

VOCABULARY MASTERY THROUGH THE APPLICATION OF VISUAL AUDITORY KINESTHETIC (VAK)

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Abstract

Vocabulary mastery is essential to support the four language skills and determine a student's communication success after grammatical competence. Lexical competence is assumed to be second only to grammar. One alternative in vocabulary teaching is Visual Auditory Kinesthetic (VAK). This classroom action research (CAR) aims to apply VAK because of students' difficulties in memorizing new vocabulary, especially abstract nouns. The CAR procedure consists of planning, action, observation, and reflection. Each stage has activities to achieve research objectives. The subject of this study was an Seventh Grade student of SMPN Haliulun. There are vocabulary tests, questionnaires, and observation sheets as research instruments. Then, the data is analyzed using both quantitatively and qualitatively. Findings from the vocabulary test showed that 20 out of 24 students passed the minimum sedentary criteria or the average score fell on 77. It turns out that students participate actively, pay good attention to the material and show enthusiasm in English classes. It can be concluded that the application of VAK can not only improve students' vocabulary mastery but also class participation. In addition, the results of current research prove that the application of VAK as an alternative to teaching can lead students in memorizing abstract vocabulary.

Keywords : *Visual Auditory Kinesthetic, Teaching Media, Vocabulary Mastery.*

Abstrak

Penguasaan kosakata sangat penting untuk mendukung empat keterampilan bahasa dan menentukan keberhasilan komunikasi siswa setelah kompetensi gramatikal. Kompetensi leksikal diasumsikan sebagai kompetensi kedua setelah tata bahasa. Salah satu alternatif dalam pengajaran kosakata adalah Visual Auditory Kinesthetic (VAK). Penelitian tindakan kelas (PTK) ini bertujuan untuk menerapkan VAK karena kesulitan siswa dalam menghafal kosakata baru terutama kata benda abstrak. Prosedur PTK terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Setiap tahap memiliki kegiatan untuk mencapai tujuan penelitian. Subjek penelitian ini adalah siswa kelas delapan SMPN Haliulun. Terdapat tes kosakata, angket, dan lembar observasi sebagai instrumen penelitian. Kemudian, data dianalisis menggunakan baik secara kuantitatif maupun kualitatif. Temuan dari tes kosakata menunjukkan bahwa 20 dari 24 siswa lulus kriteria minimum menetap atau skor rata-rata jatuh pada 77. Ternyata siswa berpartisipasi aktif, memperhatikan materi dengan baik dan menunjukkan antusiasme di kelas bahasa Inggris. Dapat disimpulkan bahwa penerapan VAK tidak hanya dapat meningkatkan penguasaan kosakata siswa tetapi juga partisipasi kelas. Selain itu, hasil penelitian saat ini membuktikan bahwa penerapan VAK sebagai salah satu alternatif pengajaran dapat mengarahkan siswa dalam menghafal kosakata abstrak.

Kata Kunci : *Visual Auditory Kinesthetic, Media Pengajaran, Penguasaan Kosakata.*

INTRODUCTION

In the context of learning, vocabulary learning is one area that is increasingly receiving attention in designing teaching materials (Clarke, 2018; Mustafa et al., 2019; Alamri & Rogers, 2018). Many attempts have been made to teach students with lists of words related to real-world contexts (Joyce, 2018; Indrasari et al., 2018; Wyra & Lawson, 2018). Vocabulary is a core

component of language proficiency and provides many foundations for how learners speak, listen, read, and write (Zhong, 2018; Teng, 2019; Kinasih & Olivia, 2022). In other words, vocabulary is the main thing that plays a very important role in being able to master the language itself. This means that students are able to master the language without mastering the vocabulary first, because the mother tongue is

very different from English in its vocabulary and meaning. The large gap is one of the difficulties that students have in learning English. Mostly, students find it difficult to memorize many vocabulary words (Rafi, Islam, & Cahyani, 2021; Eliata & Miftakh, 2021), it is difficult to understand the meaning of words (Alfattihah & Tyas, 2022), and arrange these words into appropriate sentences (Terai et al., 2021; Rusmawan et al., 2021).

Preliminary studies were conducted and found student problems in vocabulary, especially at SMPN Haliulun such as memorizing some vocabulary, especially abstract words. However, students more easily memorize vocabulary that they can see around them like things in class. In addition, Salam and Nurnisa (2021) revealed that memorizing long syllabic words is one of the four difficulties faced by students. Another problem is that teachers use direct methods and only focus on textbooks as a teaching medium that does not suit the problems and needs of students. This finding is in accordance with Hidayatullah et al, (2022) which states that vocabulary learning must be designed according to student needs. Researchers also found that schools had difficulty in supporting the right medium for teachers to assist them in the teaching process. That is why, teachers find it difficult to provide new information with very limited media in the classroom. Since most students are new to English, this becomes one of the biggest challenges in teaching English.

In other words, students have weak vocabulary mastery due to lack of media and teaching methods that cannot cover all student learning styles leading to lack of interest in learning English. In practice, the course books used by teachers are concerned with the rationalization of vocabulary as content in which the teacher provides students with a set of contexts to allow vocabulary development to occur (Khan et al., 2018; Kho et al., 2021; Ihsan & Syafitri, 2021). However, successful

vocabulary mastery depends on students' learning imputation and learning strategies. This is in line with Cho et al. (2019) who argue that the history of vocabulary learning has focused on two activities, namely explicit and implicit learning activities.

Based on the above problems, researchers use VAK and media to help the teaching and learning process. Some students may be visual learners. Some others may be auditory or kinesthetic learners. VAK is a teaching method that can be applied to all students with different learning styles at a time. And to make the teaching and learning process using this method more interesting, researchers added cue cards as a medium. This has helped solve the problem students have described in the previous paragraph because when using cue cards students are expected to understand abstract nouns. This method is expected to facilitate the teaching and learning process because teachers have reached all student learning styles.

Based on this general description, researchers are interested in conducting research using VAK and media in teaching vocabulary in order to describe how the application of VAK and Media can improve students' vocabulary mastery in Seventh Grade students of SMPN Haliulun with the title "The Use of VAK (Visual Auditory Kinesthetic) in Teaching Vocabulary to Seventh Grade Students of SMPN Haliulun"

RESEARCH METHOD

This study is a classroom action research (CAR). Action research is any systematic investigation conducted by researchers, principals, school counselors, in a teaching-learning environment to obtain information about how a particular school's management operates, how teachers teach, and how students learn (Cohen et al, 2018). This research data consists of descriptive data and quantitative or numerical data. Therefore, this study is categorized as a mixed method. It is a

combination of qualitative and quantitative approaches. So, this study used descriptive and numerical data.

This research was conducted on Seventh Grade students of SMPN Haliulun for the 2021/2022 school year. Researchers used three instruments, namely vocabulary tests, questionnaires and observations. The Vocabulary Test is a way to test students' vocabulary mastery. In this study, researchers used multiple-choice tests to test students' vocabulary mastery after researchers taught them using VAK and media. The test consists of 20 questions where each question has four options and students have to choose one appropriate option as their answer.

Researchers use four steps, namely planning, action, observation, and reflection (Cohen et al, 2018). The minimum grade that students must achieve in this subject is 70. This score is based on the school's success criteria.

The study is considered successful if 75% of students in this class achieve minimum grades. If it is less than 75%, then the study is considered a failure and the researcher must proceed to the next cycle. This statement is supported by Djamarah and Zain (2010) who say: 1. If 75% of students who follow the teaching and learning process reach the minimum, optimal, or even maximum scores, then the next teaching and learning process can discuss new topics. 2. If 75% or more of students who participate in the teaching and learning process achieve less than the minimum score (below the minimum score), then the next teaching and learning process must be revised (remedial).

RESULT AND DISCUSSION

Finding

Research data were obtained using vocabulary tests, observations, and questionnaires. Based on the evaluation shows that the mean of the class increases to 77 and the percentage is 84%. This means that there are 84%

of students who pass the minimum score and achieve the criterion of learning success, that is, learning can be considered successful if 75% of students reach the minimum grade. The second data was obtained from the observation sheet and it was revealed that teachers succeeded in teaching because the teaching and learning process followed the lesson plan, teaching methods followed VAK procedures, the material was in accordance with student needs, and the teacher succeeded in making the teaching and learning situation pleasant and conducive, that the interaction between teachers and students went well. With this pleasant and conducive learning situation, it is able to increase students' interest in learning English and make them actively participate in the teaching and learning process. It also helps improve students' vocabulary mastery especially in memorizing abstract vocabulary. In other words, the process of applying VAK and media in teaching vocabulary goes well because of the great collaboration between researchers as teachers, observers and students.

The last data was obtained from the questionnaire and explained into three elements, namely teaching methods, student interests, and student abilities. In the first element, there are 88% of students who agree that VAK is the right method to improve students' vocabulary mastery and is a fun teaching method in learning English. In the second, there are 64% of students who are interested in learning English using VAK and Media compared to the previous methods used by teachers. While in the last element, 68% of students stated that there was an increase in vocabulary mastery, especially in abstract vocabulary. That is, VAK can help students learn English more easily and can improve their vocabulary mastery. Based on the results of all instruments, it can be concluded that this cycle is successful and goes well, then the researcher decides to complete the study with the first cycle.

Discussion

This study uses VAK to improve students' vocabulary mastery in the context of learning. Learning vocabulary is oriented towards habit formation. Due to this, students can gradually use it in communication (Puimege & Peters, 2019; Kalogirous et al., 2019). Students have a capacity about a set of words that they express their actions, beliefs, and lives. Development of vocabulary mastery through reading (Lee & Chen, 2019), playing video or word games (Montero Sánchez, 2019; Mendivil-Mendoza et al, 2018), and participated in vocabulary-related programs (Sippel, 2019; Hidayatullah et al, 2022), is a teacher's effort to facilitate students in producing sentences in written form and in oral communication (Uchihara & Saito, 2019).

In the context of the teaching and learning process, current research investigates how the application of VAK is to improve students' vocabulary mastery in Seventh Graders in secondary school. Students are facilitated with various learning activities to acquire a certain amount of vocabulary. For example, students are asked to do simple reading activities. Reading activities are designed to learn and acquire a huge vocabulary. Students make notes of vocabulary that are new to them. This learning activity leads students to practice writing and make strong memories of the vocabulary they learn (Kazemian et al, 2021; Haerazi & Kazemian, 2021). In addition, students are directed to find out new vocabulary through online learning activities. Students are required to access several websites related to the theme of the reading. It leads students to expand their vocabulary mastery. This is in line with Ajabshir and Sadeghi (2019) who argue that reading comprehension is influenced by vocabulary level and is solved by providing online learning absorption to students.

Current research proves that vocabulary mastery of Seventh Grade students of SMPN Haliulun can be improved, especially in abstract nouns. This research is considered successful because it has met the success criteria of CAR

itself where 75% of students need to graduate. The percentage of students who passed the minimum score (CMS) was 84% so that this research was only carried out in one cycle without continuing to the next cycle.

At first, students have difficulty in memorizing new vocabulary, especially vocabulary that does not exist and cannot be found in their environment (abstract vocabulary). In addition, based on preliminary observations, it shows that students have a very weak vocabulary mastery because they have a lack of appropriate media in teaching and teaching methods cannot cover all student learning styles. Therefore, researchers use VAK and media to solve this problem. In learning activities, students are asked to find out videos from youtube that contain certain topics.

Real-time learning experience using learning by rote. This can be done in visual learning, learning by listening which can be done in Auditory learning, and learning with movements and emotions that refer to kinesthetic activities (Shoimin, 2014). After treatment using VAK and media through body movements and all exercises during treatment, the result is that they can memorize new vocabulary in an easier way.

The results of the questionnaire and observation sheet also showed the same thing, where almost all students were eager to learn English and really liked the resesarcher method. This is because VAK can create a fun and conducive learning atmosphere that can increase student interest in learning English so that students can understand and master new vocabulary taught by the teacher. Various learning activities direct students to carry out all learning activities such as utilizing youtube videos and translation practices (Augustyn, 2013; Anwar et al., 2021). This is in line with Arnd & Woore (2018) who alleges youtube videos containing the speech of native English speakers leads students to recognize word formation and how the words are pronounced in sentences. Morphological instruction is also carried out during the implementation of VAK. It

helps students recognize word formation and semantic associations (Bowers & Kirby, 2010; Nayan & Krishnasamy, 2015; Cichy et al, 2018).

These results are supported by several previous studies using VAK. The first research was conducted with research where the use of the VAK learning model can improve students' reading comprehension. In class, students show active participation, pay good attention to the material and show enthusiasm in reading activities. These activities affect students' reading comprehension which can be seen in the comparison of scores from each cycle. At the same time, this study is in line with current research that reveals that VAK is able to create pleasant situations and can increase students' interest in learning not only in vocabulary mastery, but also in reading comprehension. Therefore, this study was successful with one cycle and the application of VAK and media can improve students' vocabulary mastery in the context of abstract nouns and special cases obtained by Seventh Grade students of SMPN Haliulun.

CONCLUSION

Having problems memorizing vocabulary, especially abstract nouns, is a major issue of research today in addition to the lack of media and unsuitable teaching methods that teachers have used in teaching and learning. So that researchers are interested in solving these problems by applying VAK and media because this method can reach the learning style of each student because it combines three activities, namely Visual, Auditory, and Kinesthetic. VAK refers to a learning style that optimizes three learning modalities to make learners feel comfortable. Students are asked to do simple reading activities. Reading activities are designed to learn and acquire a huge vocabulary. Students make notes of vocabulary that are new to them. These learning activities lead students to practice writing and make strong memories of the vocabulary they learn. In addition, students are directed to find out new vocabulary through

online learning activities. Students are required to access several websites related to the theme of the reading. It leads students to expand their vocabulary mastery.

The results of this study proved an increase in the average grade point of 77, where out of 24 students there were only 20 students who passed the Minimum score (KKM). The results also showed that after treatment, students showed active participation, paid good attention to the material and showed enthusiasm in English classes. These activities affect students' vocabulary mastery. This then led the researchers to conclude that the application of VAK can improve students' vocabulary mastery of abstract nouns.

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