ABSTRACT

Deti Nizarwati, 321710197. "**The Influence of Student Learning Style on Vocabulary Mastery** (A Descriptive Quantitative Research to the Second Grade Students in MTS. Alma'arif NU Pontianak). Main Supervisor: Citra Kusumaningsih, M.Pd. Asistant Supervisor: Dian Shinta Sari, M.Pd Thesis Department of English, Faculty of Language and Arts Education, Institute of Teacher Training and Education, Indonesian Teachers Association (IKIP PGRI), Pontianak 2022.

This study aims to explain how learning styles and vocabulary mastery were as well as to provided an overview of the relationship between learning styles and vocabulary mastery. This research was a quantitative research. The research subjects were Second Grade Students of MTS. Alma'arif NU Pontianak. To obtain data, researchers used direct methods, namely questionnaires and tests. Analysis of the data obtained by questionnaires showed that there were 8 respondents who got the Very Good category, and 9 respondents got the Good category, 8 respondents got the less category and the remaining 5 respondents got the less category, if the percentage were 73%. students who had a moderate learning style and there were 27% of students who had a high learning style. The results of multiple choice there were 20 respondents who got the Very Good category, 10 respondents got the Good category, which if the percentage were calculated there were 33% of respondents who had moderate vocabulary mastery and 67% of respondents who had high vocabulary mastery. Therefore, the relationship between learning style and vocabulary has a positive result with a result of 0.387 which in the correlation table were included in the low relationship. Low relationship between learning style and vocabulary mastery means that the two variables were not significant enough to influence one another, therefore students who got low scores on learning styles may got high scores on vocabulary mastery or vice versa.

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Keywords: Vocabulary Mastery, Learnig Style, Descriptive Quantitative,