THE USE OF VISUAL AUDITORY KINESTHETIC (VAK) LEARNING STYLES TO INCREASE STUDENTS' VOCABULARY

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Abstract

The objectives of this research were: (1) To find out whether or not the Visual Auditory Kinesthetic learning stylesincreases the students' vocabulary. (2) To find out whether or not the students are interested in studying English by using Visual Auditory Kinesthetic learning styles. This research employed quasi experimental design. This research used cluster random sampling technique. The research data were collected by using two kinds of instruments namely: writing test for the students' vocabulary achievement and questionnaire for the students' interest. The results of the research were: (1) the implementation of Visual Auditory Kinesthetic learning styles in teaching vocabulary improve the students achievement as there is a significant difference vocabulary mean score of the experimental group in posttest was significantly higher than the control group (82.40 > 58.80). (2) The students interest in Visual Auditory Kinesthetic learning styles was categorized as very high. It can be concluded that the Visual Auditory Kinesthetic learning styles in the teaching process is effective to be implemented in improving the students' vocabulary achievement and the students have high interest toward Visual Auditory Kinesthetic learning styles in teaching English vocabulary.

Keywords: *VAK, learning style, interest*

INTRODUCTION

English is an international language used most of the countries. However, in Indonesia, English is considered as a foreign language. English represents international language which needs to be mastered to communicate and compete in globalization era. By

mastering English, student will be easy to access world information and technology, and it can give barer opportunity to develop themselves and also get better opportunity to face the competition in the future in all sectors. Although the learning of English has big benefit for the future of student and have conducted in schools, but practically student still find difficulties in studying it and there still some problems of studying English. There are four skills of English study which must be mastered by student namely listening, speaking, reading, and writing. All the skills are related one and another. There is no division in young children's minds between oral and written communication in English – to them, listening, speaking, reading, and writing are interrelated aspects of the same activity (Opal Dunn: 1984). So that, in process of teaching, teachers have to include the four aspects.

The essential thing which is required in learning English is vocabulary. English becomes an essential thing which has to be mastered by Indonesian people because the needs in influencing people, interaction, exploration, explaining, growing, and introducing their identity to others (Wilkinson, 1986). Vocabulary is the most crucial thing in communication because the mistakes in using the words may cause miscommunication or misunderstanding. There are many ways of which is conducted to increase English vocabulary, like reading literature, conversation, listening, making pocket word list, multimedia, watching television and game.

Thus, in studying English teachers have important role that is as a facilitator, evaluator and motivator. Therefore, teaching is a very unique activity of human, because it is not only sharing their knowledge and experience but also they can learn how to understand the character of human being. Human was created by various character and behavior. So the duty of a teacher is to understand the character. Susilana in Anggita (2012:10) stated that learning is an interaction of teaching and learning. In teaching, teachers have to really understand students' mental condition and also students' physical condition.

Teaching English vocabulary is an important area of effort and investigation. Vocabulary is one of language elements which should be concerned first to be taught to the beginner. Having knowledge of vocabulary may help learners or teacher to express their ideas and opinions as a part of communication. Brown (1994:365) argues that vocabulary should be put in the first place of language teaching before the grammar or word orders of a language, because it has always been the central aspect of foreign teaching besides grammar. Without mastering vocabulary, the student cannot communicative effectively. McCharty (1990:viii) states that vocabulary is important for communication, without words to express

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a wide range of meanings, communication in a second language just cannot happen in any meaningful way.

One important thing of using learning style in teaching is make it easy for teacher to include it into teaching instruction. Musrofi (2011) stated that teacher have to accelerate the technique with students' learning styles to make teachers' explanation about the subject easy to understand. Therefore, teaching technique is important in teaching and learning process because it is the key for teacher to present what students need to know related to the lesson. Interesting atmosphere can gain students' attention and improve students' motivation in learning process.

Most of student in Junior High School is about 13 until 15 years old. In this period, they had transition from childhood to teen-age. Children are more interested in playing than studying. Their brains are in the process of growing which make it easier to input and absorb information. The conditions above lead the using of learning style or teaching technique help the students to gain information.

There are many different learning styles. Three of the most popular is visual, auditory and kinesthetic which easy to student to accept the information. Some students are visual learner, while another is auditory or kinesthetic educative participant. Whereas student use all their sensory to accept information, they seems to have preference in the way they learn best. A study conducted by Specific Diagnostic Studies found that 29 percent of all students in elementary and secondary schools are visual learners, 34 percent learn through auditory means, and 37 percent learn best through kinesthetic/tactile modes (Miller: 2001). So that before teaching process, teacher need to indentifythe students' character. In order to, to assist student learn, teacher require to be aware of such   condition of the student. Teacher can include this learning style in their curriculum activity so that student can succeed in their class.

To better focus the research, thefollowing questions were used to guide the study: 1) does the use of Visual Auditory Kinesthetic learning stylesincrease the students' vocabulary? 2) Are the students interested in studying English through Visual Auditory Kinesthetic learning styles?

LITERATURE REVIEW

Some studies have been conducted on the field of improving vocabulary. They are revealed as in the following:

Kasmah (2003) reported that using dialogue method in teaching vocabulary could motivate the students in improving their vocabulary and it also can make them interesting in learning it.

Darwis (2004) conducted a research on the teaching vocabulary using concordance technique. She found that the students have positive attitude in learning vocabulary using concordance technique.

Nurdin (2004) did research focusing on improving vocabulary through English speaking classroom environment (ESCE). He found that the using of ESCE is more effective and useful than the others. They do not find difficulties to make good sentences as what happened before teaching use ESCE. They have high interest in learning English through ESCE technique.

Nurmala (2005) did research focused on developing students vocabulary by using inquiry technique. She found that the using of inquiry technique can develop student's achievement and they more motivated to learn vocabulary.

Satriawaty (2010) interested in investigating using mnemonic technique in improving English vocabulary achievement of the second grade student at SMP Negeri 33 Makassar. The result of her study found that there was a significant difference between the result of pre-test and post test in improving English vocabulary achievement of the students. Therefore, she concluded that mnemonic technique is effective to improve the students' vocabulary achievement.

Green and Tanner (2010) were interesting in the applications of multiple intelligence (MI) theory to teacher education and the applications of MI theory to online training and teaching. They examine some applications of MI including Visual and Kinesthetic theory to the online training of English language teachers. They found that teaching and training using MI Visual and Kinesthetic theory as a framework take some creative thinking. Making MI theory work in practice in an online environment might seem challenging, yet it can be very satisfying for participants who find the learning more enjoyable, more personally relevant and more motivating.

Maghsodi (2010) investigated the effect of form-oriented comprehension and form-oriented production tasks on incidental vocabulary acquisition in terms of using either

monolingual or bilingual dictionaries and also considering the gender and the bilingual nature of the subjects. He found that the immediate and delayed vocabulary tests revealed that subjects using monolingual dictionaries (English to English) yielded better results in retention of the words irrespective of gender and bilinguality of the subjects.

Pourhossein (2011) interested in investigating The Effect of Visual, Auditory, and Kinaesthetic Learning Styles on Language Teaching. The result of his study found that the purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently.

Based on the findings above, the researcher tried to use learning styles, namely Visual Auditory Kinesthetic Learning Styles. The student will learn vocabulary more enjoy and also can interesting in learning vocabulary by using Visual Auditory Kinesthetic Learning Styles because this is combination of three learning styles enables students to hearing, seeing and moving around during the lesson. This is more contextual and practice because the type of this learning styles oriented at students' activity by using many kind of approaches and media of learning.

Definition of Vocabulary

Similar to grammar, vocabulary is essential part of language that should be comprehended. The knowledge of vocabulary is essential in language learning (Herrel and Jordan, 2004:149). Some definitions of vocabulary from some are presented by some experts.

Fowler (1954:1435) states that vocabulary comes from Medieval Latin, *vocabularious,* then transferred into English mean list, arranged alphabetically definitions, of (the principal) word used in a language or usually in a particular book or branch of science, etc or by a particular author.

Furthermore, Good (1973:143) defines that vocabulary as the words having meaning when heard and seen even though not produce by the individual himself to communicate with others and the words are considered essential for minimal use a language. Webster (1989:2560) also stated that vocabulary were; (1) A list of work and sometimes phrases, usually arranged in alphabetical order and defined a dictionary, glossary or lexicon; (2) all the word of a language; (3) all the word use by a particular person, class, profession, etc and sometimes although not necessary used by them.

Another definition stated by Hornby (1989:1447) that vocabulary is 1) All the words that person knows or uses. 2) All the words in a particular language. 3) the words that people use when they are talking. 4) A list of words with her meaning especially in a book for learning foreign language. Additionally, Brown (1994:365) stated that vocabulary is seen in its central role in contextualized, meaningful language.

Principles of Teaching and Learning Vocabulary

Wallace (1989:27-31) put forward nine principles of teaching vocabulary as follows:

1. Aims. In teaching vocabulary, the teachers have to be dear about their aims, how many vocabulary they expect to be able to do? If the points in not clear, it will be difficult to assess how successfully the vocabulary learning has been attained

2. Quantity. Having decided what involved in vocabulary learning, the teachers may determine the quantity of new vocabulary to be taught as the students' active vocabulary, after that the teacher limits the number of new words ranging from five to seven new words. The actual number will depend on a number of factors varying from class to class and student when there are too many words the students may become confused, discourage and frustrated.

3. In most cases, the choice on vocabulary taught to the students, the teacher uses a course book or syllabus in any case. In choosing the vocabularies that are going to be taught, the teacher will relate to the aim of the course and objective of individual lesson. It is also possible for teacher in a sense of responsibility of choosing the vocabulary to be taught to the students. In other words, the students know the situation where they have to communicate the words they need, as they need then using the words as the information.

4. Frequent exposure and repetition. In teaching and learning vocabulary, there should be certain amount of repetition until there is evidence that the students have learnt the target words. This simplest way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning. If the words have to be part of the students' productive vocabulary, they must be given an opportunity to use them, as often as necessary for them to recall the words at all (with the correct spelling and pronunciation and identify their meaning).

5. Meaningful presentation. In presenting the vocabulary lesson, the students must have a clear and specific understanding of what words denote or refer to. This requires the

words to be presented in such a way. So that there denotation and reference are perfect and ambiguous.

6. Situation and presentation. The words presented are appropriate to the students' situation. With good condition, enough time- convenience and a convenient method, the students will automatically succeed in learning vocabulary.

7. Presenting in context. Words are very seldom accruing, so it is important for students to know the usual collocation in which the words occur. From the beginning word must appear in its natural environment, as it was among the words it normally collocates with. Collocations are word, which are commonly associated.

8. Learning vocabulary in the mother tongue and in the target language. In this principle five steps are accounted to learn or to activate vocabulary in mother tongue and the target language :

   a. There is felt need

   b. Te mother tongue mostly controls in his own rate of learning

   c. The mother tongue is exposed to quantity of his own and for repetitions

   d. The language is nearly encountered in appropriate situation and in the appropriate context

   e. Since the words are learnt as they arise out of a felt need in a particular situation, they usually have a dear denotation

Inference. Is also of strategies in learning vocabulary in which the learner are hard on practice by using definite knowledge to have a clear understanding the words they learn. The students infer the meaning of words by listening or reading them used it certain context and certain situation.

The Use of Learning Styles in Teaching

Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of students learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning

styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.As Musrofi (2011) mention that Teacher have to accelerate the technique with students' learning styles to make teachers' explanation about the subject easy to understand. This is also related to Griggs and Dunn in Felder (1995:28) that Studies show that matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior at the primary and secondary school level, at the college level and specifically in foreign language instruction.

Based on the explanation above, it can be stated that learning process will be better if engaging students' potency in a whole, they are vision, hearing, and motion. From the collaboration of those three students' potencies are able to be actively engaged both in physically and psychologically.

Teaching English vocabulary by using Audio Visual Auditory Kinesthetic learning styleshas an importance role for teachers and students. The first, as students, they have strong and good motivation to comprehend English vocabulary. The second, students are easy to accept the English vocabulary because they learn while playing by using Visual Auditory Kinesthetic learning styles. The third, teaching English vocabulary using Visual Auditory Kinesthetic learning styles can help teacher in teaching and learning process. Weiberg (2009) stated that we can use the VAK model to enhance our teaching, as long as we remember that our students are individuals with unique ways of taking in and retrieving information. At last, the English vocabulary learning process more interesting than memorizing words.

Factors Influencing the Students' Interest

According to Harmer (1991) there were two factors which can affect students' motivation as well as their interest in learning, namely extrinsic and intrinsic motivation.

1. Extrinsic Motivation

   It is caused by any number of outside factors, for examples the need to pass the exam, the hope of financial reward, or the possibility of future travel, and so on.

2. Intrinsic Motivation

   By contrast, it comes from within the individual. A person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. It is clearly that intrinsic motivation concerns to the physical condition which has

great effect on learning and can alter students' motivation either positively or negatively.

The Measurement of Interest

According to Aiken in Mirawati (2010: 23) there are four that are applicable to measuring an interest. They are (1) asking people what they are interest in, (2) observing persons behavior situation or participant, (3) inferring interest from knowledge of special terminology or other information, and (4) administering an interest inventory.

Interest is desire to know or learn something. So that, interest has an important relationship with learning activities. Because interest can supporting the students' motivation in learning. Therefore, the relation between interest and the quality of experience was investigated in experimental text-learning situations and in high school classroom. It was found that topic interest was significantly correlated with involvement, enjoyment, concentration, and activation. Besides that interest has a stronger and more consistent impact on the quality of experiences in class than do achievement motivation or ability. Thereby, interest can direct students to the comfortable feeling in learning process.

METHOD

The researcher applied quasi experimental method using two groups' pretest-posttest design. The experiment involved in two groups, an experimental group and a control group. The population consists of seven groups and there will possibility to the researcher to randomize them as the sample in this research. This consideration was in line with the statement of Gay et al (2006: 257-258) that:

> "Sometimes it is just not possible to randomly assign individual participants to groups. When random assignment is not possible, a researcher still may choose from a number of quasi-experimental designs that provide adequate control of sources of invalidity".

It is quite similar with opinion of Sugiyono (2009:77) as shown as follows:

> "This experimental design is the development of true experimental design which is difficult to be administered. This design has a control group, but it cannot fully functions to control the external variables which influence the experiment. Event tough this design is better than pre-experimental design, quasi experimental design is used as in the fact that its difficult to get an equivalent control group used in the research".

It is used two groups, one received treatment (teaching vocabulary by Visual Auditory Kinesthetic learning styles) and the other group the researcher just provides the same material without receive the same treatment but it was by taught memorizing vocabulary. Both groups were given pretest and post-test. The pre-test will given to find out the prior knowledge of students while the post-test will given to find out the effectiveness of English teaching which focused on vocabulary by using Visual Auditory Kinesthetic learning styles. It used two groups, one received treatment (teaching vocabulary by Visual Auditory Kinesthetic learning styles) and the other group the researcher just provides the same material without receive the same treatment but it was by taught memorizing vocabulary. Both groups were given pretest and post-test. The pre-test will given to find out the prior knowledge of students while the post-test will given to find out the effectiveness of English teaching which focused on vocabulary by using Visual Auditory Kinesthetic learning styles.

The population of this research was all the seventh grade of SMP Negeri 7 Watampone. There are seven classes and each class consists of 20-30 students. The total number of population is 175 students. The sample of this research was consisting of 40 students. This research used cluster random sampling technique. The research data were collected by using two kinds of instruments namely: writing test for the students' vocabulary achievement and questionnaire for the students' interest. Writing test used as pretest and posttest. The pretest is given to the students before the treatment and the posttest is given after the treatment in order to check the students' achievement of vocabulary knowledge. While, questionnaire will be used to study students' perception on the Visual Auditory Kinesthetic learning styles. Best (1981: 168) stated that questionnaire has two types in general – closed and open questions. Questionnaire is given to the experimental class. Data on the students' vocabulary achievement were analyzed by using SPSS 16.0, and data on the students' interest were analyzed by using Likert scale.

RESULTS AND DISCUSSION

The points to be discussed in this section are the vocabulary mastery of the students after treated and tested before and after the material by using Visual Auditory Kinesthetic technique. The other one is the interest of the students during the presentation of the experiment that had been illustrated in the previous chapter for the classification of the score after the questionnaire.

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Data Students' Vocabulary Achievement

Regarding to the vocabulary achievement of the students, the mean score of the students before and after the experiment can be the reference. In this part, the researcher only declared the data from the group treated during the research. The beginning data was taken from the pretest of the experimental group, while the ending data was taken from the posttest of the same group. For the control group, the mean score was meant to be reference of the effectiveness of the experiments in the experimental group. It was aimed not to be compared with the experimental group.

The mean score of the experimental group before the experiments was 47.40 or poor classification and after the experimentation the students gained good classification with score 82.40. From 20 students of the experimental group in pretest, there was 3 (15%) student reached the category of fair. The next is the level categorized as poor which dominated by 17 (85%) students. None of the students was categorized in excellent, very good, good, and fairly good classification.

In the posttest, there was a very significant improvement of the vocabulary by viewing the classification and the percentage rate. Three of the bottom categories, very poor, poor, and fair were not employed by anyone of the students. There were 2 (10%) students classified as fairly good, 12 (60%) students named as good, and 5 (25%) students labeled as very good. And there is 1 (5%) students had the ability to gain excellent level. All of the students could enrich their vocabulary; it is proved by the students' mean score before experiment was only 47.40 or categorized as poor classification. After giving the experiment, the mean score of the students reached 82.40 or in position good classification.

From the significantly different value of the scores produced by the students, indicates that the vocabulary can be significantly and effectively enriched through Visual Auditory Kinesthetic technique. It can help the students to gain more words enjoyable as they feel another different material of learning vocabulary.

The vocabulary achievement showed better in the experimental group compared with the control group. The experimental group was three levels higher than the control group from poor classification turned to good classification.

The statistical data based on the t-test through SPSS Version 16, the statistical data based on the t-test through SPSS Version 16, the t-test of the posttest indicated that there was a significant difference where probability value was lower than alpha ($0.00 < 0.05$). It means that the H_1 of the hypothesis was accepted and was H_o was rejected.Thus, teaching

vocabulary by using Visual Auditory Kinesthetic technique was better or more effective than non Visual Auditory Kinesthetic technique.

In other words, teaching by using Visual Auditory Kinesthetic technique can influenced the students' vocabulary achievement. The students in experimental group could enrich their vocabulary using Visual Auditory Kinesthetic technique as a material in learning English.

Before the experiment, the researcher found that the ability of both groups almost the same, it is proved by the mean score of the control group was 45.80 and experimental group was 47.80 in pretest.

The experiments were given to both control and experimental group by they were treated by different ways. In experimental group, the researcher treated the students by using Visual Auditory Kinesthetic technique as the material in teaching vocabulary while the control group treated by the other English teacher without Visual Auditory Kinesthetic technique.

The students of the experimental group were served with various learning styles in learning process for the vocabulary improvement. Each meeting they were given different topic and different method because being comfortable was one of the determining factors that caused positive effects on the students' improvement in all areas of learning, including vocabulary.

After applying Visual Auditory Kinesthetic technique in teaching and learning process, the researcher concludes that Harmer (1991: 85) opinions is really happen in a real situation that stated ways in presenting vocabulary : (1) The teacher brings the real object into the classroom and introduced to the students. In this case, the students learn to recognize the words by seeing the reality words. (2) Teaching vocabulary through pictures is familiarly focuses on the object. Pictures can be used to explain meaning of vocabulary items. (3) Action, in particular, are probably better explained by mime (concept like running and smoking are easy to present in this way). (4) the teacher shows the students a word and asks the students to find out the contrast of the word. (5) This way requires the teacher to introduce words by enumeration them with their general and specific meaning (6) the teacher introduces words by explaining or describing the objects and asks the students to guest what the object is. (7) the teacher asks the students to translate the given words into their mother tongue (native language). This strategy is very useful for beginners. This is related to Musrofi (2011) statement that teacher have to accelerate the technique with

students' learning styles to make teachers' explanation about the subject easy to understand. This is also related to Griggs and Dunn in Felder (1995:28) that Studies show that matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior at the primary and secondary school level.

The students' progress after the posttest had proven that the implementation of Visual Auditory Kinesthetic technique in teaching and learning process were effective to enrich the students' vocabulary.

The Students' Interest

Based on the result of the questionnaires employed to the experimental group, the interest of the students was dominantly very high interest. From 20 students, 16 (80%) of them reached the high classification, very high interest. There were 4 students (20%) categorized as high interest classification. From all classifications, none of the students were categorized as moderate and low interest, and also none of them were categorized as the lowest classification namely very low interest.

From this fact, it points out that the way of English teacher in conducting materials is closely related to the students' interest or response toward English teacher. The teacher management brings together experience, ability and feeling as well as the interest toward teaching English as a foreign language.

Hornby (1995:622) states that "one factor that can affect the students' attitude is interest. It forms a feeling towards activities, experiences, or other things." The students in experimental group generally agree with the implementation of Visual Auditory Kinesthetic technique it can build their confidence and feel more enthusiastic in learning English vocabulary. It can be seen from the analysis of questionnaire most of the students had high interest in learning English by using Visual Auditory Kinesthetic technique. No wonder if the result of the posttest was great to support them to enrich their English vocabulary. Also Visual Auditory Kinesthetic technique is very positively supporting the students in mastering their English vocabulary.

CONCLUSIONS

The researcher concludes that:

1. The use of Visual Auditory Kinesthetic learning styles in teaching vocabulary improved the students' achievement, as the mean score of the experimental group in posttest was significantly higher than the control group (82.40 > 58.80). The result of t-test of the students' vocabulary achievement in experimental group was smaller than α.

2. The students' interest in the use of Visual Auditory Kinesthetic learning styles was categorized very high where the mean score was 88.40.

Based on the conclusions above, it is strongly suggested that The Use of Visual Auditory Kinesthetic learning styles use to avoid monotonous teaching technique especially in teaching vocabulary. Teacher are suggested to utilized Visual Auditory Kinesthetic learning styles in the classroom as it can give a new atmosphere in the classroom. The learning and teaching process presents in enjoyable and relaxing atmosphere will give the students a sense of joy in learning, especially to teach Junior High School students in order to attract their motivation in learning English to be more fun.

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