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THE EFFECTIVENESS OF USING VISUAL AUDITORY KINESTHETIC (VAK) LEARNING STYLE MODEL ON STUDENTS' VOCABULARY MASTERY

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ABSTRACK

This study investigates the effectiveness of the Visual Auditory Kinesthetic (VAK) learning style model in improving students' vocabulary mastery at SMP Asuhan Jaya Medan during the 2023/2024 academic year. A quantitative experimental research design was employed, involving 50 eighth-grade students divided into two groups: the experimental group (n = 25), which was taught using the VAK model, and the control group (n = 25), which received conventional instruction. Data were collected using a vocabulary test consisting of 20 items, including matching, gap-filling, and arranging tasks. Statistical analyses were performed using SPSS, including normality, homogeneity, and t-tests. The findings revealed that the experimental group's post-test mean score (M = 84.24) was significantly higher than its pre-test mean (M = 32.52), and higher than the control group's post-test mean (M = 78.68). An independent sample t-test confirmed a significant difference between the two groups ($p < 0.05$). These results suggest that the VAK model is more effective than conventional methods in enhancing vocabulary mastery. This study highlights the importance of incorporating multisensory approaches in English language teaching to support diverse learning preferences.

Keywords: Visual Auditory Kinesthetic, Learning Style Model, Vocabulary Mastery

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1. INTRODUCTION

Vocabulary is a crucial component in learning English. Without sufficient vocabulary, students struggle with speaking, reading, listening, and writing. Therefore, teaching vocabulary is essential for both students and teachers, as it supports all four language skills. According to Nurdin (2022), effective teaching methods help students enjoy and engage in learning. Syahraeni (2010) emphasized the teacher's role in motivating students to recognize the importance of English, while Harisma (2021) stated that vocabulary is the first element language learners need to master. Sari, Wahyuni, and Siregar (2021) also noted that vocabulary is more important than grammar in supporting language skills. Based on the researcher's teaching experience during PLP 1 at Asuhan Jaya Junior High School in the 2020/2021 academic year, students faced several problems: (1) low vocabulary knowledge leading to fear of speaking English, and (2) difficulty memorizing unfamiliar words and understanding materials explained in English. Although the teacher encouraged the use of dictionaries, many students still struggled. Different learning styles Visual, Auditory, and Kinesthetic (VAK) can help students absorb information more effectively (Gilakjani & Ahmadi, 2011). According to Miller (2001), 29% of students are visual learners, 34% auditory, and 37% kinesthetic. Teachers must understand students' learning preferences to teach more effectively. The VAK model, as explained by Priya et al. (2020), uses multiple senses seeing, hearing, and doing to enhance learning. This approach can improve vocabulary mastery when applied in the classroom. To address the issues

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found, the researcher proposes using the VAK learning model as a teaching medium to increase students' vocabulary mastery. It is important for English teachers to find ways to motivate students to learn more effectively. Based on this, the researcher proposes the title: "The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model on Students' Vocabulary Mastery."

2. METHOD

The researcher chose this school because of prior experience during a teaching practice program (PPL), where it was observed that students lacked confidence in speaking English due to difficulties with spelling, pronunciation, and limited vocabulary. To address these issues, the study aims to improve students' vocabulary mastery and speaking skills through the use of the Visual Auditory Kinesthetic (VAK) learning model. This quantitative research uses an experimental design to test the effectiveness of the VAK model compared to conventional methods. The study involves two groups: an experimental group using the VAK approach and a control group using traditional methods, both receiving the same test to measure the impact of the different teaching strategies.

3. RESULTS AND DISCUSSION

After analyzing the pre-test and post-test data from both the experimental and control groups, it was found that the use of the Visual Auditory Kinesthetic (VAK) learning model is more effective in improving students' vocabulary mastery compared to conventional methods.

1. Descriptive Statistics:
   Based on SPSS results, the experimental group's post-test mean score (84.24) was higher than the pre-test (32.52). Similarly, the control group's post-test mean score (78.68) improved from the pre-test (32.44). This suggests improvement in both groups, but the experimental group showed greater progress.
2. Normality Test:
   All data from the pre-test and post-test of both groups had significance values greater than 0.05, indicating that the data were normally distributed.
3. Homogeneity Test:
   The Levene's test showed a significance value of 0.746 (based on Mean), which is greater than 0.05. This indicates that the data from both groups are homogeneous.
4. T-test Analysis:
   The independent t-test showed a t-value of 2.614 with a significance (2-tailed) of $0.012 < 0.05$. This means that there is a statistically significant difference between the post-test scores of the two groups. Thus, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted.
5. Findings:
   The VAK learning model significantly improved students' vocabulary. This was supported by the paired sample t-test, which showed a significance value less than 0.05. The result aligns with several previous studies that also found significant improvements in students' vocabulary using VAK and other interactive methods (e.g., kinesthetic learning through video, puppet media, and speaking activi ties).

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During the pre-test, many students struggled with understanding vocabulary. After implementing the VAK method, the students showed better performance. This is reflected in the experimental group's improvement from a mean score of 32.52 in the pre-test to 84.24 in the post-test. These findings confirm that VAK is effective in enhancing vocabulary mastery among students at SMP Asuhan Jaya Medan.

This part presents a discussion dealing with the interpretation of the research findings derived from the results of data analysis and researchers' notes during the research to depict the improvement of students' vocabulary. From the results of the test, it can be concluded there is a significant difference before and after using the VAK learning style model on students' vocabulary mastery at the SMP Asuhan Jaya Medan.

In the first meeting when the researcher gave the pre-test, the researcher noticed that most of the students were hard to find out the meaning and complete the test. It made the students' pre-test scores low and it can be seen in Tables 4.1 and 4.2 means of the pre-test was 3.252 the post-test was 8.424 from the experiment class, the mean pre-test was 3.244, and the post-test was 7.868 from the control group. After getting the results from the data analysis above, it was found that the use of Visual Auditory Kinesthetic is effective in students' vocabulary mastery.

4. CONCLUSION

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusion of this research. Based on the result of the data analysis and discussion in the previous chapter, it can be concluded that using the VAK learning style model in the eighth grade of SMP Asuhan Jaya Medan could improve students' vocabulary mastery. The result of the average value of the experimental pre-test (32.52) and post-test (84.24). While from the control pre-test (32.44) and post-test (78.68). in this case, the VAK learning style model was effective to be used to teach vocabulary. In other words, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted.

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