The Implementation of Visualization, Auditory, Kinesthetic (Vak) Model in Teaching Speaking

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Abstract: The title of this article is the implementation of Visualization, Auditory, Kinesthetic (VAK) model in teaching speaking to the eighth grade students of junior high school 16 Palembang. The problem of this study is to find out whether it was effective or not to implement the Visualization, Auditory, Kinesthetic (VAK) model in teaching speaking to the eighth grade students of junior high school 16 Palembang. This study used one group pretest-posttest design, a single group was measured or observed not only after being exposed to a treatment of some sort, but also before. Based on the analysis of the data, it was found out that the students' average score in pretest was 62.85. the highest score 69 which was achieved by one student, while the lowest score was 63 which was achieved by two students. The students' average score in posttest was 67.44. The highest score was 71.5 achieved by three students. While the lower score was 60.5 achieved by one student. From the result of the matched t-test, the obtained value was higher than t-critical value. The result of matched t-test formula was 8.5 and t-critical value of t-distribution table was 1.679. It means that the use of "VAK model" was effective significantly in teaching speaking to the eighth grade students of Junior High School 16 of Palembang.
Keywords: implementation of Visualization, Auditory, Kinesthetic (VAK) model, teaching speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal. Speaking becomes the most important skill because it is needed in daily life for communicating easily and effectively. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners. When people speak, they interact and use the language to express their ideas, feeling and thought. They also share information to other people through communication. Speaking is one of important parts in teaching language also because it includes one of four basic language skills. To speak in the foreign language in order to share understanding with other people who need attention to accurate the specific language. A speaker needs to find the most appropriate words and correct grammar to express meaning accurately and specifically and needs to organize the discourse so that the listener will understand. As a result, speaking is a fundamental skill that foreign language learners should master. Therefore, teachers have a responsibility to prepare students to be able to speak in the real world.

Speaking is not a skill that only produces sounds without meaning; they indeed are full of meaning (Kurniawati, 2013:445). That is the reason why speaking is important. As teachers of English we need to solve this problem. Teachers must be creative and give motivation to the students to build up the spirit of the students and makes them confident when speaking. Based on the survey that the writer did in the State of Junior High School 16 Palembang. Most of the students always think that speaking is a big problem and they are weak in speaking, especially in communication.

From the problem of the study above the writer used in implementation of Visualization, Auditory, Kinesthetic (VAK) model in teaching speaking to the eighth grade students of junior high school 16 Palembang. Visualization, Auditory, Kinesthetic (VAK) is the model of learning which used three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style (Noprianto,2014:12).

The purpose of this strategy is to help the students build their spirit and confidence in the process of teaching and learning. This model of learning will help students to solve the difficulties of speaking and increase their speaking ability also make them confident to speak.

Based on the statement above, the writer was interested in doing a research in implementation of Visualization, Auditory, Kinesthetic (VAK) model in teaching speaking to the eighth grade students of junior high school 16 Palembang.

The problem of this study is formulated in following question: **"Is it effective to implement Visualization, Auditory, Kinesthetic (VAK) model in teaching speaking to the eighth grade students of junior high school 16 Palembang?"**

LITERATURE REVIEW

Concept of VAK Model

This model of learning used three main sensory receivers: there are Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style (Noprianto, 2014:12). Gilakjani (2012) defined the three points as follows:

Visual learners think in pictures and learn best in visual image. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with

understanding. The example of visual learners is student see the picture or something that stimulus their mind in the process of teaching and learning such as the expression or gesture when someone speak.

For auditory students, they 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. The example of auditory is when the student hear about the word in speaker or directly when people speak using their intonation and how to pronounce the words well.

For kinaesthetic students, learners learn best with active "hands-on" approach. These learners favour interaction with the physical world. Most of the time, kinaesthetic learners have a difficult time staying on target and can become unfocused effortlessly. The example of kinaesthetic is the student use their body movement in communication.

The purpose of this model is to develop the three main sensory of student in the process of learning which focus on visual, auditory and Kinesthetic (body movement) as explained before.

Concept of Speaking

Welty (1976: 47) says speaking is the main skill in communication. Referring to this statement, it can be said that from the four language skills listening, reading and writing, speaking become the first stress. Speaking in English is a crucial skill to function in any aspects of global transformation. It is likely to be in any aspects of modern life. Therefore, it is communicative activities that can encourage them to speak and to interact to each other.

Speaking is the most important skill in English language teaching. It is almost impossible to have true mastery of a language without actually speaking it. Therefore, speaking is not merely the utterance of sound symbols or words. Speaking is a tool for communicating ideas which are arranged and developed in accordance with the listener's need. It is clear that the main objective of speaking is for communication. In

order to express thought effectively, the speaker should know completely what he wants to say or to communicate.

Byrne (1984: 8) defines speaking is a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in speaking process, people try to communicate with each other and use their language to send their message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information.

According to Bailey and Savage (1994: 6-7), speaking is "an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners". They stated that "teaching of speaking skill should be figured as central in foreign language pedagogy". The goal of teaching speaking is to communicative efficiency. Teaching speaking is training students how to integrate skills to deliver oral "presentations" without articulation difficulties. The objective of the language teaching is the production of the speaker's competence to communicate in the target language.

RESEARCH METHODS

According to Fraenkel, Wallen, and Hyun, (2012:269), in one group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before.

The one-group Pretest – Posttest Design

O_1	X	O_2
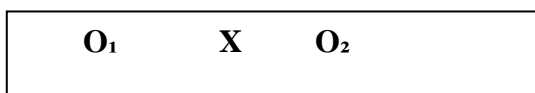
Where :

   O1 :Pre-Test (before treatment)

   O2 : Post-Test (after treatment)

   X   : the treatments (VAK model)

In technique for collecting data the writer used the oral test using simple conversation that was already prepared by the writer to know the student ability in speaking. The writer gave the test before and after treatment. There were two kinds of test that the writer gave to the samples in order to measure the students' ability, they were pre-test and posttest. The procedure of Accent, Grammar, Vocabulary, Fluency, comprehension was as follows.

First the writer gave pretest to student's sample then give treatment. The treatment lasted for 6 meetings and each ran for 60 minutes. It was twice a week meetings and the post test was given in the final activity of the research. The items for pre-test and post-test were similar.

According to Fraenkel, Wallen, and Hyun (2012:47), validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. Validity is the most important idea when preparing or selecting an instrument for use to collecting the data. Actually, validity is the process collecting and analyzing evidence to support such inferences. According to Fraenkel, Wallen, and Hyun (2012:148) Validity was divided into three main parts including content validity, criterion validity, and construct validity. Content validity which refers to the content and format of the instrument, criterion validity refers to the relationship between scores obtained using the instrument and scores obtained using one or more instrument or measure, construct validity refers to the nature of the psychological construct or characteristic being measured by instrument.

In this study the writer used content validity and The test was made by the writer and was administered orally to the samples. The students' test was scored using the rating score of oral test by Higgs and Clifford as follow.

Table 1. The Rubric Score of Speaking Test

| No | Aspect Graded | 5 | 4 | 3 | 2 | 1 |
		Excellent	Good	Fair	Poor	Very Poor
1	Fluency	Very smooth with no pauses	Smooth enough with very few	Normal speed with few pauses	Slow pace with frequent pauses	The pace is very slow with too many pauses

			pauses			
2	Accuracy	Excellent grammar (complex noun phrase) with various words used (Correctness 80%-100%)	Very few mistakes in grammar with enough variety of vocabulary (Correctness 61%-80%)	Few mistakes in grammar with very sufficient vocabulary but still understandable (Correctness 41%-60%)	Several mistakes in grammar with very limited vocabulary but still understandable (Correctness 41%-60%)	Very poor diction and grammar which lead to misunderstanding (correctness 0%-39%)
3.	Intonation	Correct intonation/tone for the words/ phrases/ sentences with lead to appropriate the intended meaning	Very few mistakes in intonation/ tone for the words/phrase/sentences with lead to appropriate the intended meaning	Few mistakes in intonation/ tone which interfere the intended meaning	Several mistakes in intonation/ tone which lead to misunderstanding of the intended meaning	No difference of intonation/ tone for the words/ phrases/sentences which lead to misunderstanding of the intended meaning
4.	Volume	Speak very loudly that the audience in the class can hear	Speak loudly that most of the audience in the class can hear	Only audience from the middle to the front row can hear the voice	Speak softly that only very few the audience can hear clearly	Speak very softly that the audience cannot hear
5.	Content	The content of The presentation contains very complete information (physical description) about the person being described	The content of the presentation contains complete information (physical description) about the person being described and meet	The content of the presentation contains sufficient information (physical description) about the person being described and fairly meet	The content of the presentation contains little information (physical description) about the person being described and	The content of the presentation contains very little information (physical description) about the person being described and does not meet the

		and meet the purpose of the function of the spoken text	the purpose of the function of the spoken text	the purpose of the function of the spoken text	almost does not meet the purpose of the function of the spoken text	purpose of the function of the spoken text

According to Fraenkel, Wallen, and Hyun, (2012:154), reliability refers to the consistency of the scores obtained-how consistent. they are for each individual from one administration to another and from one set of items to another. In this research, the writer used inter-rater reliability to estimate the reliability score in speaking using manga comic strips. The writer used inter-rater reliability, t. In addition, this study used the Product Moment formula from SPSS.

The data obtained were analyzed by using matched t-test formula. The writer calculated the mean score of the pre-test and post-test to see the progress of the students. Then, the writer applied the t-test in order to find out whether teaching speaking through VAK strategy was effective or not.

RESEARCH FINDINGS AND DISCUSSION OF FINDINGS

From the result, it showed that the used VAK model was effective in teaching speaking to the eighth grade students of Junior High School 16 of Palembang. There was an achievement increase of the students in learning speaking ability in using VAK model It can be seen from the difference between pre-test and post-test. The students' average score pre-test was 64.85 and the students' average score post-test was 76.44. It means that the students' score taught speaking ability in using VAK model are better than before.

The findings of this study showed that the t-obtained 8.5 was higher than t-table 1.679. It means that there is significance difference between the students' score in pre-test and post-test. Cosenquently, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted and it indicated that the use of "VAK model" was effective significantly in teaching speaking to the eighth grade students of Junior High School 16 of Palembang. The writer observed that the students could focus their attention in teaching learning process and could increase the students score in speaking

skill.

Based on the findings in this study, it showed that the use of VAK model contributed improvement in teaching speaking to the eighth grade students of Junior High School 16 of Palembang. There was an achievement increase of the students in learning speaking ability in using VAK model. The students became confident to speak in front of the class directly. In speaking the students need more oral practices so this model help them to practice it by using their visualization, auditory and khinesthetic (body movement). it was support with the clear instructions from the teacher to the student and they easier to understood how to speak and build up the vocabulary become a sentence.

CONCLUSION

Based on the analyze of the data by the writer, it could be concluded that the eighth grade students' score of state Junior High School 16 Palembang, the students' average score in pre-test was 62.85. the highest score 69 was achieved by one student, while the lowest score was 63 was achieved by two students. The students' average score in post test was 67.44. The highest score 71.5 was achieved by three students. While the lower score was 60.5 was achieved by one students.

From the result of the matched t-test, the obtained was higher than t-critical value, the result of matched t-test formula was 8.5 and t-critical value of t-distribution table was 1.679. It means that the use of "VAK model" was effective significantly in teaching speaking to the eighth grade students of Junior High School 52 of Palembang. On the other words, alternative hypothesis (Ha) was accepted consequently and null hypothesis (Ho) was rejected.

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