The Effectiveness of Kinesthetic Learning Style Towards Student's English Vocabulary Mastery to the Second Grade of Smp Negeri 2 Kalabahi In Academic Year 2017/2018.

Santhy Givend Pandie M.Pd, Triznawasty Y. Daik M.Pd, Welmince Kamau S.Pd

Universitas Tribuana Kalabahi

Alor

NTT

ABSTRACT

This research was conducted to know the effectiveness of kinesthetic learning style towards vocabulary mastery to the second grade students of SMP Negeri 02 kalabahi in academic year 2017/2018. The total number of students are 44 which consist of 22 students from class VII^1 and 22 students from VII^7. The instrument use to collect the data is test, test is divided forms, namely multiple choice. The method used to measure the students mastery level of using of kinesthetic learning style provided in three themes. It was conducted with two classes were experimental class and control class. The data obtained through pre-test, treatment and post-test from the students. The collected data were analyzed by using formula suggested by Arikunto and also describes the students mastery level namely: excellent, good, fair and poor. The result of the data analysis show that the mean scores of experimental class was 85,31 % and the mean of control class was 80,54 %. Based on the data analysis above, the hypothesis is alternative hypothesis, it's shows that the significant impact of using kinesthetic learning style and there is an strategy and improving mark of most student there are seventeen students are categorized as "excellent level" with the percentage 73,3 % there are four students categorized as "good level" with the percentage 18,1 %, and there is no students categorized into "poor level" it's mean that kinesthetic learning style is good technique and it's effectives to use in vocabulary mastery, because based on the mean scores of both groups, it is indicated that mean score of experimental class was higher than control class. It also mean that kinesthetic learning style are effectives to increase the students mastery level of english vocabularies because the writer found that most of the students are easy to understanding the vocabulary by helping of kinesthetic learning style were provided in the list of word.

Key Words : Effectiveness, Kinesthetic Learning Style, Vocabulary mastery

1. **Introduction**

   Nowadays, education is so important in our life. The whole people demand to join education, because they do not want to categories as the lost generation. According to Don birg [1992:24], education is the process of delivery of knowledge skills, and information from teachers to students. Education contributes to harm students and teachers by driving policy makers to insist on accounting for the units of information that students demonstrate knowledge on test. Based on both statements above, education is like a bridge, when someone has been ready to join it they will become successful people.

To study English language, Indonesian students face many difficulties in the learning process especially to master the vocabulary. Overcoming the students in mastering the vocabulary, teachers need some approaches and strategies like the use of method, technique, or media in order to make the subject is easy to learn. Further Goodman Lorry in Irawan (2013:1) said that vocabulary is one of the language aspects. The students cannot read, speak, listen, and write without understanding the meaning of words. But, by teaching vocabulary first, the students easily to be able to read, understand and memorize vocabulary more quickly because this is very effective way. It means that vocabulary is important, like bridge to improve student's vocabulary.

In this case, the writer will offer a media called kinesthetic learning style it can be designed for any educational level, which provide students to make them an ideal learning activity for the students. Kinesthetic learners learn best when they are moving. If they are using their hands and bodies in learning, their attention will be focused right on the learning they are doing. Conversely, if they are expected to sit very still and pay attention and listen, success will not follow. The more they have to sit still, the less they can focus and learn.

In traditional class room, children are expected to sit quietly in their seats, listen and then remember what they are hearing. Many times there is not the opportunity for students to experience the learning with their bodies and hands, a part of writing with a pencil on paper. While some people believe that a teacher would have to teach several different ways in order to accommodate the various learning style. Teacher will be successful in reaching all their learners at one time if they will develop a teaching style that is a synthesis of method that targets the whole brain. Child exit to help provide teaching materials that are multisensory, material that make this task of teaching to the whole brain easier for the parents and teacher resources for Math, Reading, Sight, Words, and Letters, and sound are designed especially for visual tactile kinesthetic learners. Based on pre-observation, the writer found that most of the students of SMP N. Kalabahi especial the second grade students had difficulties in mastery the vocabulary.

1.1. Hypothesis

The hypothesis is tentative answer to the problem of the research, until proven by data collected (Arikunto, 2006: 71).

The hypothesis is a temporary answer to the problem of the theoretical research that is considered most likely or highest level of truth. Technical the hypothesis is a statement about the state of the population to be tested for truth through data obtained from research sample statistictical, (Margono, 2009: 67).

a. Null hypothesis (Ho) = Ho $\neq 0$

The use of kinesthetic learning style is not effective towards student's vocabulary mastery through kinesthetic learning style of the second grade students of SMP Negeri Kalabahi in academic year 2016/2017.

b. Alternative hypothesis (Ha) = Ha = 0

The use of kinesthetic learning style is effective towards student's vocabulary mastery through kinesthetic learning style of the second grade students of SMP Negeri 2 Kalabahi in academic year 2016/2017.

1.2. Definition of term

In this part, some important terms must be operational defined to avoid miss interpretation and miss understanding on what this study is discussing about. They are; (a) Teaching, (b) vocabulary, (c) kinesthetic learning style.

   a. Teaching

   According to Newton teaching is an activity in which teacher convey knowledge and experience to their students. The goal is for the knowledge presented to students that can be understood by learners. It means that teacher is the guide for the students.

   b. Vocabulary

   According to Manser (199:461), vocabulary is total member of words that make up language and list of collection of words arranged in alphabetical lorded and explained a dictionary lexicon, either of a whole language, a single word. Vocabulary is a key. When the students want to arrange mastery of vocabulary thought the use of kinesthetic learning style.

   c. Kinesthetic learning style

   According to Goodman Lorry said that, kinesthetic learning style is the way to act and using the stimulus that use by the students in the learning process. Kinesthetic learning style is the combination between how the students get and then arrange and also develop all information that she or he gets.

2. Source text

2.1. The important of vocabulary

According to David Wilkins in Rahmad Silohin (2013:6) vocabulary is very important in language, a large number if vocabularies are so difficult to learn, because if the teacher should use good method in teaching vocabulary. Since teaching of English in Indonesia is aimed towards teaching vocabulary. The English teacher much takes deep concern of vocabulary lesson. However, the teacher has not always been very responsive to such problems, and the teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. Based on the statement above, the lesson about vocabulary is must given to avoid the students forget about the material which pass on the students.

2.2. Definition of Kinesthetic Learning Style

According to Sternbrg (2008:702), Kinesthetic learning style is the way to act and using the stimulus that used by the students in the learning process. Learning style is the combination between how the students get and then arrange and also develop all information that she or he gets. Furth more, the learning style is the consistent way doing by the students to get the stimulus and information, the way to remember, the way to think and the way to solve the problem.

Learning style is the way and technique that they use to learn and process information and knowledge. It helps students learn more fast and easier with selecting and using the appropriate learning style that they like. Learning styles refer to the variations in your ability to accumulate as well as assimilate information. Basically, learning style is the method that best allows you to gather and use knowledge in a specific manner. Most experts agree that

there are three basic learning styles they are: Visual style, auditory style, and kinesthetic style. Based on the explanation above, the writer used kinesthetic style as a method towards student's vocabulary mastery.

2.3. Application of Learning Style in the Classroom

Various researchers have attempted to provide ways in which learning style can take effect in the classroom. Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn (1978). Dunn and Dunn write that "learners are affected by their:

1. Immediate environment sound ,light, temperature and design,
2. Own emotional (motivation, persistence, responsibility, and need for structure or flexibility);
3. Sociological needs (self, pair, peers, team, adult, or varied); and

   Physical needs (perceptual strengths, intake, time, and mobility) (Dunn & Dunn, 1978). They claim that not only can students identify their preferred learning style, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easly relate. Therefore, it is to the educator's Although learning style will inevitably differ among students in the classroom, Dunn and Dunn say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can bu used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom (Dunn and Dunn, 1978).

   Small-group techniques often include a "circle of knowledge" in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming. Contract Activity Packages are educational plants that facilitate by using the following elements:

   1) Clear statement of what the students need to learn;
   2) Multisensory resources (auditory, visual, tactile, kinesthetic) that teach the required information;
   3) Activities through which the newly-mastered information can be used creatively;
   4) The sharing of creative projects within small groups of classmates;
   5) At least 3 small-group techniques;
   6) A pre-test, a self-test, and a post-test (Dunn and Dunn, 1978)

4. Advantage to teach and test students in their preferred styles (Dunn & Dunn, 1978).

2.4. Characteristics of Kinesthetic Style

Kinesthetic learner has some characteristics, those are:

1) Learners or students always move-that's way learners or students learn
2) They move their body when they memorizing information like walking around
3) They use fingers to point out the writing in a book when the read
4) They cannot sit silently in long time
5) They talk slowly and usually stand up near someone when talking
6) They always orientate in practice and physic activities
7) They prefer learning through practice and physic activities

8) They use much body language to communicate like nod their head to express 'yes'
9) They need concrete object as learning aids
10) They want to do anything and love game.

There are some learning strategies for kinesthetic learner (kinesthetic style), they are:
1. Use role play game as learning
2. They do memorizing by walking around and see
3. Show them how to do something and Use aids equipments when learning
4. Give silent activities after moving activities (example: reading text loudly after physic training at school)
5. Use manipulated method (example: moving parts of body for naming).

2.5. Kinesthetic Style in Learning Vocabulary

As mention before, kinesthetic style of learning more focuses on the body movement and touching, there are several ways in teaching vocabulary based on the kinesthetic style, they are; role-play, games and discussion.

1. Role-play

    Role-play is a classroom activity which gives the students opportunity to practice the language, the aspect of role behavior, and the actual roles he may need outside the classroom, Carol Livingstone (1983:6).

    When students take part in the situation directly, they have the big chance to create their own idea about what to do, to learn securely. This is in line with the characteristics of the kinesthetic learning style that when the students move their body they will act like the real person in the real situation.

2. Games

    According to Agoestyowati the use of game in learning environment will not only change to dynamic of the class, but it will also rejuvenate students and help their brain to learn more effectively (2007:15).

    This means when students more active in learning process they will used all of their ability to think and doing every action that needed to develop their knowledge activities that need more creative movement.

3. Discussion

    Classroom discussion. It is hoped that it can help the students when they are talking to their friends. Indeed, the goal is to get as many students involved in talking to one another as possible and for the teacher to fade into the background. Students will practice in how to talk to and listen to teachers, in how to address and look to authority figures for answers. However, they are not well versed in how to talk to and listen to each other, in how to navigate and negotiate and discuss issues of serious consequence and work toward answers among equals.

    When students work in group of discussion they will have the big chance to take their responsibility in doing something. In kinesthetic learning style when we let students work together and let them to explore their ability, they will feel confident to improve their knowledge by using their own style in learning.

    Based on the three explanations above the writer will use role play as the way to improve students' vocabulary mastery based on the kinesthetic learning style.

2.6.Vocabulary In Learning Activity

Vocabulary is the list of words, usually arranged alphabetically and defined, explained or translated or the range of language, the stock of word at a person's command or used in particular work, branch or subject, language, etc. Scrivener (1994:73) states that Vocabulary is carrier of meaning. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning second language. Learner often manages to communicate in English by using the accumulative effect of individual words.

The importance of vocabulary is:

1. An extensive vocabulary aids expression and communication.
2. Vocabulary size has been directly linked to reading comprehension.
3. Linguistic vocabulary is synonymous with thinking vocabulary.
4. A learner or student may be judged by others based on his or her vocabulary.

2.7.The Kinds of Vocabulary

Scrivener (1994: 74) divides vocabulary into two part, they are productive vocabulary (also called active) and receptive vocabulary (also called passive).Productive vocabulary is the sets of the words that are used in spoken communication. Good pronunciation might be encouraged getting the sound and the stress right. Receptive vocabulary is the use of words that we recognize and understand, but tend not to use ourselves

Thornburry (2002: 5) divides some ways of learning language especially for learning vocabulary:

1. Repetition
   Use the leisured or honored time to repeat the material and rehearsal the material when it is still in working memory.
2. Pacing
   Learners have different learning styles and process the material different rate, so ideally they should give the opportunity to pace their own rehearsal activities.
3. Use
   Put some words which are preferable to use in some interesting way. This is the best of ensuring they are added to long term memory.
4. Imagining
   Use some leisure or honored time to visualize new words by picture silently. Visualizing new words in picture form will make those words are memorable and evoke students to explore words.
5. Motivating
   Students need strong motivation to spend their much time to rehearsal and practice the materials and in the end they will pay off in term of memory
6. Attention
   Students cannot improve their vocabulary when they are sleeping, simply by listening to a speaker. Some degree of attention is required. A very high degree of attention is improving the recalling words

3. Analysis

In this research, all the data is compiled from the study, then it is tabulated and discussed. The purpose of the tabulation and the procession of the data is to gain the result whether or not, there is an impact between the students ability level and the usage the Kinesthetic learning style. In order to search such data, the writer used such a kind of evaluation on

instrument called port folio project in analyzing and counting up the result of her investigation the writer applied the formula recommended by Arikunto. The following is an exact way to count up the correlation of both tecnique and the result of KLS application:

$$T = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(Db-1)}}}$$

3.1 By applying the above recommended formula the writer present the data the following tables: The data pre-test and post- test of the study

Table below shows the student's vocabulary mastery for experimental and control class was taught by using kinesthetic learning style and without using kinesthetic learning style can be seen in the table 1 appendix.

Table1

The summary of the students scores

Subject	Without KLS		Using KLS	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
N=22	1.465	1.772	1.319	1.851
	66,59	80,54	59,95	85,31

The table shows that the mean scores of pre-test and post-test of the class which was taught using kinesthetic learning style were 59,95 and 85,31 : while mean scores of pre-test and post-test of class which was taught without pictures was 66,59 and 80,54.

3.2 Description of students' score on pre-test

a. Frequention distributionof students'score on pre-test

Based on result of students' pre-test in table 1, the writer counts the frequency and percentage of students' pre-test to know their vocabulary mastery before giving the different treatment. The frequency distribution can be seen in the following table:

Table 2

Frequency distribution of students'scores on pre-test

Pre-test in control class			Pre-test in experimental class		
Score	Frequency (S)	Percentage %	Score	Frequency (S)	Percentage %
33	2	4,6	27	2	5,9
40	1	9,0	33	2	11,8

46	1	4,6	40	4	5,9
53	1	4,6	47	1	5,9
60	2	18,1	53	1	11,8
67	2	14,0	67	3	17,5
73	2	18,1	73	4	5,9
80	3	9,0	80	1	11,8
87	2	9,0	87	1	11,8
93	2	9,0	93	3	11,8
Total	22	100	Total	22	100
Mean	1465		Mean	1319	
Max	93		Max	93	
Min	33		Min	27	

Based on the 2 table above, it can be ilustrated that on pre-test of experimental class, the maximum scores is 93 while in control class is 93.
The minimum scores in experimental class is 27 while in control class is 33.
The mean scores in experimental class is 59,95 while in control class is 66,59
Based on these scores, the writer says that the students in experimental class and control have a little knowledge about the English vocabularies before giving the different treatment.

4. **The Hypothesis Testing**

The hypothesis is a tentative answer to the problem of research,until proven by the data collected.[Arikunto,2006; 17]. The hypothesis is a temporary answer to the problem of theoritical research the is considered most likely or highest level of truth . technical,the hypothesis is a statement about the state of the population to be tested for truth though data obtained from research sample stastictical, [margono,2009,67].

Based on the writer prediction about the outcome of the study in chapter one before,writer said that KLSis effective and it can towards the students vocabulary because there is a significant impact after giving the treatment by using KLS strategy in experimental class. It means that if t-test score < value of t-table score H0 is accepted and Ha is rejected. But if the t-test score > value of t-table score, Ha is accepted and H0 is rejected.

Based on the value of t-test and the degree of freedom 42, it is higher than the t-table at the 5% level of significance. Then the alternative hypothesis (Ha) is accepted and null

hypothesis (H0) is rejected. It means that KLS is effective to towards students English vocabulary, and it is a simple technique is applicable for teaching at the Senior High School because there are differences in English vocabulary between the students who thought by without KLS and the students who tough by using KLS. The students who thought by using KLS have significant impact in English vocabulary. Based on the result of finding, the writer presents the discussion in the use of KLS towards students' English vocabulary. Learning language cannot be separated from learning vocabulary .Vocabulary is a word that a person known in a particular language and one of components of language that has a meaning and definition. Vocabulary supports the speakers to express their opinion, ideas and feelings in communication .In this research, KLS is chosen towards students'English vocabulary because it is a good technique to be used in the classroom. Learning through KLS, the students can learn about learning style,. So they can towards their English vocabulary more easily. Based on the statement above, it can indicate by experimental research in determining of differences between experimental class that has better scores than control class. It means that the result of the students in experimental class has better score because they taught by using KLS than without KLS. The data describes that the number of students who categorized into excellent level in experimental class is highest than in control class and there is no student categorized into poor level both of control class and in experimental class. The mean score of post-test in experimental class is 85,31. It is different with control class, it is 59,95. It means that KLS is effective towards students' English vocabulary and it can help the students and teacher in teaching learning process especially in English vocabulary.

5. **Conclusion**

Based on the result of computation and analyzing the data, the writer concludes as follows**.** On this study, after carrying out the research and the result of the students' on test to towards the students vocabulary, based on the analysis of the data. It can be said that there is an impact between the assessment or achievement and the KLS technique among the students' score and the predicate.

Based on the presentation of the data and discussion of the data and discussion of finding the writer also concludes that KLS technique is an excellent way and interesting learning aid to towards or build up the students' vocabulary, and KLS strategy isan excellent way all of English teacher to towards or build up the students' vocabulary because after giving the treatment at the second grade students of SMP Negeri 02 Kalabahi, most of the students are classified "excellent" with the total percentages of 85,31% , moreover, there are 17 students classified, "excellent", there are 4 students who are categorized into good level 2 students are fair level and no students categorized as poor level. The effectiveness of the test also showed that the treatment was successful the result of post-test was higher than pre-test.

REFFERENCESS
Arikunto, Suharsimi. 2007. *Procedure Penelitian*. Jakarta:PT. RinekaCipta
Davit Nunan. 1992. *Research method in language learning.*Cambridge University ress.
DePorter, Bobbi. 1999. *Quantum Teaching: Mempraktikkan Quantum Learning di Ruang-ruangKelas.* Bandung: KAIFA.

Hamalik, Oemar. 2005. *Curriculum and Learning.*Jakarta: Bumi Aksara.

Hornby, A.S. 1974.Oxford *Advance Learner Ditionary of Current English*. New York

Jensen, Eric & LeAnn Nickelsen. 2011. *Deeper Learning: Seven outstanding strategies for learning deep and unforgettable.* Jakarta: PT Indeks.

Ramelan, 1984. *Introduction to Linguistic* (for Student of English in Indonesia),Jakarta.

Richard, Jack, Jhon Plat and Heidi. 1985 Longman Dictionar of Applied Linguistics. Harlow England: Longman Group Limited.

Scrivener, Jim. 1994. *Learning Teaching: A Guide for English Language Teacher*.Oxford: Heinemann.

Solihan, Rahmad. 2013. *Teaching Vocabulary Game.*

Thornbury, Scott. 2002. *how to Teach Vocabulary.* England: Longman. Cambridge University Press.

https://www.google.com/search?q=definition+of+treatment&ie=utf-8&oe=utf-8 in August 7, 2016 at 04:52 am.

https://chrisonis.wordpress.com/2012/07/08/chapter-3-data-gathering-procedure-sampling-tecnique-and-statistical-treatment-of-data/ in August 7, 2016 at 05.00 am.

https://explorable.com/statistical-treatment-of-data in August 7, 2016 at 05.23 am.