

**THE EFFECT OF LEARNING STYLE AND VOCABULARY MASTERY  
TOWARD THE READING COMPREHENSION SKILL IN BEKASI**

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**Abstract:** This study aims to check out the effect of learning style and vocabulary mastery toward the reading comprehension skill in the State of Junior High School in Bekasi. The method used in this research is expose facto with the correlation and regression analysis that is connecting between data showing the level learning style and vocabulary mastery toward the reading comprehension skill of students in the State of Junior High School in Bekasi. Sampling was done by random sampling technique. The respondents are 80 students in this research. The research instruments were the test questions with multiple choice forms and questionnaires. The results showed that: 1) there is a significant influence of learning style and vocabulary mastery interactively together toward the reading comprehension skill. This is evidenced by the acquisition of Sig value.  $0,000 < 0,05$  and  $Fh = 16,150$ . Learning style and vocabulary mastery interactively contributed 29.6% toward the variable of reading comprehension skill. 2) There is a significant influence of the learning style toward the reading comprehension skill. This is evidenced by the acquisition of Sig value.  $0,001 < 0,05$  and  $th = 3,295$ . Learning style variable contributed 15.72% in improving the reading comprehension skill. 3) There is a significant influence of vocabulary mastery toward the reading comprehension skill. This is evidenced by the acquisition of Sig value.  $0,003 < 0,05$  and  $th = 3,019$ . Variable vocabulary mastery contributed 13.86% in improving the reading comprehension skill.

**Keywords:** *Learning Style, Vocabulary Mastery, Reading Comprehension Skill.*

## **INTRODUCTION**

English is used extensively in science, knowledge, and technology as well as education, business, transactions, and other activities in the world.

Therefore, the mastery of English is an absolute requirement to establish qualities of students in comprehending all the things related about English,

such as the way in understanding reading text.

In the current era, reading is an everyday activity that is done by everyone. Reading activities are done every day, morning, afternoon, and evening, even before bedtime. So reading ability is very important for people who mostly learn English and how they master vocabulary in reading. In order to communicate properly, one must master the vocabulary. The more a person's vocabulary the easier it is to convey his ideas. Gorys Keraf (1986: 88) argues that in words one can think, express feelings and ideas.

Many students do not feel using some style in learning. For example, in the face of unusual or new vocabulary for them in passage, they tend to demand trying to use a common or common word meaning to them or a meaning that is only one in the dictionary in hand even though the word is not appropriate in the context. Another example, they do not learn regularly. Therefore, they tend to force the exam.

Mastery of vocabulary reading is an important basis of learning in seeking information and knowledge. Someone can improve their knowledge through reading some books, journals, magazines and so on. Vocabulary consists of words used in communication both orally and in writing. To be able to express ideas and suggestions, Writers, readers, and

speakers should look at situations related to one event to choose the right vocabulary to express it. Kamil and Hiebert (2005: 3) state "Failure to distinguish between the different kinds of vocabulary can lead to confusion and disagreement ... vocabulary is the knowledge of meanings of words".

The main purpose of reading comprehension is to help students develop their knowledge, abilities and strategic strategies. To be a good reader, a student must know what they read and the meaning of what they read. To understand reading, many students sometimes fail to read. Failure is because reading is a complex task that demands different capabilities in an appearance.

Reading is a receptive language skill because it receives information through written media. To receive the written information can not only be done while reading but through the process. Hodgson in the book Reading the work of Tarigan (2008: 7) states that reading is a process done and used by readers to obtain messages, which would be conveyed by the author through the media words or written language. Understanding the reading is a reading strategy that aims to provide an assessment of the reading that involves the readings and make the appropriate analysis (Achmad HP, 2010: 81). Reading is essentially, the psychological process of determining the meaning of a written word.

Reading involves sight, eye movement, inner speech, memory, knowledge of a word that can be understood, and reading it (Wiryodijoyo, 1989: 42).

Nurgiyantoro (2001: 162) states that the mastery is the ability of a person who can be realized both from theory and practice. A person can be said to master something if the person understands and understands the material or concept so that it can apply it to a new situation or concept. From these two concepts can be concluded that the mastery is the ability of a person in understanding the material or concepts that can be realized both theory and practice.

The word is very important in determining the success of communication, whether or not a communication is dependent on the choice of vocabulary used. The person who is good at choosing the vocabulary correctly will generate interest in the listener. He will speak fluently, communicatively, and variatively. So, it is not boring. With words one can think, express feelings, ideas. (Gorys Keraf, 1986: 88)

Harimurti Kridalaksana in Djago Tarigan (1991:441) states that Vocabulary is the same as lexicon. The lexicon is (1) a language component that contains information about the meaning and usage of the word in the language; (2) word richness possessed by a speaker, author or a language; and (3) a list of

words compiled like a dictionary, but with a brief and practical explanation.

To be able to communicate well one must master vocabulary. The more a person's vocabulary becomes easier to convey his ideas. A person who has extensive knowledge in the use of vocabulary will find it easier to understand a passage. Harmer (1991: 153) states, "If the language structures make up the skeleton of language, then it is the vocabulary that provides the vital organs and the flesh." Thus the vocabulary has an important role in the use of language, both oral and written.

Learning style is a combination of how people absorb the ability to organize and process information, Suparman (2010: 63). Learning styles are the ways that people tend to choose to receive information, from the environment and process the information. Learning styles are keys to develop performance in work, school, and interpersonal situations that one absorbs and cultivates learning into something beautiful and fun.

According to Bobby de Potter, in his book entitled "Quantum Learning" in Suparman (2010: 64), mentioned three kinds of learning styles of visual, auditoria, and kinesthetic learning styles. The three learning styles are as follows:

1. Auditoria Learning Style

This learning style is usually referred to as a listener. Children who have this learning style generally maximize the use of the senses of the listener (ear) in the process of capturing and absorbing information. Generally they show more interest in voices and words.

## 2. Visual Learning Style

This learning style is generally referred to as the learning style of observation. This learning style relies heavily on the sense of sight (eye) in the learning process. Children of this type are attracted to colors, shapes and life images. Their eye and hand coordination is excellent, and they are very excited and enthusiastic when playing simple blocks of puzzles.

## 3. Kinesthetic Learning Style

This learning style is usually referred to as a moving learning. This is because students with this learning style always use and exploit the limbs in the learning process or in an attempt to understand something. Students of this type are happy with everything related to body movements such as crawling, walking, and usually their ability to run faster. They are coordinated and confident with their body and

are always looking for physical contact.

## METHOD

Focusing of the problems and objectives to be achieved, this research belongs to the expose facto method because it looks for causal relationships or factors that influence by collecting data from vocabulary mastery and learning style in improving the ability reading comprehension skill. This study uses correlational analysis technique that is a technique designed to determine how much influence between independent variables with dependent variables. Data and information in the field were collected with the help of questionnaires and interviews.

The research was conducted at State of Junior High School located in Bekasi, namely SMP Negeri 5 Setu and SMP Negeri 1 Setu in Bekasi. Research stages include pre-survey, test instrument, data collection, data analysis and data writing. Data and information in the field were collected with the help of objective tests. To shorten the time, as well as the use of technology, the calculation of descriptive statistics in this study will be completed by using the help of computer program SPSS 20.0.

## FINDING AND DISCUSSION

### 1. Reading Comprehension Skill Data (Y)

Table 1. Description of Research Data Reading Comprehension Skill

Statistics		
Reading comprehension skill		
N	Valid	80
	Missing	0
Mean		80.69
Median		80.00
Mode		80
Std. Deviation		9.062
Minimum		60
Maximum		95

When viewed from the results of the above calculation, it can be said that the reading comprehension skill of students

grade VIII in the state of junior high school in Bekasi is quite good. This is indicated by an average score of 80.69.

## 2 Vocabulary Mastery Data (X2)

Table 2. Description of Research Data on Vocabulary Mastery Statistics

Statistics		
Penguasaan Kosakata		
N	Valid	80
	Missing	0
Mean		79.81
Median		80.00
Mode		70
Std. Deviation		10.597
Minimum		60
Maximum		95

From the above calculation, it can be said that the vocabulary mastery of students grade VIII in the state of junior

high school in Bekasi is quite good. This is indicated by the acquisition of the average score of student vocabulary score 79.81.

## 3 Learning Style Data (X1)

Table 3. Description of Perception Research Data on Learning Style

Statistics		
Gaya Belajar		
N	Valid	80
	Missing	0
Mean		91.94
Median		91.00
Mode		91
Std. Deviation		8.791
Minimum		76
Maximum		111

From the above calculation, it can be said that the learning style of students grade VIII in the state of junior high

school in Bekasi is good. This is indicated by an average score of 91.94.

### Test Requirements Regression Analysis

#### a. Normality Test Data

Good regression requirements if the research data follows a normal distribution.

Table 4. Test Data Normality

One-Sample Kolmogorov-Smirnov Test				
	Reading comprehension skill	Vocabulary Mastery	Learning Style	
N	80	80	80	
	Mean	80.69	79.81	91.94
Normal Parameters <sup>a,b</sup>	Std. Deviation	9.062	10.597	8.791
	Absolute	.123	.138	.142
Most Extreme Differences	Positive	.105	.135	.142
	Negative	-.123	-.138	-.120
Kolmogorov-Smirnov Z		1.100	1.232	1.274
Asymp. Sig. (2-tailed)		.178	.096	.078
a. Test distribution is Normal.				
b. Calculated from data.				

From the table above shows that hypothesis test that states the distribution of data in this regression analysis follows

the normal distribution. This is indicated by all Asymp values.  $\text{Sig} > 0.05$ . This means that all data is normally distributed.

a. Multicollinearity Test

Table 5. Multicollinearity Test

		Coefficients <sup>a</sup>	
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Vocabulary Mastery	.854	1.171
	Learning style	.854	1.171

Multicolinearity test results in the above table it is known that the results of Tolerance  $0.854 > 0.1$  or variant inflation factor (VIF)  $1.171 < 10$ . So it can be on states that there is no multicollinearity between vocabulary mastery and the

learning styles in this multiple regression analysis.

b. Normality Galat Test

Good regression requirements if the research data follows the normal distribution.

Table 4.6. Normality Galat Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		80
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	7.60589212
Most Extreme Differences	Absolute	.074
	Positive	.061
	Negative	-.074
Kolmogorov-Smirnov Z		.661
Asymp. Sig. (2-tailed)		.775
a. Test distribution is Normal.		
b. Calculated from data.		

From the table above shows that the hypothesis test which states the residual distribution in this regression analysis follows the normal distribution. This is indicated by the value of  $Z = 0.661$  and  $\text{Sig.} = 0.775 > 0.05$ . This means the assumption or requirement of regression analysis is met.

Table 7. Results of Linearity Testing Regression of Variable Y over X2

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading comprehension skill* Vocabulary mastery	Between Groups	(Combined)	1466.569	7	209.510	3.005	.008
		Linearity	1272.708	1	1272.708	18.252	.000
		Deviation from Linearity	193.861	6	32.310	.463	.833
	Within Groups	5020.618	72	69.731			
		Total	6487.187	79			

Based on the above results the results obtained from Deviation from Linearity with  $F = 0.463$  and  $\text{Sig.} = 0.833 > 0.05$ . This has the sense that the variable of vocabulary mastery

toward the reading comprehension skill has a linear relationship.

#### Linearity Regression Influence Variable X1 on Y

Table 8. Results of Linearity Testing of Regression of Variable Y over X1

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading	Between	(Combined)	1513.053	7	216.150	3.129	.006

comprehension skill * learning style	Groups	Linearity	1376.146	1	1376.146	19.920	.000
		Deviation from Linearity	136.908	6	22.818	.330	.919
	Within Groups	4974.134	72	69.085			
	Total	6487.188	79				

Based on the above results, the results obtained calculation deviation from linearity with  $F_o = 0.330$  and  $Sig. = 0.919 > 0.05$ . This has the sense

that the variable of learning style toward the reading comprehension skill has a linear relationship.

### Hypothesis Testing

Table 9. Multiple Correlation Coefficient Test Result of Variables X1 and X2 toward Y

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.544 <sup>a</sup>	.296	.277	7.704	
a. Predictors: (Constant), Learning style, Vocabulary mastery					

Table 10. Result of Calculation of Significance Test of Regression Coefficient of Variables X1 and X2 toward Y

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1917.069	2	958.535	16.150	.000 <sup>b</sup>
	Residual	4570.118	77	59.352		
	Total	6487.188	79			
a. Dependent Variable: Reading Comprehension Skill						
b. Predictors: (Constant), Learning style, Vocabulary mastery						

Table 11. Results Calculation of Multiple Regression Equations Variables X1 and X2 toward Y

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.034	9.690		2.790	.007

	Vocabulary Mastery	.267	.089	.313	3.019	.003
	Learning Style	.352	.107	.341	3.295	.001

a. Dependent Variable: reading comprehension skill

### **The effect of learning style and vocabulary mastery interactively together toward the reading comprehension skill.**

From table 10, it can be stated that there is a significant influence of learning style and vocabulary mastery toward the reading comprehension skill. This is evidenced by the acquisition of Sig value. 0,000 <0,05 and Fh = 16,150.

Meanwhile, the equation of double regression line can be expressed with  $Y = 27,034 + 0,267X1 + 0,352X2$ . This has the understanding that the increasing score of variable on learning style and vocabulary mastery contributes 0.267 by X1 and 0.352 by X2 toward the reading comprehension skill. From table 4.9, it can also be explained that variable learning style and vocabulary mastery interactively contribute 29,6% toward the variable of reading comprehension skill.

#### **3.1. The effect of vocabulary mastery toward the reading comprehension skill.**

From table 4.11, it can be stated that there is a significant influence of vocabulary mastery toward the reading comprehension skill. This is evidenced by the acquisition of Sig value. 0.003 <0.05 and th = 3.019. From the above calculation, it can be stated that the contribution of vocabulary mastery in improving the reading comprehension skill is 13.86%.

#### **3.2. The effect of learning style toward the reading comprehension skill.**

From Table 11, it can be stated that there is a significant influence of learning style toward the reading comprehension skill. This is evidenced by the acquisition of Sig value. 0.001 <0.05 and th = 3.295. From the above calculation, it can be stated that the contribution of learning style in improving the reading comprehension skill is 15.72%.

## **A. CONCLUSION**

In this conclusion, the authors describe briefly the results of research obtained in the field can be drawn conclusion as follows: (1) There is a significant influence of learning style and

vocabulary mastery interactively together toward the reading comprehension skill. This is evidenced by the acquisition of Sig value.  $0,000 < 0,05$  and  $Fh = 16,150$ . Vocabulary mastery and learning style interactively contribute 29.6% to the variable of reading comprehension skill, (2) There is a significant influence of the learning style toward the reading comprehension skill. This is evidenced by the acquisition of Sig value.  $0,001 < 0,05$  and  $th = 3,295$ . The variable on learning style contributes 15.72% in improving the reading comprehension skill; and (3) There is a significant influence of vocabulary mastery toward the reading comprehension skill. This is evidenced by the acquisition of Sig value.  $0,003 < 0,05$  and  $th = 3,019$ . Variable vocabulary mastery contributes 13.86% in improving the reading comprehension skill.

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