedasticity.

3. Correlation Analysis

a. Spearman Rank Correlation Test

Spearman's rank correlation test is the test used for determine the strength of the relationship between the independent variable and the dependent variable. The calculation of Spearman's rank correlation test can be seen on *Appendix 12*, then the results of Spearman's rank correlation test are described as following.

Table 4.15
Correlations

		Y	X1	X2
Spearman's rho	Y	1	.687*	0.864
			.	0.029
				0.045
	N	32	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Analyzed on Appendix 12

Based on table 4.15 can be interpreted the correlation between X₁ to Y, and X₂ to Y as the follows:

- 1). *The correlation between students' learning styles (X₁) and the students' vocabulary Mastery (Y).*

The value of sig. (2-tailed) X₁ is $0.029 < 0,05$. So that hypothesis H₀ is rejected and the hypothesis H₁ is accepted, it means that there is any correlation between the students' learning style toward students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci academic year 2022/2023.

Kind of correlation shown by the X₁ variable to the Y can be seen from the X₁ correlation coefficient of 0.687 if the score consulted to the table 3.12 Correlation Criteria on page 59 the value 0.687 include in High criteria, it means that there is high correlation between the students' learning style toward students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci.

- 2). *The correlation between students' motivation in learning English (X₂) and the students' vocabulary Mastery (Y).*

The value of sig. (2-tailed) X₂ is $0.045 < 0,05$. So that hypothesis H₀ is rejected and the hypothesis H₂ is accepted, it means that there is any correlation between the students' motivation in learning English toward students' vocabulary mastery. Kind of correlation shown by the X₁ variable to the Y variable can be seen from the X₂ correlation

coefficient of 0.864 if the score consulted to the table 3.12 Correlation Criteria on page 58 the value 0.687 include in High criteria, it means that there is high correlation between the students' learning style toward students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci.

4. Multiple Linear Regression

The partial coefficient of determination of each variable X1 and X2 on Y can be seen in the table below.

Table 4.16
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-41.059	14.317		2.868	.008
	X1	.455	.206	.414	2.212	.035
	X2	.621	.201	.113	.603	.551

a. Dependent Variable: Y

Source: Analyzed on Appendix 12

Based on the coefficients table 4.16 above, it can be developed using the multiple linear regression equation model as follows:

Students' Vocabulary Mastery = α + β_1 Students' Learning Style + β_2

Students' Motivation in Learning English ϑ and if the values in table 4.12 above are substituted, the following values will be obtained:

Students Vocabulary Mastery (Y) = - 41.059 + .445 X1 + .621 X2 ϑ

α = - 41.059 is a constant value, it means that if the Learning Style and students' motivation in learning English is zero, then students' vocabulary mastery of third semester of the English Educational

Program, State Islamic Institute of Kerinci academic year 2022/2023 is less than 41.059.

β_1 = Regression Coefficient of X1 0.445, it means that if variable of learning increase it will also increase students' Vocabulary mastery by 0.445 or by 44.50% with the assumption of X3 is constant.

B2 = Regression Coefficient of X2 0.445, it means that if variable of learning increase it will also increase students' Vocabulary mastery by 0.445 or by 44.50% with the assumption of X3 is constant.

Moreover, the simultaneous correlation between students' learning styles (X1), and students' motivation in learning English (X2) with the students' vocabulary mastery (Y) can be seen in the following table.

Table 4.17
Coefficient Correlation X1, X2 to Y
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480 ^a	.630	.177	9.860

a. Predictors: (Constant), X2, X1

Source: Analyzed on Appendix 12

Based on the table 4.17 coefficient correlation, it is known that R-square correlation score $0.630 > 0.05$. So, the hypothesis H_0 is rejected and the hypothesis H_3 is accepted, and if the score 0.630 consulted to the table 3.12 Correlation Criteria on page 58 the value 0.630 include in High criteria, it means that there is high correlation between students' learning style and students' motivation in learning English toward students' vocabulary mastery

in the third semester of the English Educational Program, State Islamic Institute of Kerinci academic year 2022/2023.

B. Discussion

This research was conducted to see the correlation between students' learning styles and motivation in learning English with their vocabulary mastery at the third semester English education program of the State Islamic Institute of Kerinci Academic year 2022/2023. The research was conducted at the State Islamic Institute of Kerinci from November 2022-December 2022.

The result of Students' learning Style was known that in the visual learning style, there were 19 students, or 59.06% of the total students, who stated that they agreed that they were more likely to learn with a visual learning style, and the remaining 13 students or 40.94% of the total respondents said no. Furthermore, in the Auditory Learning Style, there were 20 students, or 62.81% of the total respondents, who agreed that they tended to learn using the Auditory learning style, and the remaining 12 students, or 37.19% of the total respondents, said no. Furthermore, the results of the analysis on the Visual Auditory Kinesthetic (VAK) learning style showed that 28 students, or 86.25% of the total sample, stated that they more often studied with the VAK Learning Style, and the remaining 7 students or 23.41 of respondents, rejected it. Based on the analysis of some of the student's learning style preferences above, it is known that the most dominant learning style used by third-semester students of the English education program of the

State Islamic Institute of Kerinci Academic year 2022/2023 was the Visual Auditory Kinesthetic (VAK) Learning Style.

The results of this study are different from the results of research conducted by (Chetty et al., 2019) which shows that students of Malaysian Pahang University prefer learn by visual learning styles.

Although there are differences, it is very much realized that for students who do not experience disabilities, such as blind, deaf or dumb, learning is not enough to just see. Learning will have more meaning if students see what they are learning, hear an explanation of the lesson and actualize it with action. This is in line with (Dunn et al., 2005), V-A-K person learns best by experience - doing, self-involvement. They definitely need a combination of stimuli. The manipulation of material along with the accompanying sight and sound (words and numbers seen and spoken) will make a big difference to them. They may not seem to be able to understand, or be able to keep their mind on work unless they are totally involved. They often seek to handle, touch and work with what they are learning. Sometimes just writing or a symbolic wiggling of the finger is a symptom of the V- A -K learner.

Students' motivation in learning was 72.73 include in high criteria. It means that most of third semester students of the English education program of the State Islamic Institute of Kerinci Academic year 2022/2023 have high motivation in learning English. Moreover, the average score of Students' Vocabulary Mastery was 80 very good criteria. It means that most third-

semester students of the English education program of the third-semester institute of Kerinci academic year 2022/2023 have very good vocabulary mastery.

The results of the above study are in line with the results of research conducted by (Zhang et al., 2020) which shows that senior English major students' learning of additional foreign languages in seven universities in Shaanxi Province, China. The results identify that the participants' instrumental and integrative motivations positively influence their second foreign language proficiency. Further analysis reveals that the connection between the participants' motivation and language proficiency is mediated by foreign language enjoyment. These findings form the basis of our suggestions for the sustainable learning and teaching of foreign languages in universities.

The correlation between students' learning styles (X1) to the students' vocabulary Mastery (Y). The value of sig. (2-tailed) X1 is $0.029 < 0,05$. So that hypothesis Ho is rejected and the hypothesis H1 is accepted, it means that there is any correlation between the students' learning style toward students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci academic year 2022/2023. Kind of correlation shown by the X1 variable to the Y can be seen from the X1 correlation coefficient of 0.687 if the score consulted to the table 3.12 Correlation Criteria on page 58 the value 0.687 include in High criteria, it means that there is high correlation between the students' learning style toward students' vocabulary mastery in the third semester of the English

Educational Program State Islamic Institute of Kerinci. The result of the research about Students Learning Style in line with (Dunn et al., 2005), V-A-K person learns best by experience and self-involvement. The results of this study are different from the results of research conducted by (Chetty et al., 2019) which shows that students of Malaysian Pahang University prefer learn by visual learning styles.

The correlation between students' motivation in learning English (X2) to the students' vocabulary Mastery (Y). The value of sig. (2-tailed) X2 is $0.045 < 0,05$. So that hypothesis Ho is rejected and the hypothesis H2 is accepted, it means that there is any correlation between the students' motivation in learning English toward students' vocabulary mastery. Kind of correlation shown by the X1 variable to the Y variable can be seen from the X2 correlation coefficient of 0.864 if the score consulted to the table 3.12 Correlation Criteria on page 58 the value 0.687 include in High criteria, it means that there is high correlation between the students' learning style toward students' vocabulary mastery in the third semester of the English Educational Program State Islamic Institute of Kerinci. The result of this research in line with (Harmer, 2012) sates that motivation plays a vital role in students' language learning. The results of the above study are in line with the results of research conducted by (Zhang et al., 2020) which shows that senior English major students' learning of additional foreign languages in seven universities in Shaanxi Province, China. The results identify that the

participants' instrumental and integrative motivations positively influence their second foreign language proficiency.

Based on coefficient correlation test on regression, it is known that R-square correlation score $0.630 > 0.05$. So, the hypothesis H_0 is rejected and the hypothesis H_3 is accepted, it means that there is high correlation between students' learning style and students' motivation in learning English toward students' vocabulary mastery in the third semester of the English Educational Program, State Islamic Institute of Kerinci academic year 2022/2023. The result of the research in line with the theory supposed by (Dunn et al., 2005), V-A-K person learns best by experience and self-involvement. It means that best experience in learning English can improve students' motivation in learning English. states that motivation plays a vital role in students' language learning. Cause of students' motivation in learning English was increased and it will improve students' vocabulary mastery.

The results of the above study are in different with the results of research conducted by (Chetty et al., 2019) which shows that students of Malaysian Pahang University prefer learn by visual learning styles. While in other side in line with (Zhang et al., 2020) which shows that senior English major students' learning of additional foreign languages in seven universities in Shaanxi Province, China. The results identify that the participants' instrumental and integrative motivations positively influence their second foreign language proficiency.

V-A-K person learns best by experience and self-involvement (Dunn et al., 2005) and mention that Motivation plays a vital role in students' language learning, The students who have Motivation will study hard and enjoy the teaching and learning process because they have a desire to do everything from inside themselves. They do activities because they have their own desire and reward and do not depend on external rewards (Harmer, 2012).

Moreover, the result of the research inline with the research was conducted by (Chetty et al., 2019) the aim of this study is to identify the learning styles of the students enrolled in Universiti Malaysia Pahang who were registered in Programming Technique course and to investigate the relationship between students' learning styles and teachers' teaching styles. Five lecturers and 251 students were involved in the study as participants and. Data from students were collected using Leonard, Enid's VAK Learning Style Survey. Meanwhile, the teaching styles of the lecturers were identified using Grasha and Reichmann's Teaching Style Survey. The findings revealed that majority of the student's preferred visual learning style. The result also shows that the lecturers' teaching styles give an impact towards the students' academic performance. From this study, we can conclude that teaching styles have significant impacts on students' learning styles and academic performances.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion, the following can be concluded:

1. The dominant types of learning styles is Visual Auditory Kinesthetic (VAK) learning style and it was used by 86.25% of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci
2. Most of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci in learning English have high motivation in learning English it proved by average score of motivation 72.73 include in high criteria.
3. Most of the third-semester students of the English Education Program of the State Islamic Institute of Kerinci have very good vocabulary mastery, it proved by average score of vocabulary mastery 80 include in very good rating quality with the criteria A.

4. There was High correlation between students' learning style to the students' vocabulary mastery in the third semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023, it proved by value of sig. (2-tailed) X_1 is $0.029 < 0,05$. So, the hypothesis H_0 is rejected and the hypothesis H_1 is accepted and X_1 correlation coefficient of 0.687 which is positive and has a significant correlation. it means that if learning style is chosen correctly by the third semester of the State Islamic Institute of Kerinci academic year 2022/2023 English Educational Program, it will increase students' vocabulary mastery by 0.687.
5. There was very high correlation between students' learning style to the students' vocabulary mastery in the third semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023, it proved by The value of sig. (2-tailed) X_2 is $0.045 < 0,05$. So that hypothesis H_0 is rejected and the hypothesis H_2 is accepted and X_2 correlation coefficient of 0.864 which is positive and has very significant correlation. It means that if the motivation to learn English increases, it will increase students' vocabulary mastery by 0.687.
6. There was high correlation between students' motivation in learning English to the students' vocabulary mastery in the third semester English Education Program of the State Islamic Institute of Kerinci Academic Year 2022/2023, it proved by value of sig. (2-tailed) X_1 is $0.029 < 0,05$. So, the hypothesis H_0 is rejected and the hypothesis H_1 is accepted and

X1 correlation coefficient of 0.687 which is positive and has a significant correlation. it means that if the learning style is chosen correctly by the third semester of the State Islamic Institute of Kerinci academic year 2022/2023 English Educational Program, it will increase students' vocabulary mastery by 0.687.

B. Suggestions

Based on the conclusion above researcher would like to give some suggestions to:

1. Teachers must pay attention to Vocabulary Mastery equality in teaching so that students do not feel discriminated against because of differences in rights based on sex, because if teachers differentiate between male and female students' rights in education it will affect students' motivation in learning.
2. For students must be Motivation always comply with the Motivation regulated by the school so that the creation of school order can create a good and conducive learning atmosphere. In addition, students must also have the courage to express their opinion if there is discrimination in school.
3. For the researcher the result of this research can give information about students' correlation between Vocabulary Mastery, Motivation to ward

students' motivation, and this research can be a guide for doing same research in different place.

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Appendix 1

Kepada
Yth. Mahasiswa Semester 3 Jurusan Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan STATE ISLAMIC INSTITUTE OF
Kerinci
Di-
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka menyelesaikan Skripsi saya, **Nama: Okgia Gamara Retna**, NIM. 1910203037, dengan Judul "*The Correlation Between Lectures' Learning Style Preference and Students' Motivation in Learning English with Students' Vocabulary Mastery in the Third Semester of English Education Program STATE ISLAMIC INSTITUTE OF Kerinci*".

Dengan ini memohon kepada rekan-rekan untuk dapat meluangkan waktunya, membantu mengisi kuesioner dalam rangka pengumpulan data penelitian saya. Kuesioner dimaksud terlampir.

Demikian permohonan ini saya sampaikan, atas kesediaannya saya ucapkan terima kasih.

Ttd
Peneliti

Questionnaire

LEARNING STYLES PREFERENCES

A. Student Identity

Name :

Age :

Sex : L / P (chose one)

Petunjuk:

1. Pada kuesioner ini terdapat 25 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan kegiatan b
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawaban kamu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Berilah tanda Check List (√) jika iya dan tanda silang (X) jika tidak

Keterangan: V = Visual , A = Auditory Language, VAK = Visual-Auditory- Kinesthetic (Combination)

No	Statements:	V	A	VAK
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No	Statements:	V	A	VAK
1	When I make things for my studies, I remember what I have learned better. <i>Ketika saya membuat sesuatu untuk studi saya, saya mengingat apa yang telah saya pelajari dengan lebih baik.</i>			
2	I learn better if someone reads a book to me than if I read silently to myself. <i>Saya belajar lebih baik jika seseorang membacakan buku untuk saya daripada jika saya membaca dalam hati untuk diri saya sendiri.</i>			
3	Having assignment directions written on the board makes them easier to understand. <i>Memiliki arahan tugas tertulis di papan tulis membuatnya lebih mudah dipahami.</i>			
4	When I do writing, I say the sentence to myself. <i>Ketika saya menulis, saya mengucapkan kalimat itu pada diri saya sendiri.</i>			
5	I understand a word problem that is written down better than one I hear. <i>Saya memahami soal cerita yang ditulis lebih baik daripada yang saya dengar.</i>			
6	I remember things I hear, better than I read. <i>Saya mengingat hal-hal yang saya dengar, lebih baik daripada yang saya baca.</i>			
7	I would rather read a story than listen to it read. <i>Saya lebih suka membaca cerita daripada mendengarkannya membaca</i>			
8	If someone tells me three numbers to add I can usually get the right answer without writing them down. <i>Jika seseorang memberi tahu saya tiga angka untuk ditambahkan, saya biasanya bisa mendapatkan jawaban yang benar tanpa menuliskannya.</i>			
9	Written problems are easier for me to do than oral ones. <i>Soal tertulis lebih mudah saya kerjakan daripada soal lisan.</i>			
10	Writing a spelling word several times helps me remember it better. <i>Menulis kata ejaan beberapa kali membantu saya mengingatnya dengan lebih baik.</i>			
11	I find it easier to remember what I have heard than what I have read. <i>Saya merasa lebih mudah untuk mengingat apa yang telah saya dengar daripada apa yang telah saya baca.</i>			
12	I like written directions better than spoken ones. <i>Saya lebih suka arahan tertulis daripada yang diucapkan.</i>			
13	When I hear an address, I can remember it without writing it down. <i>Ketika saya mendengar sebuah alamat, saya dapat mengingatnya tanpa menuliskannya.</i>			

No	Statements:	V	A	VAK
14	Seeing a word makes more sense to me than hearing a word. <i>Melihat sepatah kata lebih masuk akal bagi saya daripada mendengar sepatah kata pun.</i>			
15	I like to do things like simple repairs or creative things with my hands. <i>Saya suka melakukan hal-hal seperti perbaikan sederhana atau hal-hal kreatif dengan tangan saya.</i>			
16	I would rather read things in a book than have the trainer tell me about them. <i>Saya lebih suka membaca hal-hal di buku daripada meminta pelatih memberi tahu saya tentang hal itu.</i>			
17	When I have a written problem to do, I say it to myself to understand it better. <i>Ketika saya memiliki masalah tertulis untuk dilakukan, saya mengatakannya pada diri saya sendiri untuk memahaminya dengan lebih baik.</i>			
18	Seeing the word of something written down is easier for me to understand than having someone tell me the word. <i>Melihat kata dari sesuatu yang tertulis lebih mudah bagi saya untuk memahaminya daripada meminta seseorang memberi tahu saya kata itu.</i>			
19	I like to make things with my hands. <i>Saya suka membuat sesuatu dengan tangan saya.</i>			
20	I understand more from a group discussion than from reading about a subject. <i>Saya lebih mengerti dari diskusi kelompok daripada dari membaca tentang suatu subjek.</i>			
21	I remember the spelling of a word better if I see it written down than if someone spells it out loud. <i>Saya mengingat ejaan sebuah kata lebih baik jika saya melihatnya tertulis daripada jika seseorang mengejanya dengan keras.</i>			
22	It makes it easier when I say the numbers of a problem to myself as I work it out. <i>Itu membuatnya lebih mudah ketika saya mengatakan nomor masalah kepada diri saya sendiri saat saya menyelesaikannya.</i>			
23	When someone says a number, I really don't understand it until I see it written down. <i>Ketika seseorang mengatakan sebuah angka, saya benar-benar tidak memahaminya sampai saya melihatnya tertulis.</i>			
24	I understand what I have learned better when I am involved in making something for the subject. <i>Saya memahami apa yang telah saya pelajari dengan lebih baik ketika saya terlibat dalam membuat sesuatu untuk mata pelajaran tersebut.</i>			
25	I do well on tests if they are about things I hear in the training situation (training room). <i>Saya melakukan tes dengan baik jika itu tentang hal-hal yang saya dengar</i>			

No	Statements:	V	A	VAK
	<i>dalam situasi pelatihan (ruang pelatihan).</i>			

Responden

.....

Appendix 2



Questionnaire Students' English Learning Motivation

Kuesioner ini di buat untuk mengumpulkan data motivasi belajar Mahasiswa semester 3 State Islamic Institute of Kerinci Jurusan Bahasa Inggris. Untuk itulah dimohon kesediaannya untuk mengisi kuesioner ini sesuai dengan keadaan yang sebenarnya dirasakan secara jujur.

Data

Nama :

Jenis Kelamin : L / P (lingkari sesuai dengan keadaan)

Kelas :

Petunjuk

1. Pada kuesioner ini terdapat 21 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan materi pembelajaran yang baru selesai kamu pelajari, dan tentukan kebenarannya. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Pertimbangkan setiap pernyataan secara terpisah dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Berilah tanda Check List (√) pada jawaban yang sesuai dengan keadaan yang sebenarnya ada pada diri kamu.
4. Terima kasih atas kerjasamanya.

MOTIVASI

PERNYATAAN		SS	S	R	TS	STS
1.	I would like to be able to speak English <i>Saya ingin bisa berbicara bahasa inggris</i>					
2.	I want to know new things about the English language <i>Saya selaku ingin mengetahui hal baru tentang bahasa inggris</i>					
3.	By mastering English I feel more confident in studying <i>Dengan menguasai bahasa inggris saya merasa lebih percaya diri dalam belajar</i>					
4.	I practice English with my friends from the same department to actualize and train myself. <i>Saya mempraktekkan bahasa Inggris dengan teman-teman satu jurusan untuk aktualisasi dan melatih diri</i>					
5.	I am serious in learning English <i>Saya bersungguh sungguh dalam mempelajari bahasa inggris</i>					
6.	Always repeat lessons to understand English better. <i>Selalu mengulang pelajaran agar lebih memahami bahasa inggris dengan lebih baik</i>					
7.	I believe that mastering English is a necessary competency. <i>Saya percaya bahwa menguasai bahasa inggris merupakan kompetensi yang diperlukan</i>					
8.	My English competency can help me in the world of work. <i>Kompetensi bahasa inggris saya bisa membantu saya di dunia kerja nantinya</i>					
9.	I am interested in learning English because English is needed in today's information					

PERNYATAAN		SS	S	R	TS	STS
	technology. <i>Saya tertarik mempelajari bahasa inggris karena bahasa inggris dibutuhkan dalam informasi teknologi saat ini</i>					
10.	I am motivated to learn English because the learning media is interesting <i>Saya termotivasi belajar bahasa inggris karena media pembelajaran menarik</i>					
11.	I am motivated to learn English because there are many learning media that are easily accessible nowadays. <i>Saya termotivasi belajar bahasa inggris karena tersedia banyak media pembelajaran yang mudah di akses saat ini</i>					

Respondent

.....

Appendix 3

Vocabulary Test

Name :

Class :

Semua butir soal ini bersumber dari buku Cathy Collin Block and John N. Mangieri, 2000. *Powerful Vocabulary for Reading Success*. New York: Longman. Dan soal di gunakan untuk mengukur kemampuan pemahaman kosakata.

A. NOUN

agreement	basis	knowledge	opportunity	speaker
apartment	condition	manner	property	spectacle
auditorium	issue	movement	quality	station

Directions Read the numbered words. Then find the definition or translation of each word. Write the letter of the definition, than Meet and matches each definition or Translation. You may use the glossary to help you.

Word	Word Definition / Translation
1. _____ agreement	A. information or know-how and skill
2. _____ auditorium	B. an exciting or remarkable sight or event
3. _____ basis	C. two people sign a paper to say they will do something
4. _____ issue	D. Kesempatan
5. _____ knowledge	E. buildings, land, and other things belonging to someone
6. _____ manner	F. a large room where people gather for meetings, plays, concerts, and other events
7. _____ opportunity	G. Tata Krama
8. _____ property	H. the idea or reason behind something
9. _____ quality	I. topic to think about or decide on
10. _____ spectacle	J. Persetujuan

B. VERB

Advance	Selesai	Fascinate	Maintain	Melepaskan
Annoy	Endanger	Hesitate	Neglect	Relieve
Berasumsi	Exhaust	Indicate	Prefer	Seize

Directions: Read each definition below. Circle the word that Meet and matches each definition or Translation. You may use the glossary to help you.

Definition	Verb
11. to take away a problem or chore or to ease someone's trouble or pain	(.....)
12. to make someone feel angry or upset or lose patience	(.....)
13. to make very tired	(.....)

- 14. to like one thing better than another (.....)
- 15. to suppose that something is true or will happen without checking it (.....)
- 16. to free something or someone (.....)
- 17. to try hard to do better than others at a task or in a race or other contest (.....)
- 18. to show or point out something (.....)
- 19. to move forward toward a goal (.....)
- 20. to attract and hold someone's attention (.....)

C. ADJECTIVE

absolute	capable	distinct	immense	partial
bitter	colorful	enormous	memorable	sloppy
bronze	countless	generous	numerous	tasty

Look at the definitions on the left. Then circle the letter of the word on the right that best fits the definition. You may use the glossary to help you.

Definition	Adjective	Synonym	Antonym
21. Not complete	(.....)	22. (.....)	23. (.....)
24. Very large	(.....)	25. (.....)	26. (.....)
27. Give or share a lot	(.....)	28. (.....)	29. (.....)
30. Too many to count	(.....)	31. (.....)	32. (.....)
33. Complete, total	(.....)	34. (.....)	35. (.....)

36. Worth remembering (.....) 37. (.....) 38. (.....)
39. Able to do something well (.....) 40. (.....) 41. (.....)
42. More than a few things (.....) 43. (.....) 44. (.....)
45. Upset and angry about something; very cold (.....) 46. (.....) 47. (.....)
48. Made from a hard, brownish-gold metal; a reddish-brown color (.....) 49. (.....) 50. (.....)

KEY ANSWER

- | | | |
|--------------|-------------------|--------------|
| 1. C | 21. partial | 41. Unable |
| 2. F | 22. complete | 42. Numerous |
| 3. H | 23. Separate | 43. Much |
| 4. I | 24. Immense | 44. Little |
| 5. A | 25. Large | 45. Sloppy |
| 6. J | 26. Small | 46. Careless |
| 7. D | 27. Generous | 47. careful |
| 8. E | 28. Kind | 48. bronze |
| 9. G | 29. Stingy | 49. Orange |
| 10. B | 30. Countless | 50. Apricot |
| 11. Relieve | 31. Countable | |
| 12. Annoy | 32. Uncountable | |
| 13. Compete | 33. Absolute | |
| 14. Prefer | 34. capricious | |
| 15. Neglect | 35. Permanent | |
| 16. Release | 36. Memorable | |
| 17. Exhaust | 37. Consciousness | |
| 18. Hesitate | 38. Unmemorable | |
| 19. Advance | 39. Capable | |
| 20. Seize | | |

40. able

Appendix 4



TRY OUT OF VOCABULARY TEST



INSTITUT AGAMA ISLAM NEGERI
KERINCI

2. Discrimination Index of Item Question

No	Responden	Items Question																																																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50				
1	R1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
2	R2	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
3	R3	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
4	R4	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
5	R5	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
6	R6	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
7	R7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
8	R8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
9	R9	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10	R10	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	R11	0	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	R12	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13	R13	0	0	0	1	1	0	1	0	1	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	1	0	0	0		
14	R14	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15	R15	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16	R16	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17	R17	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18	R18	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	R19	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	R20	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Banyak Siswa dari kelas atas (Ja)		10																																																					
Banyak Siswa dari kelas bawah (Jb)		10																																																					
Proporsi kelas atas yang menjawab benar (Pa)		64.00	48.00	48.00	72.00	64.00	64.00	72.00	56.00	56.00	64.00	56.00	64.00	72.00	64.00	56.00	56.00	72.00	72.00	72.00	72.00	56.00	56.00	72.00	72.00	64.00	64.00	56.00	48.00	56.00	72.00	64.00	64.00	72.00	64.00	64.00	64.00	64.00	64.00	72.00	72.00	72.00	72.00	72.00	64.00	56.00	56.00	56.00	56.00	56.00	56.00				
Proporsi kelas bawah yang menjawab benar (Pb)		0.13	0.17	0.17	0.22	0.38	0.38	0.11	0.29	0.14	0.38	0.29	0.38	0.11	0.13	0.29	0.29	0.11	0.11	0.44	0.22	0.00	0.29	0.22	0.11	0.38	0.13	0.29	0.17	0.29	0.11	0.13	0.13	0.11	0.13	0.11	0.13	0.11	0.13	0.13	0.11	0.13	0.11	0.11	0.11	0.11	0.13	0.29	0.29	0.29	0.14	0.29			
Jh siswa kelas atas yang jawab benar (Ba)		8	6	6	9	8	8	9	7	7	8	7	8	9	8	7	7	9	9	9	9	7	7	9	9	8	8	7	6	7	9	8	8	9	8	8	8	8	8	8	9	9	9	9	9	8	7	7	7	7	7	7			
Jh siswa kelas atas yang jawab benar (Bb)		1	1	1	2	3	3	1	2	1	3	2	3	1	1	2	2	1	1	4	2	0	2	2	1	3	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	1	2			
Criteria		0.70	0.50	0.50	0.70	0.50	0.50	0.80	0.50	0.60	0.50	0.50	0.50	0.80	0.70	0.50	0.50	0.80	0.80	0.50	0.70	0.70	0.50	0.70	0.80	0.50	0.70	0.50	0.50	0.50	0.80	0.70	0.70	0.80	0.70	0.80	0.70	0.80	0.70	0.80	0.70	0.80	0.80	0.80	0.80	0.70	0.50	0.50	0.50	0.60	0.50				
Bad		0																																																					
Moderate		25																																																					
Good		25																																																					



Recapitulation of Validity Test

Number of Items Question	r Count	r Table	Criteria	Interpretation of Validity
1	.471 [*]	0.4555	Valid	Moderate
2	.677 ^{**}	0.4555	Valid	Moderate
3	.709 ^{**}	0.4555	Valid	High
4	.678 ^{**}	0.4555	Valid	Moderate
5	.818 ^{**}	0.4555	Valid	High
6	.529 [*]	0.4555	Valid	Moderate
7	.873 ^{**}	0.4555	Valid	High
8	.825 ^{**}	0.4555	Valid	High
9	.872 ^{**}	0.4555	Valid	High
10	.868 ^{**}	0.4555	Valid	High
11	.490 [*]	0.4555	Valid	Moderate
12	.711 ^{**}	0.4555	Valid	High
13	.873 ^{**}	0.4555	Valid	High
14	.926 ^{**}	0.4555	Valid	Very High
15	.825 ^{**}	0.4555	Valid	High
16	.632 ^{**}	0.4555	Valid	Moderate
17	.873 ^{**}	0.4555	Valid	High
18	.873 ^{**}	0.4555	Valid	High
19	.719 ^{**}	0.4555	Valid	High
20	.843 ^{**}	0.4555	Valid	High
21	.535 [*]	0.4555	Valid	Very High
22	.875 ^{**}	0.4555	Valid	High
23	.823 ^{**}	0.4555	Valid	High
24	.873 ^{**}	0.4555	Valid	High
25	.792 ^{**}	0.4555	Valid	High
26	.926 ^{**}	0.4555	Valid	Very High
27	.774 ^{**}	0.4555	Valid	High

28	.730**	0.4555	Valid	High
29	.652**	0.4555	Valid	Moderate
30	.873**	0.4555	Valid	High
31	.926**	0.4555	Valid	Very High
32	.926**	0.4555	Valid	Very High
33	.873**	0.4555	Valid	High
34	.926**	0.4555	Valid	Very High
35	.873**	0.4555	Valid	High
36	.926**	0.4555	Valid	Very High
37	.726**	0.4555	Valid	High
38	.772**	0.4555	Valid	High
39	.818**	0.4555	Valid	High
40	.880**	0.4555	Valid	High
41	.873**	0.4555	Valid	High
42	.873**	0.4555	Valid	High
43	.873**	0.4555	Valid	High
44	.873**	0.4555	Valid	High
45	.926**	0.4555	Valid	Very High
46	.571**	0.4555	Valid	High
47	.875**	0.4555	Valid	High
48	.825**	0.4555	Valid	High
49	.893**	0.4555	Valid	High
50	.825**	0.4555	Valid	High

4. Reliability

Reliability Statistics		
Cronbach's Alpha	N of Items	Criteria
.757	51	Moderate

Descriptives

DESCRIPTIVES VARIABLES=Score Criteria
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Score	32	48	96	80.00	10.871
Criteria	32	1	5	2.50	.916
Valid N (listwise)	32				

Frequencies

Rating_Quality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	22	68.8	68.8	68.8
	Good	6	18.8	18.8	87.5
	Moderate	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

Rating_Quality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Good	22	68.8	68.8	68.8
	Good	6	18.8	18.8	87.5
	Moderate	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

Appendix 6 Tabulation of Students' Learning Style

No	Students Code	Learning Style Preference																								Total Score		
		Visual											Auditory										VAK					
		3	5	7	9	12	14	16	18	21	23	2	4	6	8	11	13	17	20	22	25	1	10	15	19		24	
1	R1	1	0	1	0	0	0	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	64		
2	R2	0	0	1	1	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	60		
3	R3	1	1	1	1	1	1	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	76		
4	R4	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	80		
5	R5	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	0	0	0	0	0	1	1	44		
6	R6	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	68		
7	R7	0	0	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	64		
8	R8	1	0	1	1	0	0	0	0	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	60		
9	R9	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	72		
10	R10	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	1	1	1	1	60		
11	R11	1	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	0	1	0	1	1	0	0	48		
12	R12	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	84		
13	R13	1	1	1	1	0	1	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	0	0	1	60		
14	R14	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	68		
15	R15	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	76		
16	R16	1	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	72		
17	R17	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	64		
18	R18	0	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	72		
19	R19	0	0	0	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	60		
20	R20	1	0	0	1	0	0	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	0	52		
21	R21	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	72		
22	R22	1	1	0	1	0	0	0	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	64		
23	R23	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	60		
24	R24	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	72		
25	R25	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	72		
26	R26	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	0	0	0	1	1	1	1	1	60		
27	R27	1	1	1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	0	1	0	1	1	0	0	48		
28	R28	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	84		
29	R29	1	1	1	1	0	1	1	1	0	1	0	0	1	0	0	1	1	0	1	1	0	0	0	1	60		
30	R30	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	68		
31	R31	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	76		
32	R32	1	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	72		

An analysis of Students' Learning Preference Style

Learning Style	Items Number																																	Yes		No		Total %						
		r1	r2	r3	r4	r5	r6	r7	r8	r9	r10	r11	r12	r13	r14	r15	r16	r17	r18	r19	r20	r21	r22	r23	r24	r25	r26	r27	r28	r29	r30	r31	r32	N	%	N	%							
V	3	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	81.25	6	18.75	100		
	5	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19	59.375	13	40.625	100
	7	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	0	0	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	19	59.375	13	40.625	100	
	9	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	27	84.375	5	15.625	100
	12	0	0	1	0	0	0	1	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0	0	1	0	1	1	0	1	0	0	1	0	1	0	1	0	14	43.75	18	56.25	100	
	14	0	0	1	1	0	1	0	0	1	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	16	50	16	50	100	
	16	1	0	0	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	19	59.375	13	40.625	100
	18	0	1	0	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	15	46.875	17	53.125	100	
	21	0	1	1	1	0	0	1	1	1	1	0	1	0	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	0	1	0	19	59.375	13	40.625	100	
	23	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	0	1	0	15	46.875	17	53.125	100	
		Rata-Rata																																18.9	59.0625	13.1	40.9375	100						
A	2	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	0	1	1	1	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	11	34.375	21	65.625	100			
	4	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	29	90.625	3	9.375	100			
	6	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	22	68.75	10	31.25	100			
	8	1	0	0	1	0	0	1	0	1	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	1	1	15	46.875	17	53.125	100			
	11	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	1	20	62.5	12	37.5	100		
	13	1	0	0	1	1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	1	0	1	0	1	0	17	53.125	15	46.875	100			
	17	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	29	90.625	3	9.375	100		
	20	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	21	65.625	11	34.375	100		
	22	0	0	1	0	0	1	0	0	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	0	0	0	12	37.5	20	62.5	100				
	25	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	25	78.125	7	21.875	100		
		Rata-Rata																																20.1	62.8125	11.9	37.1875	100						
VAK	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	27	84.375	5	15.625	100					
	10	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27	84.375	5	15.625	100				
	15	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	24	75	8	25	100				
	19	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	29	90.625	3	9.375	100			
	24	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	96.875	1	3.125	100		
		Rata-Rata																																27.6	86.25	4.4	13.75	100						

Learning Style	Preference			
	Yes		No	
	N	%	N	%
Visual Learning Style	19	59.0625	13	40.9375
Auditory Learning Style	20	62.8125	12	37.1875
Visual Auditory Kinesthetic (VAK)	28	86.25	4	13.75



Appendix 7

Students' Motivation

No	Students' Code	Motivation											Total Score	Students' Score	Criteria
		1	2	3	4	5	6	7	8	9	10	11			
1	R1	4	4	2	3	4	4	5	3	4	3	3	39	70.91	High
2	R2	3	4	3	3	1	2	4	4	3	3	3	33	60.00	Moderate
3	R3	4	4	3	3	4	3	4	4	4	4	4	41	74.55	High
4	R4	4	5	4	4	4	5	5	4	4	3	4	46	83.64	Very High
5	R5	2	2	2	3	3	2	5	5	2	4	4	34	61.82	Moderate
6	R6	3	4	3	3	3	3	4	4	3	3	3	36	65.45	Moderate
7	R7	3	4	4	3	3	4	3	3	2	4	4	37	67.27	Moderate
8	R8	4	3	4	4	4	4	4	4	4	2	3	40	72.73	High
9	R9	5	5	4	5	5	5	2	2	2	2	5	42	76.36	High
10	R10	2	3	2	4	4	2	4	1	2	2	4	30	54.55	Low
11	R11	2	2	3	2	4	3	4	2	4	3	4	33	60.00	Moderate
12	R12	2	4	2	3	3	4	4	3	3	4	4	36	65.45	Moderate
13	R13	2	2	2	4	4	4	3	3	4	4	3	35	63.64	Moderate
14	R14	4	4	4	5	4	4	5	5	4	4	5	48	87.27	Very High
15	R15	3	5	4	4	3	5	4	4	4	4	4	44	80.00	Very High
16	R16	4	4	4	5	5	5	5	5	4	4	4	49	89.09	Very High
17	R17	4	4	3	4	5	3	4	3	4	4	4	42	76.36	High
18	R18	4	4	3	4	4	5	5	5	4	5	4	47	85.45	Very High
19	R19	4	4	3	4	4	5	4	4	3	3	4	42	76.36	High
20	R20	4	4	3	4	3	4	4	3	3	3	4	39	70.91	High
21	R21	3	5	4	4	3	4	1	4	4	5	5	42	76.36	High
22	R22	4	5	3	4	4	3	5	4	4	5	3	44	80.00	Very High
23	R23	4	5	2	5	4	3	5	5	4	1	5	43	78.18	High
24	R24	3	5	4	3	3	4	5	4	4	3	4	42	76.36	High
25	R25	5	5	4	5	5	5	2	2	2	2	5	42	76.36	High
26	R26	2	3	2	4	4	2	4	1	2	2	4	30	54.55	Low
27	R27	2	2	3	2	4	3	4	2	4	3	4	33	60.00	Moderate
28	R28	2	4	2	3	3	4	4	3	3	4	4	36	65.45	Moderate
29	R29	2	2	2	4	4	4	3	3	4	4	3	35	63.64	Moderate
30	R30	4	4	4	5	4	4	5	5	4	4	5	48	87.27	Very High
31	R31	3	5	4	4	3	5	4	4	4	4	4	44	80.00	Very High
32	R32	4	4	4	5	5	5	5	5	4	4	4	49	89.09	Very High
Average Score													72.78	High	



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	Statement	Strongly Agree (SA)		Agree (A)		Doubt (D)		Disagree (DA)		Strongly Disagree (SDA)		Total %	N	
		N	%	N	%	N	%	N	%	N	%			
		Curiosity	1	I would like to be able to speak English	2	6.25	14	43.75	7	21.875	9			28.125
		50				28.125								
Self-efficacy	2	I want to know new things about the English language	9	28.125	15	46.875	3	9.375	5	15.625	0	0	100	32
	3	By mastering English I feel more confident in studying	0	0	13	40.625	10	31.25	9	28.125	0	0	100	32
		57.8125				21.875								
Attitude	4	I practice English with my friends from the same department to actualize and train myself.	7	21.875	14	43.75	9	28.125	2	6.25	0	0	100	32
		65.625				6.25								
Need	5	I am serious in learning English	5	15.625	16	50	11	34.375	0	0	0	0	100	32
	6	Always repeat lessons to understand English better.	9	28.125	12	37.5	7	21.875	4	12.5	0	0	100	32
		65.625				6.25								
Competency	7	I believe that mastering English is necessary competency	11	34.375	15	46.875	3	9.375	2	6.25	1	3.125	100	32
		81.25				9.38								
	Average	6.142857143	19.19642857	14.14285714	44.19642857	7.142857143	22.32142857	4.428571429	13.83928571	0.142857143	0.446428571			
		63.39285714				14.28571429								

	Statement	Strongly Agree (SA)		Agree (A)		Doubt (D)		Disagree (DA)		Strongly Disagree (SDA)		Total %	N	
		N	%	N	%	N	%	N	%	N	%			
		Integrative Motivation	8	My English competency can help me in the world of work.	7	21.875	11	34.375	8	25	4			12.5
9	I am interested in learning English because English is needed in today's information technology.		0	0	20	62.5	6	18.75	6	18.75	0	0	100	32
		62.5				18.75								
Instrumental Motivation	10	I am motivated to learn English because the learning media is interesting	3	9.375	14	43.75	9	28.125	5	15.625	1	3.125	100	32
	11	I am motivated to learn English because there are many learning media that are easily accessible nowadays.	6	18.75	19	59.375	7	21.875	0	0	0	0	100	32
		78.13				0								
	Average	4	12.5	16	50	8	23.44	4	11.72	1	2.34			
		62.5				14.06								

DESCRIPTIVES VARIABLES=Score Criteria
 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

	N	Minimum	Maximum	Mean	Std. Deviation
Score	32	55	89	72.73	10.138
Criteria	32	2	5	3.25	.762
Valid N (listwise)	32				

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High	6	18.8	18.8	18.8
	High	15	46.9	46.9	65.6
	Moderate	9	28.1	28.1	93.8
	Low	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Appendix 8 Normality Test

```

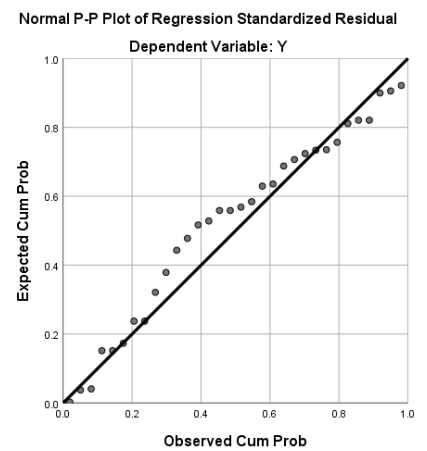
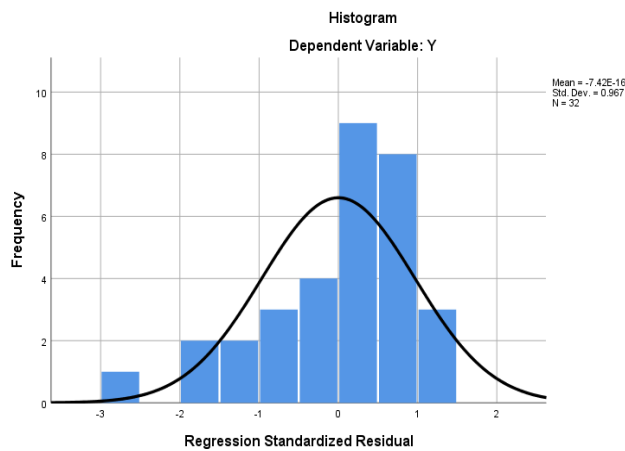
NPAR TESTS
  /K-S (NORMAL) =RES_1
  /MISSING ANALYSIS.
    
```

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.53662359
Most Extreme Differences	Absolute	.142
	Positive	.077
	Negative	-.142
Test Statistic		.142
Asymp. Sig. (2-tailed)		.098 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.



Appendix 8 Homogeneity Test

ONEWAY X1_X2_Y BY Variabel
/STATISTICS HOMOGENEITY
/MISSING ANALYSIS.

Oneway

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
X1_X2_Y	Based on Mean	.063	2	93	.939
	Based on Median	.056	2	93	.946
	Based on Median and with adjusted df	.056	2	84.559	.946
	Based on trimmed mean	.069	2	93	.934



Appendix 9 Linearity Test

```
MEANS TABLES=Y BY X1 X2
/CELLS=MEAN COUNT STDDEV
/STATISTICS LINEARITY.
```

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between	(Combined)	1740.405	9	193.378	2.212	.062
	Groups	Linearity	808.758	1	808.758	9.252	.006
		Deviation from Linearity	931.647	8	116.456	1.332	.280
	Within Groups		1923.095	22	87.413		
Total			3663.500	31			

Based on the table above it is known that the value of deviation from linearity for X1 to Y $0.280 > 0.05$ Constanta, it means there is significant linearity correlation between Variable Learning Style (X1) to the Variabel Students Vocabulary Mastery (Y).

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between	(Combined)	2008.833	16	125.552	1.138	.403
	Groups	Linearity	368.427	1	368.427	3.340	.088
		Deviation from Linearity	1640.407	15	109.360	.991	.507
	Within Groups		1654.667	15	110.311		
Total			3663.500	31			

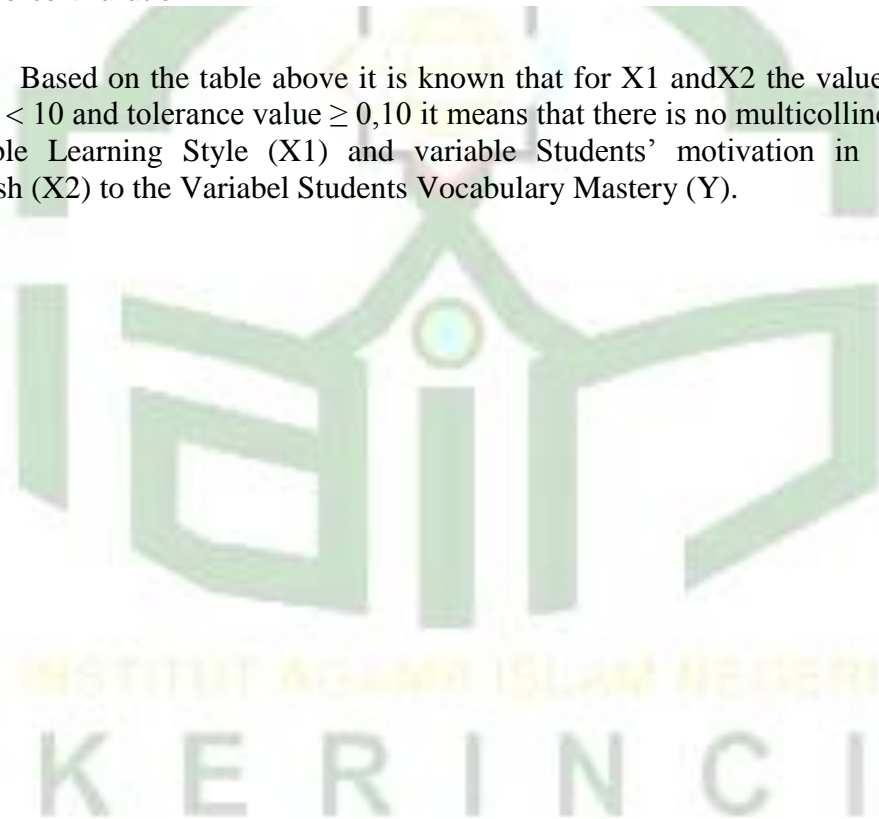
Based on the table above it is known that the value of deviation from linearity for X2 to Y $0.507 > 0.05$ Constanta, it means there is significant linearity correlation between Variable Learning Style (X1) to the Variabel Students Vocabulary Mastery (Y).

Appendix 10 Multicollinearity Test

Model	Coefficients ^a					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	41.059	14.317		2.868	.008		
X1	.455	.206	.414	2.212	.035	.757	1.321
X2	.121	.201	.113	.603	.551	.757	1.321

a. Dependent Variable: Y

Based on the table above it is known that for X1 and X2 the value of VIF $1.321 < 10$ and tolerance value $\geq 0,10$ it means that there is no multicollinearity of variable Learning Style (X1) and variable Students' motivation in learning English (X2) to the Variabel Students Vocabulary Mastery (Y).



Appendix 11 Heteroscedasticity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.763	8.332		2.132	.042
	X1	.143	.120	.233	1.193	.243
	X2	-.274	.117	-.459	-2.345	.076

a. Dependent Variable: RES2



Appendix 13 Multiple Regression

```

REGRESSION
  /DESCRIPTIVES MEAN STDDEV CORR SIG N
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA CHANGE ZPP
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Y
  /METHOD=ENTER X1 X2.

```

Regression

Descriptive Statistics			
	Mean	Std. Deviation	N
Y	79.8750	10.87094	32
X1	66.0000	9.90275	32
X2	72.7266	10.13797	32

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480 ^a	.630	.177	9.860

a. Predictors: (Constant), X2, X1

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-41.059	14.317		2.868	.008
	X1	.455	.206	.414	2.212	.035
	X2	.621	.201	.113	.603	.551

a. Dependent Variable: Y

Appendix 14

TABLE r

df = (N-k)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5424	0.6120	0.6614	0.7800
13	0.4409	0.5440	0.5923	0.6411	0.7604
14	0.4259	0.5324	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3840	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541

Appendix 15 Documentation



Researcher Explain how to fill the questionnaire to the third semester students of English Programme



The researcher's activities distributed research questionnaires to students



Student activities fill out questionnaires



Student activities fill out questionnaires



Student activities fill out questionnaires



Student activities fill out questionnaires

Appendix 16



CURRICULUM VITAE

Daftar Riwayat Hidup



Data Pribadi / Personal Details

Nama / *Name* : OKGIA GAMARA RETNA
Tempat Tgl Lahir / *Date of Birth* : Kersik Tua, 1 Oktober 2001
Jenis Kelamin / *Gender* : Female
Status Marital / *Marital Status* : Sigle
Warga Negara / *Nationality* : Indonesia
Agama / *Religion* : Islam
Alamat / *Address* : Kayu Aro, Bendung Air Timur
Nomor Telepon / *Phone* : 0 823-8090-8113
Email : Okgia.gamararetna@gmail.com

Jenjang Pendidikan/ Education Information

Sekolah / Universitas	Tamat
SD Negeri 70/III Sungai Bendung Air	2013
MTs Nurul Haq Semurup	2016
SMA Negeri Kerinci	2019
Institut Agama Islam Negeri (IAIN) Kerinci	Sampai Sekarang