


THE CORRELATION BETWEEN STUDENTS' VISUAL LEARNING STYLE PREFERENCE AND VOCABULARY MASTERY AT SMP NEGERI 3 SUNGGUMINASA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 23, 2022 Revised: December 29, 2022 Accepted: January 13, 2023 Published: December 30, 2023</p> <p>Keywords: Correlation Visual Learning Style Vocabulary Mastery</p>	<p>This research aims to find the correlation between students' visual learning style preference and vocabulary mastery at SMP Negeri 3 Sungguminasa. The design of this research is descriptive quantitative research. This study has two variables: students' preference for visual learning styles as an independent variable and students' vocabulary mastery as a dependent variable. This study's population consists of seventh-grade students. The researcher used random sampling to take the samples, which consist of 33 students. The researcher used a questionnaire and a test to collect data. The questionnaire consisted of 15 statements and was used to assess students' preference for visual learning style. The test consists of 20 questions and is then used to determine students' vocabulary mastery. The researcher used the Pearson analyzed Product Moment Correlation formula to analyze the data. The SPSS 23 program for Windows was used to analyze the data. This study found a medium correlation between students' visual learning style preference and vocabulary mastery of seventh-grade students of SMP Negeri 3 Sungguminasa because the value of $r_{xy} = 0.468$ while (0.40-0.599) in the correlation scale table denotes a medium level of correlation. The results revealed that $r_{xy} > r_{table} = 0.468 > 0.40$. Therefore, it can be concluded that there was a significant correlation between students' visual learning style preference and vocabulary mastery at SMP Negeri 3 Sungguminasa.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Vocabulary is one of the skills needed to master English. Vocabulary is a basic skill that has got to be mastered by the students. It is really a valuable and vital tool for communication and knowledge acquisition. Students with a richer vocabulary will find it easier to converse, understand what is being said, and share their knowledge with others, including classmates, friends, teachers, and possibly complete strangers. Students who master vocabulary are expected to be able to speak in languages other than their native language, as well as learn a wide range of knowledge and skills. Because they have a better command of their language, they find it easier to communicate.

According with pre-observation in P2K (Teacher Professional Consolidation Program), a majority of the students think that learning English tough, in particular studying vocabulary difficult to understand. They were uninterested in learning English because they assume it is difficult. Students struggled to understand the meaning and had no idea how to write the word because they were simply too lazy to memorize the meaning of the words. Without considering their definitions or paying enough attention to the written form, the students simply glanced at the words in the dictionary. Of course, a teacher's creativity in selecting a technique is required in this case. In other words, a teacher should give more importance to techniques that help students improve their vocabulary. The students need something to increase their vocabulary.

People are born with various characteristics, and students learn in a variety of ways. Every person has a unique style. According to Hilliard (2001), learning styles are the varied methods in which a person absorbs, interprets, and processes information. The teacher must be aware that students' preferred methods of processing information consistently differ. Because of individual differences, education cannot generalize their students' learning approaches. Individual differences in learning styles are quantifiable. Unfortunately, the majority of teachers disregard their students' learning styles.

There are three different types of learning styles: kinesthetic learning, auditory learning, and visual learning. Pictures, diagrams, flow charts, timelines, videos, and demonstrations help visual learners recall information more effectively. Learning is most effective for auditory learners when they hear things, like listening to an instructor. Kinesthetic learners, then, are individuals who learn best by doing or experiencing things. Learning preferences have nothing to do with ability or IQ. It has to do with how well a person's brain processes new information and stores it.

The best way to help a student remember and study new material is to accommodate their learning preferences. There are numerous ways to increase vocabulary, including the use of images in a visual learning style. The visual learning approach, in which concepts, facts, and other information are connected to visuals and processes. Visual learners can absorb and recall information more easily. They prefer visual cues and instructions, and they quickly forget information they have only heard. With the ability to visualize, they frequently use mind maps

and have a propensity to see pictures and images after recalling information. They are naturally inclined to write, draw, and imagine. They also enjoy taking their own notes and independent reading. They have a tendency to daydream while reading, so they will most likely imagine what they are hearing. For visual learners, color is frequently fascinating, and they can comprehend intricate maps, graphs, and charts. As a result, they could make use of symbols, diagrams, and color coding.

Several activities inside the classroom and outside classrooms can enrich students' vocabulary based on the characteristics of each learner type. Let's look at an actual learner as an example. To effectively acquire information, this learner type prefers to learn through games, pictures, films, videos, and other forms of visual stimulation. The student's options for acquiring new vocabulary are plentiful here. Furthermore, because reading is the main activity in learning for analytical learners, their chances of expanding their vocabularies are identical to those of concrete learners. Reading habits may automatically provide them with a broad horizon as well as a large vocabulary.

The students can select a learning style that works best for them to practice and learn English independently. As an illustration, students can use flashcards as memory aids to help them learn new vocabulary, and they can also use songs in English to learn the lyrics. To remember words, students can use their preferred learning methods. The researcher concludes from the discussion above that language learning involves the use of visual learning preferences, which may have varying degrees of vocabulary mastery.

RESEARCH METHOD

The researcher in this study presented the data in numerical and descriptive form using the descriptive quantitative method. Sugiyono (2016: 13) claims that the quantitative research method is frequently seen as a methodology that supports positivism and is used to examine the population or a chosen sample. This approach is being used to examine the correlation between students' visual learning style preference and vocabulary mastery among the 33 participants research in seventh-grade at SMP Negeri 3 Sungguminasa. A vocabulary test and a questionnaire were used by the researcher to gather data for the research. While the test is used to gather data on vocabulary, the questionnaire is used to gather information about the students' visual learning style preference.

RESULT AND DISCUSSION

This research was to find out the correlation between students' visual learning style preference and vocabulary mastery. The researcher found that the result was 0.468. The conclusion was the correlation between students' visual learning style preference and vocabulary mastery is a medium correlation. The data was analyzed using SPSS 23.0 Program for Windows

Visual Learning Style Preference

Learning is most effective for visual learners who think in pictures. They rely on nonverbal cues from the facilitator or instructor, such as body language, to help them understand. It may be more comfortable for visual learners to sit in the front of the room. Additionally, they take thorough notes on the information provided.

To collect data students' visual learning style the researcher used a questionnaire Lickert Scale. Each student will receive a score that is one of the following:

- a. Strongly Agree, respondents get a score of (5)
- b. Agree, respondents get a score of (4)
- c. Undecided, respondents get a score of (3)
- d. Disagree, respondents get a score of (2)
- e. Strongly Disagree, respondents get a score of (1)

Table 1 The Score of Visual learning Style Questionnaire

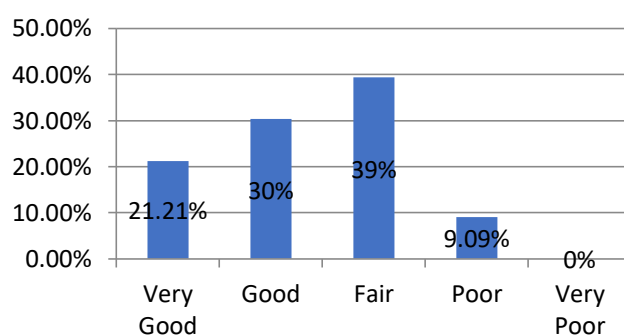
No.	Students' Name	Questionnaire Final Score
1	Student1	67
2	Student2	60
3	Student3	33
4	Student4	47
5	Student5	44
6	Student6	48
7	Student7	49
8	Student8	55
9	Student9	54
10	Student10	44
11	Student11	53
12	Student12	48
13	Student13	57
14	Student14	39
15	Student15	42
16	Student16	52
17	Student17	47
18	Student18	59
19	Student19	57
20	Student20	61
21	Student21	48
22	Student22	54
23	Student23	49
24	Student24	53
25	Student25	44
26	Student26	58

27	Student27	39
28	Student28	46
29	Student29	40
30	Student30	43
31	Student31	56
32	Student32	63
33	Student33	59

Vocabulary Mastery

Based on their knowledge, the students were given 20 vocabulary tests to complete. Individual scores were used to calculate the score. The researcher divided the students' scores into five categories after analyzing the results. The classification of the students in the vocabulary test is shown in the table below.

Figure 1 Categorization of Students' Vocabulary Mastery



Based on data analysis using the Gay formula, out of 33 seventh graders at SMP Negeri 3 Sungguminasa, 3 fell into the very low category for vocabulary mastery with a percentage of 9,09%, and 13 fell into the intermediate category with a percentage of 39,39%. This indicates that the majority of students learn vocabulary through their visual learning style preference.

The Correlation between Students' Visual Learning Style Preference and Vocabulary Mastery

The researcher then went on to look into the correlation between the two variables, students' visual learning style preference (X) and vocabulary mastery (Y), after calculating the total score for each variable. Using the Pearson Product Moment analysis, this was looked at program SPSS 23.0 for Windows.

Table 2 SPSS Result Correlation

		Visual Learning Style	Vocabulary Mastery
Visual Learning Style	Pearson Correlation	1	.468**
	Sig. (2-tailed)		.006
	N	33	33
Vocabulary Mastery	Pearson Correlation	.468**	1
	Sig. (2-tailed)	.006	
	N	33	33

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

Based on the application of SPSS in analyzing the correlation between students' visual learning style preference and vocabulary mastery is 0.468. The correlation of them was in medium correlation level based on standard of correlation moment. That was $r = 0.468$ which lied between 0.040-0.599 in classification table. This indicates a medium correlation between the two variables, X and Y. The results showed that students' preference for visual learning styles and vocabulary mastery had a significant and positive correlation ($r_{xy} = 0.468 > 0.40$).

CONCLUSION

The study looked into the correlation between students' visual learning style preference and vocabulary mastery. In this study, a correlational study was used to describe the data obtained from students' visual learning style preference and vocabulary mastery. The data researched obtained was further calculated using the Pearson product-moment correlation coefficient, through SPSS Program version 23 for windows.

After processing and analyzing the data, it was determined that students' for the visual learning style preference (X) and vocabulary mastery (Y) in the seventh grade of SMP Negeri 3 Sungguminasa, students showed a positive correlation. The correlation between X and Y was medium, with a value of $r_{xy} = 0.468$. (0.40-0.599).

Based on the research findings and discussions in the previous chapter, the researcher comes to the following conclusion. The preference for a visual learning style and vocabulary mastery were significantly correlated in the seventh grade at SMP Negeri 3 Sungguminasa.

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