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)

A THESIS

Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degrre of Sarjana Pendidikan

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21/12/18	IV	reorganise the prob's & draw Include theories on discussion relate to the titles	
3/1/19	IV	Double check past tense	
	V	Reorganise findings and discussion	
	V	Revise conclusion	
4/1/19		Abstract	
	IV	Discussion	
8/1/19	IV	Fix some editing	
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MOTTO

NEVER GIVE UP TO DO SOMETHING BECAUSE THE PROCESS WILL NOT BETRAY RESULT

"This ordinary creation is dedicated for my extraordinary parents and Brothers who always pray the best for me, sacrifice and give me their sincere endless love and care which lead me to success, and also people who love and pray for me…"

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*

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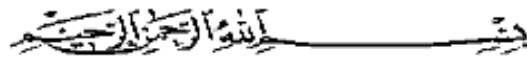
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The researcher

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CHAPTER 1

INTRODUCTION

F.   Background of the research

Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first thing to be mastered for language learners in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. Without sufficient vocabulary mastery the students will not understand the others talk or cannot express their own ideas. The students must mastery English vocabulary and its grammatical rules to be able to communicate with other people. According to David in Darti (2012) vocabulary is the Everest of language for this reason; a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. Vocabulary as one of the language aspects have to be learned when people are learning language.

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Yet, before learning any further about the four skills, it is necessary to know the vocabulary. In fact, the knowledge of vocabulary can give facilitation to the students in using English effectively in their communication. Vocabulary is the words having meaning when heard or seen even though not produced by individual himself to communicate with other (Good

1995:642). When students just learn about grammar without learning vocabulary,

the students cannot express anything. It shows that English has

Specially place in the teaching of the foreign language at school, especially in junior high school.

In teaching and learning process, there are some of vocabulary problems. First, the students vocabulary still low. Second, students are difficult to know the vocabulary in English language. It is a challenge for the teachers to create English teaching effectively and efficiently. Therefore, the English teacher must be able to organize the teaching learning activities. They have to present materials by using a learning model. A good learning model makes students understand and master the lesson like the other lessons.

In general, many teachers are lazy to find out the models to lose their students burden in learning vocabulary. Many teachers are monotonous; the students just memorize the change of verbs, the word related to nouns, adjectives and adverb. Sometimes teacher are just used the compulsory books are prepared by school and those books present unfamiliar example to the students. It can make students are bored to study and low participation in English class.

There are many learning model that can be used to teach vocabulary. The researcher chooses one of learning model that can be increasing the students' vocabulary. It is Visual, Auditory, Kinesthetic (VAK) Learning Model. VAK learning Model is a learning style that combines three sensory to get information by seeing, listening, and movement (do it). It means that VAK learning Model helps students to learn through more than one of the senses. By understanding the three things of learning model, teaching-learning vocabulary will be more effective and efficient. Thus students can be motivated in study vocabulary.

Based on the statement of the problem above, the researcher would like to make research which title "The Use of Visual, Auditory, Kinesthetic (VAK) Learning Model to Increase Students' Vocabulary".

G. Research Question

In MTS Aisyiyah Sungguminasa, most of students are usually difficulty to speak English. Actually, it caused the students have low vocabulary. Based on the problem statement above, the researcher formulated a research question as follow:

"Does the use of Visual, Auditory, Kinesthetic (VAK) learning model effective to increase students' vocabulary at the seventh grade of MTs aisyiyah Sungguminasa?"

H. Objective of the research

The objective of the research is to find out whether or not the use of Visual, Auditory, Kinesthetic (VAK) learning model effective to increase students' vocabulary at the first grade of MTS Aisyiyah Sungguminasa.

I. Significant of the research

The result of this research hopefully will give a contribution either theoretically or practically to the field of teaching and learning process:

1. Theoretically, this research is expected to introduce and even to familiarize the students and teachers about VAK learning model.

2. Practically, it is expected that the findings of this research contribute to be a reference for those who want to conduct a research in English learning process especially in the use of VAK learning model and useful

in efforts to cultivate and raise students' motivation to learn in order to obtain a satisfactory learning vocabulary outcomes.

J.   Scope of the research

This research was focused on the use of Visual Auditory Kinesthetic (VAK) learning model to increase students' vocabulary. There were aspects to be learnt vocabulary but in this research the researcher chooses noun and verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

E.   **Previous Related Findings**

There are a lot researchers conducted theirs research that related to this research as follows:

a. Rambe & Zainuddin (2014) stated that Visual, Auditory, Kinesthetic (VAK) learning model has a significant effect on students' achievement in writing recount text. In their journal " *The Effect Of Using Visual, Auditory, Kinesthetic (VAK) Learning Model on Students Achievement In Writing Text*.

b. Wulansari (2015) concluded there is an improvement of students' reading comprehension by using VAK learning model. In her journal "*The Use of Visual Auditory Kinesthetic (VAK) Learning Model to Improve Students' Reading Comprehension (A Classroom Action Research of the Eleventh Grade Students' of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2015/2016*).

c. Gilakjani (2012: 2) pointed out that over 100 students completed a questionnaire to determine of their learning style are auditory, visual or kinesthetic. It showed that Iranian EFL University students preferred learning style was visual. In him journal "*Visual, Auditory, Kinesthetic Learning Styles and Their Impact on English Language Teaching*".

d. Gilakjani et.al (2011: 5) claim that along with analysis of the data will determine how learning styles affect the teaching process. In their journal *The Effect of Visual, Auditory, Kinesthetic Learning Styles on Language Teaching".*

Based on these findings, the use of Visual, Auditory, Kinesthetic (VAK) Learning Model is a good model because it make students' interested and more active in class. The research above and this research have the similarity and difference. The similarity is the object of the research which is Visual, Auditory, Kinesthetic (VAK) learning Model. Meanwhile, the difference lies on the subject the researchers want to improve. The researchers above examined VAK Learning model in writing or reading comprehension skill, while this research will use VAK Learning Model to teach Vocabulary. Therefore, the new thing the researcher will research is the use of Visual, Auditory, Kinesthetic (VAK) learning Model to increase students' vocabulary.

F. Some Pertinent Ideas

1. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary can be defined roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea (Penny, 1991:60). Moreover, Richard (2002:4) states that vocabulary is list of words with their meanings, especially in a book for learning a foreign language. In

addition, according to Fauziati (2010:61), vocabulary is central to language and critical importance to typical language learner.

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. According to Hanifia (2013) vocabulary must not be neglected by anyone who learns a language. Poor vocabulary knowledge of Indonesian students is a matter of serious concern and their quest for finding suitable way to improve vocabulary knowledge is getting more intense.

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses.

Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough.

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command.

Based on the definition above, the researcher has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

b. The Types of Vocabulary

Harmer (1991: 59) also divides vocabulary into four types namely:

1) Oral vocabulary consist of words actively used in speech that some readily to tongue of one's conversation

2) Writing vocabulary is the stock of words that come readily to one's finger vocabulary. it is commonly used in writing

3) Listening vocabulary is the stock of words, which one response with meaning and understanding in speaking or others.

4) Reading vocabulary is the words that someone can recognize when the find the in written material.

Hammerly (1982:451) divided into two types, as follows:

1) Active vocabulary is the vocabulary one can produce, in speech particularly but also in unaided writing

2) Passive vocabulary is the vocabulary one can understand in listening or reading.

Based on the description above, the researcher concluded that there are two types of vocabulary. They are active and passive vocabulary

c. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.9 Vocabulary mastery is competence to know words and meaning. Nation in Lubis (2017) proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

1) the meaning of the word

2) the written form of the word

3) the spoken form of the word

4) the grammatical behavior of the word

5) the collocations of the word

6) the register of the word

7) the associations of the word

8) the frequency of the word

Need to be thought in vocabulary (Penny, 1991: 60):

1) Pronunciation and spelling

2) Grammar

3) Collocation

4) Aspect of meaning(1): denotation, connotation, appropriateness

5) Aspects of meaning(2): meaning relationships

6) Word formation

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

d. Teaching Vocabulary

In teaching vocabulary there are some requirements for us that are very important to apply in the class. According to Wellace (1982:27) indicates the nine principles of teaching and learning vocabulary are:

a. Aims.

In teaching vocabulary, we have to be clear about our aims, how many vocabulary listed we expect learners to be able to know

it. If it is not clear on this point, it is difficult to assess show successful vocabulary learning has been attained.

b. Quantity.

In this part, the quantity of vocabulary that will be taught to the students must be decided because many words given to them make confuse, discourage, and frustrate them.

c. Need.

In any case, teachers in choosing the vocabulary to be taught refer to the aim of the course and objective of individual lessons. It is also possible for the teacher in a sense to give the responsibility of choosing vocabulary to be taught to the students.

d. Frequent exposure and repetition.

Teaching and learning vocabulary, there have to be certain amount of repetition until there is evidence that students can recognize the target words. The simplest ways of checking that the learning has been done is seeing whether the students can recognize the target words and identify their meaning. If the words to part of the students productive vocabulary, they must be given an opportunity the use them as often as necessary for them to recall the words at will, with the correct stress, pronunciation and identify their meaning.

e. Meaning full presentation.

In presenting the vocabulary lesson, the students must have a clear and specific understanding of what words denotes or refers to its meaning. This requires that the word is presented such a way that is denotation or reference is perfectly clear and unambiguous.

f. Situation of presentation

In explaining and teaching vocabulary, the teachers must know the students situation or the atmosphere of the class so that they know when the students are ready to accept the material.

g. Presentation in context

Words very seldom occur in isolation. We have seen how important it is for the students to know the usual collocation that the word occurs in. so, from the beginning the word must appear in its natural environment as it were, among the words it normally collocates.

h. Learning vocabulary in mother tongue and target language.

In teaching the words of the target language, teacher can use words of mother tongue as a tool to compare similarities and differences of the word.

i. Inference (guessing) procedures in vocabulary teaching.

Inference is also one of the strategies in learning vocabulary in which the learners are heard on a practice by using a definite knowledge to have a clear understanding the word they learn. The

students infer the meaning of word by listening or reading then used in certain context and certain situation.

Based on the description above, the researcher can concluded that the teacher and students must know the nine principle of teaching and learning vocabulary. So, what they want in study vocabulary can be attained successful.

a. Word Classes

The class words consist of four classes; they are (1) class 1 word (noun), (2) class 2 word (verb), (3) class 3 word (adjective), (4) class 4 on word (adverb):

1. Noun

   Oxford dictionary (2008:298), a noun is a word (other than a pronoun) used to identify any of the class of people, places or things, or to name particular one of these (Proper noun), quality or an activity.

   Jackson in Darti (2012) states state that noun generally refers to things in the broadest sense. If we have a nouns for something, it implies that we view it as thing (a process known as reification) for example; in English we have nouns for thunder and lightening, whereas in hope, a North-American Indian Language, these concept can only expressed by verbs.

   Kinds of Noun:

   a. Proper nouns

Proper noun is the noun which refer to unique things such as people place, institution, the name of days of the week, months, historical, document.

Example:

a) Susi

b) Halifax

c) Sunday

d) Beltance

e) Juny

b. Common nouns

Common nouns is a noun referencing to a person, people, or a general sense usually it should be written by using capital letter only when it beings a sentence A common noun is the opposite of a proper noun.

Example:

a) Town

b) Sign

c) Miles an

d) Garden

e) Neigh board

c. Concrete Noun

Concrete noun is nouns which names anything (or anyone) that you can perceive through your physical) sense; sight, taste, hearing and smell.

Example:

a) Table

b) Files

c) Dog

d) Flower

d. Abstract Nouns

Abstract noun is noun which names anything you can not perceive through your five physical sense, and it is the opposite of the concrete noun.

Example:

a) Freedom

b) Childhood

c) Justice

d) Happiness

e. Countable Nouns

Countable nouns (or count noun) is noun with both a singular and plural from, and it names anything (or anyone) that you can count, you can make a countable noun can be made plural and attach it to a plural verb in a sentence.

Example:

a) Weekend

b) Table

c) Books

d) Chair

f. Uncountable Nouns

Uncountable noun (or mass noun) is a noun which does not have a plural from, and which refers to something that you could not usually count an uncountable noun always takes a singular verb in a sentence.

Example:

a) Flour

b) Milk

c) Sugar

d) Salt

e) Air

g. collective Nouns

Collective nouns is a noun which a naming group of things animals or person, we can count the individual members of the group; but you usually think of the group as a whole is generally as one unit, you need to be able to recognize collective nouns in order to mountain subject verb agreement.

Example;

a) a class

b) a committee

c) a team

d) a gang

e) a group

2. Verb

Oxford dictionary (2008:492) explained that verb is a word phrase that expressed an action, an event (e.g. Happens) or state.

Golden Berg G in Darti (2012) state there are various kinds of verbs those are:

1) Transitive verb

Transitive verb are verbs which need an object to make the perfect meaning.

Example;

a) The dog bits the men

b) You push the door

c) He stuck the board

2) Intransitive verb

Intransitive verb are the verb which have perfect meaning without an object.

Example;

a) The cat sleep

b) The sun shines

c) The water boils

3) Auxiliary Verb

Auxiliary verb is a close subclass verb and it has a mainly Grammatical function.

Example;

a) To be: being, been, am, is, are, was and we.

b) To do: do, does and did (to make negative and interrogative sentence)

4) Regular verb

Regular verb are the verbs that can be influenced by the tense form, and the changing are regularly.

Example;

a) Receive – received – received

b) Kill – killed – killed

c) Walk – walked – walked

5) Irregular verb

Irregular verb are the verbs that can be influenced by tenses form but changing is not regularly.

Example;

a) Sleep – slept – slept

b) Think – thought – thought

c) Cut – cut – cut

d) Drink – drank – drunk

3. Adjective

Oxford dictionary (2008:5) explained that an adjective is a word that describes a noun, giving extra information about it. For example, a blue pen, a beautiful girl, and so on.

According to Hasni (2011) Adjective is words that tell a characteristic or quality of a noun or pronoun.

Kinds of adjective:

1) Articles

The article function is to marks nouns as definite and indefinite.

Example: the good never died

2) Demonstrative adjective

Demonstrative adjective this, those, point the nouns or noun equivalent which come after that one order words.

Example: this river is quite empty mount

3) Possessive adjective

Possessive adjective are my, your, his, her, its, our, their.

Example: please take my book that ever read.

4) Relative and interrogative adjective

Relative adjective are usually the some interrogative adjective word namely, what, whose, and which.

Example: I did understand what he said

4. Adverb

Adverbs describe verbs and modify adjectives and other adverbs. Adverbs, unlike adjectives, do not modify nouns. Adverbs can also

modify phrases, clauses, and sentences. Adverbs answer one of the following questions: When? Where? Why? How? Under what conditions? and To what extent?

Kinds of Adverb :

1) Adverbs of time

   An adverb of time answer the question when? Adverbs of time include: after, always, before, during, early, later, never, now, often, rarely, recently, sometimes, soon, then, today, tomorrow, usually, yesterday, etc.

   Example: John will attend the soccer game after he finishes his homework. (After answers the question: When will John attend the soccer game?)

2) Adverbs of Manner

   An adverb of manner answers the question *How?* Adverbs of manner include: *badly, beautifully, better, bravely, cheerfully, fast, hard, quickly, slowly, inadequately, healthy, well,* etc.

   Example: Sarah slowly walked over the rocky beach. (Slowly answers the question: How did Sarah walk?)

3) Adverbs of Place

   An adverb of place answers the question *Where?* Adverbs of place include: *above, away, below, down, here, inside, near, outside, there, up,* etc.

Example: Susan placed the boxes above the file cabinet. (Above answers the question: Where did Susan place he boxes?)

4) Adverbs of Degree

An adverb of degree answers the question *How much?* It describes the strength and intensity at which something happens. Adverbs of degree include: *almost, completely, enough, entirely, extremely, hardly, just, little, much, nearly, quite, rather, very, too*, etc.

Example: John worked veryhard to complete his part of the project. (Very answers the question: How hard did John work?)

5) Adverbs of Frequency

An adverb of frequency answers the question *How often?* Adverbs of frequency include: *always, never, usually, frequently, occasionally, rarely, seldom, sometimes,* etc.

Example: Bob always forgets to check his email before class begins. (Before answers the question: How often does Bob forget to check his email?)

6) Interrogative Adverbs

An interrogative adverb introduces a question. Interrogative adverbs are usually placed at the beginning of the sentence. Interrogative adverbs include: *how, when, why*, and *where*.

Example: When will John's plane arrive from Atlanta?

7) Conjunctive Adverbs

Conjunctive adverbs serve as transitional words, joining and relating independent clauses. Conjunctive adverb include: *accordingly, also, alternatively, certainly, consequently, finally, nevertheless, moreover, previously, therefore*, etc. For a list of more conjunctive adverbs, refer to the Writing Center's handout *Common Conjunctions*.

Example: We plan to leave early in the morning;therefore, we will go to bed early.

2. **Concept of Visual, auditory, Kinesthetic (VAK) Learning Model**

   a. **Definition of VAK Learning Model**

   VAK is three modalities of learning that is first developed by Neil Fleming to show individual preference in the learning process by seeing (Visual), listening (Auditory) and touching (Kinesthetic). According to the VAK theorists, we need to present information using all three styles. This allows all learners the opportunity to become involved, no matter what their preferred style may be.

   Huda in Wulansari (2015) states that VAK learning model is multisensory learning style that engages three learning style namely seeing, listening and moving. Teacher should encourage students not only use one modality but also combine three modalities to increase their achievement and cover up their weakness in the study. Moreover, Rambe & Zainuddin (2014) VAK learning model consist of a combination of motivation, engagement, and cognitive processing habits, which then

influence the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to produce a learning outcome based on the difference of students' learning style.

According to Sousa in Hamdani (2014) VAK model identifies three types of learners based on how learner learns more effectively:(1) visual learners are those who learn things best through seeing them, (2) auditory learners are those who learn things best through hearing them and (3) Kinesthetic/ tactile learners those who best when physically involved with the environment, such as by playing games or performing demonstrations. Research on VAK model shows discrepancies on the dominance of each learning style and learner's individual preference. For example, in the study carried out by Nouryia in Saudi Arabia shows that the dominant learning style is visual followed by Kinesthetic and Auditory.

Based on the definition above, it can concluded that VAK learning model is learning style that combine three sensory modalities to absorb information, lesson and knowledge by seeing, hearing and moving, which helps students to learn through more than one the senses and they can learn easily, faster to improve their achievement in the teaching learning process.

b. Behaviors and Characteristics of VAK Learning Model

Gilakjani & Ahmadi (2011) Visual learners think in pictures and learn best in visual images. They depend on the instructor's or

facilitator's nonverbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take descriptive notes over the material being presented. Auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written. Kinesthetic Learner learned best with and active "hands-on" approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.

Visual learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. Auditory learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. Kinesthetic learning involves physical experience – touching, feeling, holding, doing, practical hands-on experiences.

c. Implementation of VAK Learning Model In Learning English

Dunn and Dunn in Gilakjani (2012) mention about how to implement the VAK learning model in the classroom by providing some technique which can be used by the teacher to address the needs of students with different learning style. The implementation of VAK learning model in English language classroom involves:

1) Using Small Group Technique

   Small group technique is a "circle of knowledge" in which students sit in a circle and discuss a subject collaboratively as well as other techniques. At this stage, teacher divides into small group consisting of 3-5 students.

2) Using multisensory resources (visual, auditory and kinesthetic) model in the teaching learning process. At this point, teacher use picture and video in small group technique. Then, teacher ask the students to present the task has given by teacher in front of the class. The description of each point is explain below :

   a. Picture

      Picture is important media in learning process. According to Harmer in Wulansari (2016), the kind of picture includes flashcards, large wall picture, cue card, photograph or illustrations. Teachers should use picture, power point or overhead project (OHP) to attract students' attention in the teaching and learning process. The picture can be useful visual learners to absorb the material.

   b. Video

      The advantages of watching video in the class are students not only hear language but also see the materials. Moreover, by using video is interesting activity which allows students can take notes of the stories, the events, the settings and others. In

addition, watching video will be useful for visual and auditory learners.

c. Role Play

Huda in Wulansari (2016) states that role play is a way of bringing situations from real life into the classroom. In the learning process, role play is interactive and effective learning, which the students can explore their skill. Meanwhile, role play can engage kinesthetic learners to express their physical potential.

d. VAK Learning Model Procedures

1. The first meeting

   a. The researcher explained the material about noun and verb.

   b. The students were divided into 6 groups

   c. Students was given some example about the things in the classroom

   d. The researcher was given assignment to students to observe all of things in their classroom then, the students write down on their note book.

   e. The Students compete to wrote the things on the classroom in the whiteboard

   f. The Students mentioned and wrote about the activity that often their doing in the classroom.

g. The researcher wrote some sentence in the whiteboard and then students complete.

2. The second meeting.

   a. The researcher explained the material

   b. The students were divided into 6 group

   c. The researcher used picture as media.

   d. The researcher stuck some pictures in the whiteboard

   e. The students mentioned and wrote the meaning of picture

   f. The students wrote on their note book about the things in their school and the activity that often doing on the school

   g. The researcher stuck some pictures of noun and verb in the whiteboard then, students alternate wrote the mean of the picture

   h. The researcher wrote some sentences then, students was complete the blank.

3. The third meeting.

   a. The researcher explained the material (things in the house and activity in the house)

   b. The students were divided into 6 group

   c. The students mentioned and wrote about the things in the house in the white board

   d. The researcher showed the video as a media

   e. The researcher was a mediator

f. The students wrote in their note book about the things (noun) and the activity (verb) was show in video.

g. The students played hangman game and their friends mentioned what they were doing.

4. The fourth meeting.

a. The researcher explained material about the activity in the house.

b. The students were divided into 6 group

c. The students wrote their activity in the house and then make a sentence about it.

d. The researcher used picture as media. Researcher stuck some picture on the whiteboard

e. The students mentioned and wrote the meaning of picture on the whiteboard

f. After the students' make sentences, some of them wrote their sentence on the whiteboard.

g. The researcher read the sentences and students was repeat

e. **Advantages of VAK Learning Model**

There are some advantages of VAK learning model:

1) Students can learn in different ways

2) The attention and focus of students will be more easily engaged by diverse decreasing disruption in the classroom

3) Learning will be more effective, because it addresses three learning styles

4) The students become active.

f. Disadvantages of VAK Learning Model

The disadvantages of VAK learning model is teacher find hard thing to teach students, because they have different learning model in the study. Thus teacher needs more energy in the teaching and learning process.

G. Conceptual Framework

The conceptual framework underlying this research will be presented in the following diagram:

```
┌─────────────────────────────┐
│     Teaching Vocabulary      │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│      VAK Learning Model      │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│  Students' Vocabulary Mastery │
└─────────────────────────────┘
      │                   │
      ▼                   ▼
┌──────────┐        ┌──────────┐
│   Noun   │        │   Verb   │
└──────────┘        └──────────┘
```
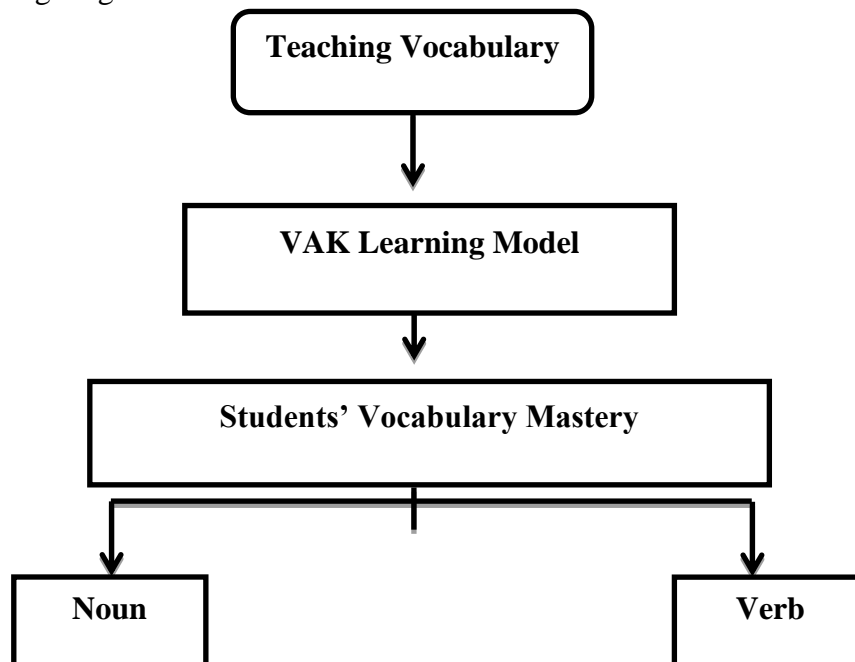
The conceptual framework above explains the process of teaching vocabulary. Teaching vocabulary is very important to students' because without vocabulary students cannot interact to other peoples or their friends in English

class. Therefore, in teaching vocabulary the English teacher must be able to organize the teaching learning activities. They have to present materials by using a learning model. In teaching vocabulary process many models that can be used. This research use Visual, Auditory, Kinesthetic (VAK) Learning Model in teaching vocabulary. VAK learning model is multisensory learning style that engages three learning style, namely seeing, listening and moving. VAK learning model refers to VAK learning style principle. In teaching vocabulary there two word classes as the material to increase students' vocabulary: Noun and verb. The output of the research is students' vocabulary mastery. Besides that, there is a significant increasing of the students' vocabulary mastery.

H. Research Hypothesis

The researcher will examine the use of Visual, Auditory, Kinesthetic (VAK) Learning Model to increase students' vocabulary. There two hypothesis of this research as follows:

1. Ho(Null Hypothesis)   : VAK learning model is not effective to increase students' vocabulary

2. H_1 (Alternative Hypothesis): VAK learning model is effective to increase students' vocabulary

CHAPTER III

RESEARCH METHOD

This chapter describes the research method, research variable and indicator, population and sample, research instrument, research procedure and data analysis.

G. Research Design

This research used pre-experimental research design with one class pre-test and post-test design. Pretest was given before the treatment and post-test was given after the treatment. This research design presents as follow:

Table 3.1
The research design

Pretest	Treatment	Posttest
O1	X	O2

O1   : pre-test

O2   : Post-test

X   : VAK Learning Model

H. Research Variable and Indicator

1. Variable

In this research there were two variables, namely independent and dependent variables. The independent variable (X) was use Visual,

Auditory, Kinesthetic (VAK) learning model. The dependent variable (Y) was the students' vocabulary.

2. Indicator

There were 2 indicators of this research:

a. Students' were able to know the meaning of noun and verb.

b. Students' were able to complete the sentences by using noun and verb in the right words.

I. Population and Sample

1. Population

The population of this research was all students of class VII at MTs Aisyiyah Sungguminasa in the academic year 2018/2019. The population consisted of three classes. The total of the population of this research were 89 students.

Table 3.2
The population

Class	Number of Students
VII-A	30
VII-B	30
VII-C	29
TOTAL	**89**

2. Sample

The sample of this research was taken by using cluster random sampling. The researcher was using lottery to determine the class. The researcher was given VII C as sample. The total of the sample were 29 students.

J. Research Instrument

The instrument of this research was vocabulary test. Test aimed to get information about students' improvement before/after taught by using VAK learning model. The test was given to the students in order to be done. The test was pre-test and post-test. The test forms matching test and gap filling. There were 10 numbers of matching test questions and 10 numbers of gap filling questions. The time given to students to answer the questions was 45 minutes.

K. Research Procedure

1. Pre-test

    Before giving treatment, the researcher administrated a pre-test using the vocabulary test. The pre-test was intended to know the students' vocabulary before giving treatment.

2. Treatment

    5. The first meeting

        h. The researcher explained the material about noun and verb.

        i. The students were divided into 6 groups

        j. Students was given some example about the things in the classroom

        k. The researcher was given assignment to students to observe all of things in their classroom then, the students write down on their note book.

        l. The Students compete to wrote the things on the classroom in the whiteboard

        m. The Students mentioned and wrote about the activity that often their doing in the classroom.

n. The researcher wrote some sentence in the whiteboard and then students complete.

6. The second meeting.

    i. The researcher explained the material

    j. The students were divided into 6 group

    k. The researcher used picture as media.

    l. The researcher stuck some pictures in the whiteboard

    m. The students mentioned and wrote the meaning of picture

    n. The students wrote on their note book about the things in their school and the activity that often doing on the school

    o. The researcher stuck some pictures of noun and verb in the whiteboard then, students alternate wrote the mean of the picture

    p. The researcher wrote some sentences then, students was complete the blank.

7. The third meeting.

    h. The researcher explained the material (things in the house and activity in the house)

    i. The students were divided into 6 group

    j. The students mentioned and wrote about the things in the house in the white board

    k. The researcher showed the video as a media

    l. The researcher was a mediator

m. The students wrote in their note book about the things (noun) and the activity (verb) was show in video.

n. The students played hangman game and their friends mentioned what they were doing.

8. The fourth meeting.

h. The researcher explained material about the activity in the house.

i. The students were divided into 6 group

j. The students wrote their activity in the house and then make a sentence about it.

k. The researcher used picture as media. Researcher stuck some picture on the whiteboard

l. The students mentioned and wrote the meaning of picture on the whiteboard

m. After the students made sentences, some of them wrote their sentence on the whiteboard.

n. The researcher read the sentences and students was repeat

3. Post-test

After the treatment, the post-test was conducted to find out the students' achievement in learning vocabulary. It was used to check the results of treatment, it was also useful to know whether VAK learning model was effective to be used in teaching vocabulary.

L. Data Analysis

To analyze the individual's standard in pre-test and post-test, the researcher used formula as follows:

1. To Score the students' answer of Pre-test and Post-test, the researcher used the formula.

$$Scoring = \frac{Total\ Correct\ Answer}{Total\ number\ of\ items} \times 100$$

(Depdikbud, 1985:8)

2. To find out the mean score of the students' test, the researcher used the formula :

$$X = \frac{\sum X}{N}$$

Where:

X   = Mean Score

$\sum X$ = Total Score

N   = The number of students

(Gay, 1981))

3. To classify the students' score, there were five classifications which used as follows:

Table 3.3
The classification

Classification	Scores
Very good	91 – 100
Good	76 – 90
Fairly good	61 – 75
Poor	51 – 60
Very Poor	Score less than 50

(Depdikbud, 2006)

4. Computing the frequency and the rule percentage of students' score.

$$P = \frac{F}{N} \times 100$$

Where   : P = Percentage

           F = Frequency

           N = the total number of Students

(Gay, 2012)

5. To find the students' improvement the formula as follows:

$$P = \frac{X2 - X1}{X1} \times 100 \%$$

Where:

P : The students' improving

X_1 : The mean score of the pre-test

X_2 : The mean score of post-test   (Gay, 2012)

6. To find out the significant difference between pretest and posttest of students' vocabulary, the researcher calculated the value of t-test as follows:

$$\overline{D} = \frac{\sum D}{N}$$

Where:

$\overline{D}$: Deviation

$\sum D$: Standard deviation

N   : Number of Student.

(Gay,1981:331)

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t   : test of significance

$\overline{D}$: the mean score of total deviation

ΣD : the sum of total score of difference

ΣD^2 : the square of the sum score for difference

N   : total number of subject

(Gay,1981 : 331)

7.   The criteria used to accept or reject the hypothesis.

The Classifying of Testing

Testing	Null Hypothesis	Alternative Hypothesis
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

(Gay, 1981: 49)

After calculating the value of t-test, it was compared with the value of t-table. When it was found the value of t-test was greater than the value of t-table, it means that Null Hypothesis (Ho) is rejected and Alternative Hypothesis (H₁) is accepted because there was significant difference between pre-test and post-test before and after teaching vocabulary by using VAK learning Model. Meanwhile,

when the value of t-test was lower than the value of t-table, it meant that Null Hypothesis (Ho) is accepted and Alternative hypothesis (H$_1$) is rejected because there was no significant difference between pre-test and post-test before and after teaching vocabulary by using VAK learning model.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings of the research and the discussion of research findings. The findings present the data obtained in the field. The findings section include scoring classification of students' vocabulary in pre-test and post-test, the students' vocabulary score in pre-test and post-test, and hypothesis testing. The discussion deals with the description and interpretation of the findings.

A. Findings

The findings of the research were based on the results of the data analysis done after collecting the data. The researcher collected the data based on the results of vocabulary test. The vocabulary test consists of pre-test and post-test. The pre-test was given to find out the initial students' vocabulary mastery before implementing VAK Learning Model, and post-test was given to find out the improvement of the students' vocabulary mastery after giving the treatment. These findings as follows:

1. Scoring Classification of Students' Vocabulary in Pre-test and Post-test.

After investigated the result of students' pre-test and post-test, the researcher was classified of the students' value based on the score range. The students' classification score of pre-test and post-test were observed based on vocabulary. The data can be seen in the following table:

Table 4.2
Classification of students' vocabulary score in pre-test

No	Classification	Score range	Frequency	Percentage (%)
1	Very good	91 – 100	-	-
2	Good	76 – 90	-	-
3	Fairly good	61 – 75	5	17 %
4	Poor	51 – 60	5	17 %
5	Very poor	Score less than 50	19	66 %
		TOTAL	**29**	**100 %**

The table above showed that in pre-test none of them was classified into *very good* and *good*, 5 students or 17 % classified into *fairly good* and *poor*, 19 students or 66% classified into very poor.

Table 4.3
Classification of students' vocabulary score in post-test

No	Classification	Score range	Frequency	Percentage (%)
1	Very good	91 – 100	7	24 %
2	Good	76 – 90	12	41 %
3	Fairly good	61 – 75	8	28 %
4	Poor	51 – 60	-	-
5	Very poor	Score less than 50	2	7 %
		TOTAL	**29**	**100**

The table above showed that the result of the students' vocabulary in post-test was greater than in the pre-test. There were 7 students or 24% classified into *very good*, 12 students or 41% classified into *good*, 8 students or 28% classified into *fairly good*, none of them classified into *poor*, and 2 students or 7% classified into *very poor.*

2. The Students' Vocabulary Score in Pre-test and Post-test.

The purpose of this research was to find out whether there is the significant difference the students' vocabulary score before and after using VAK learning model in teaching vocabulary. The data which were analyzed

in this research were the result of the test given by the researcher. Pre-test was given in the first meeting. After giving treatment, the researcher gave post-test.

The scores of students were compared using the formula presented chapter III to prove whether there was significant difference of students' vocabulary before and after using VAK learning model. The result of data analysis showed that mean score of pre-test and post-test were different. The pre-test score improved quite significant in post-test. The data can be seen in the table below:

Table 4.1
Students' Vocabulary Score in pre-test and post-test.

Component	Mean score in pre-test	Mean score in post-test	Improvement
Noun and Verb	45.51	81.55	79.19 %

The table above showed the mean score of the students' vocabulary test in pre-test and post-test. The students' pre-test mean score was 45.51, and it was categorized very poor, while the students' post-test mean score was 81.55, and it was categorized good. Thus, it was obvious that the post-test score was greater that pre-test score (81.55>45.51). The improvement of students' pre-test to post-test was 79.19%. it means that there was high improvement of results between pre-test and post-test.

3. Hypothesis Testing

In order to know whether or not the difference between pre-test and post-test was significant, the t-test analysis from students' score in vocabulary test was conducted. The result of t-test can be seen in Appendix D. After calculation of t-test value, then it was compared with the value of t-table with the level of significance (p) = 0.05 with the degree of freedom (DF) = 28, because the total number of students was 29 students (N-1 = 28). The value of t-test was greater that t-table value. The following table showed the results of t-test and t-table value.

Table 4.4
The Value of t-test and t-table

Components	T-test value	T-table value
Noun and Verb	10,50	2,048

The table above showed that t-test value was higher than the t-table value (10,50>2,048). Based on the results, it was concluded that difference of both means in statistically significant.

Based on the elaboration above, it could be concluded that there was a significant difference between students' vocabulary before and after using VAK Learning Model at the seventh grade of MTs Aisyiyah Sungguminasa. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

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 in term of noun and verb. From the results of the test, it can be concluded there is a significant difference before and after Using VAK learning model in teaching and learning process at MTs Aisyiyah Sungguminasa.

In the first meeting when researcher gave pre-test, the researcher noticed the most of students' were hard to find out the meaning and complete the sentences. It made the students' pre-test score was low. It could be seen in the table 4.1 that the students' mean in pre-test was categorized very poor score, it was 45.51. After the students had given the treatment, the mean score of students in post-test became 81.55. The score was higher than the pre-test score and it could be categorized into *good score*. The improvement from pre-test (45.51) to post-test (81.55) was 79.19 %.

Huda in Wulansari (2015) stated that VAK learning model was multisensory learning style that engages three learning style namely seeing, listening and moving. Teacher should be encouraged students not only use one modality but also combined three modalities to increased their achievement and covered up their weakness in the study. The researcher used some media such as picture and video to supported learning process, so the students could be learned in different ways. The Students observed the pictures then, looked while listened video, moved for played some games and the students also wrote in the whiteboard. It could be made the students active in the class. In fact, the students of MTs Aisyiyah Sungguminasa were very enjoyed with the VAK learning model that applied of the researcher.

From the result of the test, the score of students' vocabulary was increased, it was proved by depiction of analysis in finding. It means that VAK learning model was effective to increased students' vocabulary. There were some researchers before was research about VAK learning model. The results of their research was has a significant achievement before and after using VAK learning model. According to Rambe & Zainuddin (2014) stated that Visual, Auditory, Kinesthetic (VAK) learning model has a significant effect on students' achievement in writing recount text.

Wulansari (2015) concluded there is an improvement of students' reading comprehension by using VAK learning model. Furthermore, Gilakjani (2012: 2) pointed out that over 100 students completed a questionnaire to determine of their learning style are auditory, visual or kinesthetic. It showed that Iranian EFL University students preferred learning style was visual. It means that the result of this study was appropriate with the theory before.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusion

Based on the result of the data analysis and discussion in the previous chapter, it can be concluded that using VAK learning model at the seventh grade of MTs Aisyiyah Sungguminasa could be improved students' vocabulary. The researcher analyzed the data obtained from the students with one class of pre-test and post-test. This result was proved by the t-test value (10,50) greater than the t-table value (2,048). In this case, VAK learning model was effective to be used to teach 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.

B. Suggestion

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. For The teacher should know the students' difficulties in vocabulary especially in term noun and verb. The teacher better apply VAK learning model in teaching and learning process especially in teaching vocabulary to engage the students to learn English and also should give more exercise to the students in vocabulary, so that they don't have any difficulties when doing exercise more

2. For the students should more upgrade their vocabulary mastery. The students must study hard again to memorize and can differentiate noun and verb. The students should practice more in vocabulary especially in noun and verb. Then students should consult the difficulties that they face in vocabulary to the teacher

3. To the other researcher, the result of this research can be used as additional reference for further research with the different sample and occasions.

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The Raw Score of the Student's Pre-test and Post-test

No	Respondents	Pre-test		Post-test		D (X_2-X_1)	D^2 $(X_2-X_1)^2$
		Score (X_1)	X_1^2	Score (X_2)	X_2^2		
1	ABDUL MALIK ISMAIL	35	1225	70	4900	35	1225
2	ADRIAN	45	2025	90	8100	45	2025
3	AHMAD APRIZAL HASAN	45	2025	65	4225	20	400
4	AL-MURSALIM ARMAN	10	100	40	1600	30	900
5	BAGAS RESTU PUTRA	55	3025	85	7225	30	900
6	HIKMAWATI AHMAD	40	1600	100	10000	60	3600
7	ILFA SEPTIANI SALSABILA	35	1225	85	7225	50	2500
8	ISAH	35	1225	65	4225	30	900
9	ISMAYANTI MAHESA PUTRI	45	2025	80	6400	35	1225
10	JABAL NUR POPALIA	70	4900	90	8100	20	400
11	M. MAMBEUL HIKAM	70	4900	85	7225	15	225
12	MA'RIFATULLAH ARDIANSYAH	70	4900	75	5625	5	25
13	MUH. AKHYAR RIZQULLAH	45	2025	100	10000	55	3025
14	MUH. BIM AL HAJID	70	4900	70	4900	0	0
15	MUH. ILHAM AWALUDDIN	60	3600	100	10000	40	1600
16	MUH. GHIFARY A	60	3600	70	4900	10	100
17	MUH. YUSNUR ALMAJID	70	4900	85	7225	15	225

	KAHARUDDIN						
18	NUR AISYAH	40	1600	80	6400	40	1600
19	NUR HIJRAYANTI	20	400	90	8100	70	4900
20	NURAENI	25	625	90	8100	65	4225
21	NURUL ISLAMIAH	25	625	80	6400	55	3025
22	RISKAWATI	35	1225	65	4225	30	900
23	SESEL NURJIQISYAH R	45	2025	100	10000	55	3025
24	SISTI KHAERUNNISA YUNARI P	50	2500	90	8100	40	1600
25	SITI AISYAH DZULKHAEDAH	40	1600	65	4225	25	625
26	SYAIMA	30	900	50	2500	20	400
27	WILDAN RAMADHAN	40	1600	100	10000	60	3600
28	MURADAH ATIQAH H	55	3025	100	10000	45	2025
29	AINUN ATIQAH FAYYANA	55	3025	100	10000	45	2025
	TOTAL	**1320**	**67350**	**2365**	**199925**	**1045**	**47225**

APPENDIX B
The Mean Score and Improvement of Pre-test and Post-test

a. Pre-test

$$X = \frac{\sum X}{N}$$

$$X = \frac{1320}{29}$$

$$X = 45{,}51$$

b. Post-test

$$X = \frac{\sum X}{N}$$

$$X = \frac{2365}{29}$$

$$X = 81{,}55$$

c. The improvement of students' vocabulary in pre-test and post-test

$$P = \frac{X2 - X1}{X1} \text{ X } 100 \text{ \%}$$

$$P = \frac{81.55 - 45.51}{45.51} \text{ X } 100 \text{ \%}$$

$$P = \frac{36.04}{45.51} \text{ X } 100 \text{ \%}$$

$$P = 0.79 \text{ x } 100\%$$

$$P = 79.19 \text{ \%}$$

APPENDIX C

The Significant Difference Between Pre-test and Post-test

$$\overline{D} = \frac{\Sigma D}{N}$$

Where:

$$\overline{D} = \frac{1045}{29}$$

$$\overline{D} = 36.03$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \left(\dfrac{(\Sigma D)^2}{N}\right)}{N(N-1)}}}$$

Where:

$$t = \frac{36.03}{\sqrt{\dfrac{47225 - \left(\dfrac{(1045)^2}{29}\right)}{29(29-1)}}}$$

$$t = \frac{36.03}{\sqrt{\dfrac{47225 - \left(\dfrac{1092025}{29}\right)}{29(28)}}}$$

$$t = \frac{36.03}{\sqrt{\dfrac{47225 - 37956.03}{812}}}$$

$$t = \frac{36.03}{\sqrt{\dfrac{9568.97}{812}}}$$

$$t = \frac{36.03}{\sqrt{11.78}}$$

$$t = \frac{36.03}{3.43}$$

$$t = 10.50$$

APPENDIX D

The distribution of t-table

Df	(Level of Significance) (one-tailed test)					
	0.25	0.10	0.5	0.025	0.01	0.005
	(Level of Significance) (two-tailed test)					
	0.5	0.2	0.1	**0.05**	0.02	0.01
1.	1.000	3.078	6.314	12.706	31.821	63.657
2.	0.816	1.886	2.920	4.303	6.965	9.925
3.	0.765	1.638	2.353	3.182	4.541	5.841
4.	0.741	1.533	2.132	2.776	3.747	4.604
5.	0.727	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.415	1.895	2.365	2.998	3.499
8.	0.706	1.397	1.860	2.306	2.896	3.355
9.	0.703	1.383	1.833	2.262	2.821	3.250
10.	0.700	1.372	1.812	2.228	2.764	3.169
11.	0.697	1.363	1.796	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.587	2.989

18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.6870	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	**2.048**	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

For level of significance (D)= 0.05

Degree of freedom (df)=N-1=29-1=28

T-test(10.50) > t-table (2.048)

APPENDIX E

Attendance list of Students

NO	NAMA	JENIS KELAMIN	PERTEMUAN					
			1	2	3	4	5	6
1	ABDUL MALIK ISMAIL	L	√	√	√	√	√	√
2	ADRIAN	L	√	√	√	√	√	√
3	AHMAD APRIZAL HASAN	L	√	√	√	√	√	√
4	AL-MURSALIM ARMAN	L	√	√	√	√	√	√
5	BAGAS RESTU PUTRA	L	√	√	√	√	√	√
6	HIKMAWATI AHMAD	P	√	√	√	√	√	√
7	ILFA SEPTIANI SALSABILA	P	√	√	√	√	√	√
8	ISAH	P	√	√	√	√	√	√
9	ISMAYANTI MAHESA PUTRI	P	√	√	√	√	√	√
10	JABAL NUR POPALIA	L	√	√	√	√	√	√
11	M. MAMBEUL HIKAM	L	√	√	√	√	√	√
12	MA'RIFATULLAH ARDIANSYAH	L	√	√	√	√	√	√
13	MUH. AKHYAR RIZQULLAH	L	√	√	√	√	√	√
14	MUH. BIM AL HAJID	L	√	√	√	√	√	√
15	MUH. ILHAM AWALUDDIN	L	√	√	√	√	√	√
16	MUH. GHIFARY A	L	√	√	√	√	√	√
17	MUH. YUSNUR ALMAJID KAHARUDDIN	L	√	√	√	√	√	√
18	NUR AISYAH	P	√	√	√	√	√	√
19	NUR HIJRAYANTI	P	√	√	√	√	√	√
20	NURAENI	P	√	√	√	√	√	√
22	NURUL ISLAMIAH	P	√	√	√	√	√	√
23	RISKAWATI	P	√	√	√	√	√	√
24	SESEL NURJIQISYAH R	P	√	√	√	√	√	√
25	SISTI KHAERUNNISA YUNARI P	P	√	√	√	√	√	√
25	SITI AISYAH DZULKHAEDAH	P	√	√	√	√	√	√
26	SYAIMA	P	√	√	√	√	√	√
27	WILDAN RAMADHAN	L	√	√	√	√	√	√
28	MURADAH ATIQAH H	P	√	√	√	√	√	√
29	AINUN ATIQAH FAYYANA	P	√	√	√	√	√	√

KET   :

Laki-laki   : 14 Orang

Perempuan   : 15 Orang

RENCANA PEMBELAJARAN PENGAJARAN (RPP)

Sekolah	**: MTs Aisyiyah Sungguminasa**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VII C/1**
Materi Pokok	**: Teks interaksi transaksional**
Alokasi waktu	**: 8 X 45 menit**

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong, santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : memahami pengetahuan (faktual, konsepsional dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI 4 : mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

KD 3.4 : Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda dan bangunan public yang dekat dengan kehidupan peserta didik sehari-hari sesuai dengan konteks penggunaannya. (perhatikan unsure kebahasaan dan kosa kata terkait article a and the, plural singular)

KD 4.4 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait nama binatang, benda dan bangunan public yang dekat dengan kehidupan peserta didik ssehari-hari dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik mampu :

1. Peserta didik mampu menetahui kosakata tentang benda-benda yang ada di kelas, disekolah dan dirumah
2. Peserta didik mampu melengkapi kalimat menggunakan noun dan verb

D. MATERI PEMBELAJARAN

1. Fungsi sosial

Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.

2. Struktur teks

a. Memulai

b. Menanggapi (diharapkan/di luar dugaan)

c. Unsur kebahasaan

3. Countable noun

Countable noun adalah benda yang dapat dihitung. Berikut penyebutan kata benda singular dan plural dapat dihitung:

A book

A box

A watch

A glass

A potato

A radio

An umbrella

An hour

Two books

4. Uncountable noun

Uncountable noun adalah benda yang tidak dapat dihitung. Kata benda yang tidak dapat dihitung/uncountable noun tidak menggunakan artikel a/an dan tidak memiliki bentuk jamak/plural. Meskipun demikian, kita bisa menghitung satuannya. Penyebutannya dapat menggunakan: amount, much, little.

Example:

I have amount of money.

There are so much water in my house.

I have little money.

5. Penggunaan kata penunjuk this, that, these, those ...

This, that, these dan those adalah demonstrative determiners yang berfungsi sebagai kata petunjuk.Demonstrative determiner berfungsi untuk menunjukkan jumlah dan dimana objek (kata benda) yang sedang dibicarakan berada terkait dengan seberapa jauh objek tersebut dari pembicaranya.

a. This digunakan untuk kata benda tunggal yang berada dekatdengan pembicara

Example: This is my pen.

This is olive oil.

b. That digunakan untuk kata benda tunggal yang berada jauh dari pembicara.

Example: That is a key chain.

c. These digunakan untuk objek banyak yang berada dekat dengan pembicara.

Example: These are bags.

d. Those digunakan untuk objek banyak yang berada jauh dari pembicara.

Example: Those are crog shoes.

E. MODEL PEMBELAJARAN

Model : Visual Auditory Kinesthetic

Strategy : Cooperative Learning

F. MEDIA PEMBELAJARAN

Media : Gambar dan video

Alat/bahan : spsidol, papan tulis, kertas gambar, LCD proyektor, laptop, speaker.

G. SUMBER BELAJAR

1. Kamus Bahasa inggris
2. Internet

H. KEGIATAN PEMBELAJARAN

1. Pertemuan pertama

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	• Mengucapkan salam • Tegur sapa • Mengecek kehadiran siswa • Mereview materi sebelumnya • Menyampaikan tujuan pembelajaran	**15 Menit**
Inti	• Peneliti menjelaskan materi tentang noun dan verb beserta contohnya (benda yang ada di dalam ruang kelas) • Siswa dibagi kedalam 6 kelompok.. • Siswa memberikan beberapa contoh tentang benda-benda yang ada di dalam kelas • Peneliti memberikan tugas kepada siswa untuk sejenak mengamati semua benda yang ada didalam ruangan kemudian siswa menuliskan didalam buku catatan mereka dengan bahasa inggris. • Siswa secara berlombaan menuliskan nama-nama benda dipapan tulis.	**60 Menit**

	• Siswa menyebutkan dan menuliskan tentang kegiatan yang sering mereka lakukan di dalam kelas	
	• Peneliti menuliskan beberapa kalimat dipapan tulis kemudian siswa melengkapinya	
Penutup	• Peneliti bertanya kepada siswa mengenai kesulitan dalam belajar vocabulary	**15 menit**
	• Menjawab pertanyaan siswa sekaligus memberikan sedikit motivasi.	
	• Sebelum menutup pelajaran, penulis terlebih dahulu menyampaikan materi selanjutnya.	

2. Pertemuan Kedua

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	• Mengucapkan salam	**15 Menit**
	• Tegur sapa	
	• Mengecek kehadiran siswa.	
	• Mereview materi sebelumnya.	
Inti	• Peneliti menjelaskan materi (benda yang ada disekolah dan kegiatan yang baisa dilakukan disekolah)	**60 Menit**
	• Siswa dibagi kedalam 6 kelompok	
	• Peneliti menempelkan beberapa gambar dipapan tulis sebagai media	
	• Siswa menebak dan naik menuliskan dipapan tulis arti dari beberapa benda dan kegiatan yang dilakukan disekolah yang ditempelkan dipapan tulis	
	• Siswa menuliskan dibuku catatan mereka tentang	

Kegiatan	Langkah – Langkah	Alokasi Waktu
	benda-benda yang ada disekolah dan kegiatan yang sering mereka lakukan di sekolah • Peneliti menempelkan beberapa gambar benda maupun gambar kegiatan dipapan tulis dan siswa secara bergantian menuliskan arti dari benda tersebut kemudian menunjuk beberapa teman untuk melanjutkan untuk menuliskan arti dari gambar yang telah guru tempelkan (secara berkelompok) • Peneliti menuliskan beberapa kalimat dipapan tulis kemudian siswa melengkapi titik-titik mengenai pembelajaran hari itu.	
Penutup	• Peneliti membaca nama-nama benda dan kalimat kemudian diikuti oleh siswa • Menanyakan kesulitan yang dilakukan selama proses pembelajaran. • Menyampaikan materi yang akan di bahas pada pertemuan berikutnya.	**15 Menit**

3. Pertemuan ketiga

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	• Mengucapkan salam • Tegur sapa • Mengecek kehadiran siswa • Review materi sebelumnya	**15 Menit**
Inti	• Peneliti menyampaikan materi (benda-benda yang ada dirumah dan kegiatan yang dilakukan dirumah)	**60 Menit**

	• Membagi siswa kedalam 6 kelompok	
	• Beberapa siswa menebak dan menuliskan dipapan tulis tentang benda yang mereka ketahui dalam bahasa inggris	
	• Peneliti menampilkan video dipapan tulis dengan proyektor LCD	
	• Sebelum memutar video guru menyampaikan kegiatan pembelajaran yang akan dilakukan selama video diputar yaitu siswa menuliskan benda-benda yang mereka lihat didalam video di buku catatan mereka sebanyak mungkin.	
	• Selain benda siswa juga menuliskan beberapa kata kerja yang mereka dapatkan didalam video	
	• Selama video diputar peneliti sebagai mediator bagi siswa	
	• Setelah video selesai diputar siswa secara bergantian naik ke papan tulis dan bermain game tebak kata	
	• Siswa yang lain menebak kegiatan apa yang dilakukan oleh teman mereka dipapan tulis.	
Penutup	• Menanyakan kesulitan yang dilakukan selama proses pembelajaran. • Menyampaikan materi yang akan di bahas pada pertemuan berikutnya.	**15 Menit**

4. Pertemuan ke empat

Kegiatan Pembelajaran	Langkah – Langkah	Alokasi Waktu
Pendahuluan	- Mengucapkan salam - Salam dan tegur sapa - Mengecek kehadiran siswa - Mereview materi sebelumnya	**15 Menit**
Inti	- Peneliti menjelaskan materi tentang kegiatan yang dilakukan di rumah - Siswa dibagi kedalam 6 kelompok. - Peneliti menempelkan beberapa gambar ilustrasi tentang kegiatan-kegiatan yang biasa dilakukan dirumah - Siswa menebak kegiatan yang sering mereka lakukan dirumah - Siswa menuliskan kegiatan yang sering mereka lakukan dirumah - Peneliti menempelkan beberapa gambar dipapan tulis kemudian menyuruh siswa menuliskan arti dari gambar tersebut secara bergantian (perkelompok) - Peneliti menyampaikan kepada siswa untuk menuliskan kedalam kalimat mengenai kegiatan-kegiatan yang sering mereka lakukan di rumah. - Siswa secara bergantian naik kepapan tulis menuliskan kalimat yang telah mereka tulis di buku catatan secara bergantian.	**60 Menit**
Penutup	- Siswa membaca kalimat yang ada dipapan tulis mengikuti guru. - Menanyakan kesulitan yang dilakukan selama proses pembelajaran. - Menutup pembelajaran sekaligus membuat kesimpulan.	**15 Menit**

I. PENILAIAN

Pre- test

Name :

Class :

I. **Match the meaning of words below :**

A
1. Eraser
2. Field
3. Pillow
4. Knife
5. Grater
6. Drink
7. Push
8. Take
9. Watch TV
10. Open

B
a. Bantal
b. Mendorong
c. Lapangan
d. Penghapus
e. Mengambil
f. Pisau
g. Menonton TV
h. Parut
i. Membuka
j. Minum

II. **Complete the following sentences with the words on the box!**

Read	mirror	Library	stove	books
Glass	writes	sing	explains	drives

1. I buy four ………… in the bookstore.
2. Rina wants to see her face, he needs a ………..
3. My mother uses ………. To cook rice.
4. ……….. is a place to borrow some books.
5. Nita need a ………. to drink coffee.
6. Ismi&Yanialways ……….. a song in the classroom.
7. Aulia ……….. a letter to her friend in Jakarta.
8. My father likes to ……….. newspaper.
9. The teacher ……… the material in front of class.

10. He ……… his car to the hospital.

Post-test

Name   **:**

Class   **:**

I.   **Match the meaning of words below :**

A
1. Ruler
2. Fan
3. Bed
4. Plate
5. Bookshelf
6. Make
7. Fry
8. Give
9. Speak
10. Close

B
a. Menutup
b. Piring
c. Berbicara
d. Penggaris
e. Memberi
f. Tempat tidur
g. Rak buku
h. Menggoreng
i. Kipas angin
j. Membuat

II.   **Complete the following sentences with the words on the box!**

Door	cook	hear	pen	television
Sits	Classroom	knife	bring	drinks

2. I want to write something, so I need …………

3. My sister uses ………… to cuts vegetable.

4. ………… is a place to study.

5. I will open the ……….. when you come to my house.

6. Please, ……… this bag to my room.

7. The baby ……….. milk every morning.

8. Nia usually ………. in the back chair.

9. I cannot ………. anything since my ears are painful.

10. My mother ……………. in the kitchen.

J.   PEDOMAN PENILAIAN

$$Scoring = \frac{Total\ Correct\ Answer}{Total\ number\ of\ items} \times 100$$

Makassar, 06 November 2018

Mahasiswa,

RASMAWATI

1053 5578214

Pre- test

Name :

Class :

I. Match the meaning of words below :

A
Eraser
Field
Pillow
Knife
Grater
Drink
Push
Take
Watch TV
Open

B
Bantal
Mendorong
Lapangan
Penghapus
Mengambil
Pisau
Menonton TV
Parut
Membuka
Minum

II. Complete the following sentences with the words on the box!

Read	mirror	Library	stove	books
Glass	writes	sing	explains	drives

11. I buy four ………… in the bookstore.

12. Rina wants to see her face, he needs a ………..

13. My mother uses ………. To cook rice.

14. ……….. is a place to borrow some books.

15. Nita need a ………. to drink coffee.

16. Ismi&Yanialways ……….. a song in the classroom.

17. Aulia ……….. a letter to her friend in Jakarta.

18. My father likes to ……….. newspaper.

19. The teacher ……… the material in front of class.

20. He ……… his car to the hospital.

Post-test

Name :

Class :

I. Match the meaning of words below :

A
Ruler
Fan
Bed
Plate
Bookshelf
Make
Fry
Give
Speak
Close

B
Menutup
Piring
Berbicara
Penggaris
Memberi
Tempat tidur
Rak buku
Menggoreng
Kipas angin
Membuat

II. Complete the following sentences with the words on the box!

Door	cook	hear	pen	television
Sits	Classroom	knife	bring	drinks

2. Andi watches ……………. in the living room.

3. I want to write something, so I need …………

4. My sister uses ………… to cuts vegetable.

5. ………… is a place to study.

6. I will open the ……….. when you come to my house.

7. Please, ……… this bag to my room.

8. The baby ……….. milk every morning.

9. Nia usually ……… in the back chair.

10.   I cannot ………. anything since my ears are painful.

11. My mother …………… in the kitchen.

APPENDIX I

DOKUMENTATION

PRE-TEST

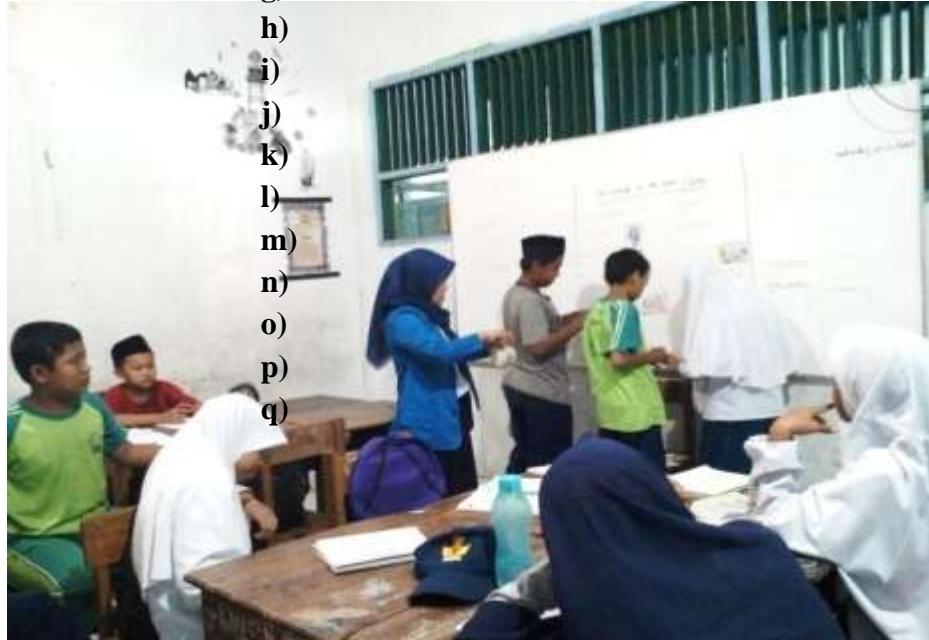**TREATMENT (1)**

TREATMENT (2)

TREATMENT (3)

TREATMENT (4)

g)
h)
i)
j)
k)
l)
m)
n)
o)
p)
q)

POST-TEST

Pre- test

40

Name : Nur Aisyah

Class : VII C

I. Match the meaning of words below :

A
. 1. Eraser
. 2. Field
. 3. Pillow
4. Knife
5. Grater
. 6. Drink
. 7. Push
8. Take
◦ 9. Watch TV
. 10. Open

B	
a. Bantal	(3) ✓
b. Mendorong	(5) ✗
c. Lapangan	(2) ✓
d. Penghapus	(1) ✓
e. Mengambil	(8) ✓
f. Pisau	(7) ✗
g. Menonton TV	(9) ✓
h. Parut	(4) ✗
i. Membuka	(10) ✓
j. Minum	(6) ✓

II. Complete the following sentences with the words on the box!

Read	mirror	Library	stove	books
Glass	writes	sing	explains	drives

1. I buy four writes in the bookstore. ✗
2. Rina wants to see her face, he needs a stove ✗
3. My mother uses Read. To cook rice. ✗
4. Sing is a place to borrow some books. ✗
5. Nita need a Glass to drink coffee. ✓
6. Ismi & Yani always drives a song in the classroom. ✗
7. Aulia Library a letter to her friend in Jakarta. ✗
8. My father likes to mirror newspaper. ✗
9. The teacher Explans the material in front of class. ✗
10. He books his car to the hospital. ✗

Post-test

Name : Nur Aisyah

Class : VII c

80

I. Match the meaning of words below :

A		B		
1. Ruler		a. Menutup	(b) ✓	
2. Fan		b. Piring	(a) ✓	
3. Bed		c. Berbicara	(6) ✗	
4. Plate		d. Penggaris	(1) ✓	
5. Bookshelf		e. Memberi	(8) ✓	
6. Make		f. Tempat tidur	(3) ✓	
7. Fry		g. Rak buku	(5) ✓	
8. Give		h. Menggoreng	(7) ✓	
9. Speak		i. Kipas angin	(2) ✓	
10. Close		j. Membuat	(9) ✗	

II. Complete the following sentences with the words on the box!

Door	cook	hear	pen	television
Sits	Classroom	knife	bring	drinks

1. Andi watches television in the living room. ✓
2. I want to write something, so I need ...pen.... ✓
3. My sister uses ...knife. to cuts vegetable. ✓
4. Classroom is a place to study. ✓
5. I will open the ..Door... when you come to my house. ✓
6. Please, bring this bag to my room. ✓
7. The baby drinks milk every morning ✓
8. Nia usually hear... in the back chair. ✗
9. I cannot ...Sits. anything since my ears are painful. ✗
10. My mother ..Cook..... in the kitchen. ✓