

ABSTRACT

RASMAWATI, 2019. *The Use of Visual Auditory Kinesthetic (VAK) Learning Model to Increase Students' Vocabulary (A Pre-Experimental Research at the Seventh Grade of MTs Aisyiyah Sungguminasa).* Thesis, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Guided by Sulfasyah and Ardiana).

This research aimed to find out the effect of using Visual Auditory Kinesthetic (VAK) learning model to teach English vocabulary in term of noun and verb at the seventh grade of MTs Aisyiyah Sungguminasa in the 2018/2019 academic year. The researcher used pre-experimental research. The researcher conducted two tests was a pre-test and post-test. A number of subjects of this research were 29 students in the seventh grade, consisting of 15 women and 14 men. The researcher took real data into the school to know the students' vocabulary.

The research findings indicated that the use of Visual Auditory Kinesthetic (VAK) learning model could improve students' vocabulary. It could be saw of the students' mean score in pre-test was 45.51, but after evaluation in post-test the mean score was 81.55 so, the improvement was 79.19%. Than the t-test value was higher than t-table value, or $10.50 > 2,048$. It proved the hypothesis that there was an improvement from the score of students' pre-test and post-test, where their achievement after using Visual Auditory Kinesthetic (VAK) learning model was higher than before using the model.

Based on the research findings, it could be concluded that using Visual Auditory Kinesthetic (VAK) learning model was effective to increase students' vocabulary at the seventh grade of MTs Aisyiyah Sungguminasa. In other words the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

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