



IMPROVING THE FOURTH GRADE STUDENT'S VOCABULARY MASTERY THROUGH APPLYING VISUAL AUDITORY KINESTHETIC (VAK) AT SDN 53 LUBUKLINGGAU

Fittrizah Listiani¹, Mulyadi², Hanni Yukamana³
^{1, 2, 3} Pascasarjana Universitas PGRI Palembang

E-mail: fittri.bee88@gmail.com¹, mulyadi@univpgri-palembang.ac.id², yukamana1975@gmail.com³

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Corresponding Author:

Fittrizah Listiani

Email Corresponding:

fittri.bee88@gmail.com

ABSTRACT

The focus of this classroom action research project is to find out how well fourth-grade children at SDN 53 Lubuklinggau comprehend vocabulary by using the Visual Auditory Kinesthetic (VAK) technique. The project intends to improve language acquisition in the classroom by using kinesthetic, auditory, and visual learning methods. This project aims to provide important insights into improving vocabulary education for students in primary schools using a methodical action research approach. It is anticipated that the results will have applications for teachers and curriculum designers who want to create dynamic and captivating language learning environments.

Keywords: CAR, Visual Auditory Kinesthetic (VAK), Vocabulary Mastery

1. INTRODUCTION

Particularly when studying English, vocabulary is an essential aspect of language learning (Haswani, 2014; Hidayatullah et al., 2022; Kurniawan, 2019), One might find it difficult for reading, writing, listening, and speaking well if they don't know enough words. Actually, the main thing language learners should concentrate on, especially while studying English, is vocabulary learning (Makaruku, 2021; Perdaniama, 2021; Sri Mertasari & Candiasa, 2022). Developing an extensive vocabulary in English is especially beneficial for primary school students, as it makes it easier for them to understand what other people are saying and clearly communicate their own thoughts. The first step

in communicating successfully in a language is to become proficient in its vocabulary., as noted by David in (Wahyudi, 2019). As the Everest of language, vocabulary requires basic mastery in order to facilitate efficient communication.(Firdausah & Sari, 2022; Prayudi et al., 2021). Jaya (2022) Additionally, expanding one's vocabulary is essential to improving all four language skills: listening, speaking, reading, and writing (Sumardi, 2020). Before developing farther with these skills, a strong language base is required. Lack of an appropriate vocabulary repertoire can make it difficult for students to understand spoken language, which can make it difficult for them to follow lectures or discussions (Cakrawati, 2017; Hadi, 2017).

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Similar to this, it becomes difficult to communicate oneself when one does not have the requisite words and phrases in one's vocabulary. According to Arroyyani, (2023), For acceptance in higher education, students need to be competent in both written and spoken English.

The researcher's own experience indicates that a number of issues related to language mastering have emerged. Children experience a general lack of familiarity with English, especially in elementary school, when learning English is something people do for the first time. A significant portion of students arrive at school with low vocabulary, while some lack prior English language expertise and do not read outside of the classroom. As a result, the kids were confused by what they heard when they learned about English for the first time. Another thing that occurred was that students become less confidence in their ability to pronounce the words when English was taught to them as their first subject.

Teachers identify all learning-related problems using the learning methodology (Khairani Wijaya et al., 2023). Other difficulties that arise throughout the teaching and learning process include the fact that although students actively participate, they memorize words slowly and have difficulty pronouncing them. In addition, there is not much time to study in order to fully comprehend the information that the teacher has presented, and there are not many different vocabulary resources available, such as

interactive tools, audio materials, and visual aids, which might improve vocabulary learning.

There are 27 students in the class that are being tracked for this investigation. When it came to vocabulary proficiency, the majority of students scored lower on the *Kriteria Ketuntasan Minimal* (KKM), also known as the Minimum Completeness Criteria. Only four students met the minimum completeness criteria of 75 out of a possible 80. Less than 75 points were obtained by the remaining 23 students in the class. Consequently, educators must devise a suitable strategy to enhance students' language proficiency within the classroom.

Teachers must use dynamic and engaging teaching strategies in order to overcome these challenges. Through the application of suitable learning models and tactics, teachers may effectively tackle vocabulary-related challenges faced by students and promote their understanding and proficiency in the subject matter (Madhanty et al., 2017). Furthermore, by using technology and multimedia resources, teachers may provide students immersive language experiences that increase and personalize vocabulary learning.

In conclusion, difficulties with vocabulary come up frequently during the teaching and learning process. Students' language development may be hampered by a limited vocabulary and trouble understanding English words. However, instructors may overcome these challenges and improve students' vocabulary and understanding by putting successful learning models and practices into

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practice. It is imperative that teachers abandon boring teaching methods and provide interesting, relevant lessons that motivate students to actively participate in class and take an actual interest in learning new words.

Different learning strategies may be used to successfully teach vocabulary in order to address these issues. The researcher has chosen the Visual, Auditory, Kinesthetic (VAK) Learning Model from among these models. This paradigm integrates visual, aural, and kinesthetic factors into the learning process in order to recognize and accommodate different types of learning. This research presupposes that utilizing Neil & Baume (2006) VAK (Visual, Auditory, and Kinesthetic) Using learning modalities as a basis, a teaching and learning tools might be an essential tool to help pre-service kindergarten teachers use efficient classroom management methods. The VAK Learning Model improves vocabulary learning effectiveness and efficiency by appealing to various senses. (SUAIB, 2019).

Moreover, according to Ramadian (2020) By using visual aids like graphs and charts, and pictures to help students conceptualize and connect new language with concrete representations, the VAK Learning Model motivates students to learn. Students can hear new words in context and strengthen their knowledge through auditory processing when they participate in oral activities, listen to real recordings, and have discussions. Additionally, the model's kinesthetic element incorporates movement and practical exercises, allowing students to actively interact with terminology

through role-plays, gestures, and interactive exercises.

The researcher aims to build a dynamic and engaging learning environment that accommodates students' different learning preferences and skills by implementing the VAK Learning Model (Indrawati, 2021). This technique encourages greater levels of student interest and involvement in vocabulary study in addition to aiding with vocabulary retention.

The researcher's main goal is to find out how well the Visual, Auditory, Kinesthetic (VAK) Learning Model works to improve students' vocabulary based on the stated issue statement. The goal of the research project is to investigate how using the Visual, Auditory, Kinesthetic (VAK) model might enhance vocabulary education and student motivation. It is named "Improving the fourth grade student's vocabulary mastery through applying VAK." The researcher expects that this study will provide insightful analysis and helpful suggestions that will improve language instruction in classrooms.

2. METHODS AND PROCEDURES

Classroom action research (CAR) was the research technique used in this study. In order to enhance the learning process and results, researchers and teachers perform CAR research in the classroom. It enables teachers to take an active role in researching and using techniques to improve student learning.

Teachers may assess their methods, pinpoint areas for development, and make well-informed judgments by using the

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information gathered from classroom action research. It gives teachers the chance to deal with particular problems and difficulties in their own classrooms, which eventually improves student learning results.

Action research facilitates the usage of cycles of action research that include four primary phases and enables researchers to cooperate and collaborate with an organization: Planning, Acting, Observing and Reflecting (Fauzi & dkk, 2022).

The study was carried out in SDN 53 Lubuklinggau, which is located in Kota Lubuklinggau on Jalan Ahmad Yani, Megang, Kel. Puncak Kemuning, and Kec. Lubuk Linggau Utara II. Three cycles comprised the process of the classroom action research, all aimed at enhancing students' vocabulary knowledge by utilizing the Visual Auditory Kinesthetic (VAK) learning paradigm. Throughout the research, the partnership with a seasoned English instructor from the same institution offered invaluable assistance and direction. The cycles' main goals were to improve students' performance and meet the Minimum Completeness Criteria (KKM) by using a methodical methodology of planning, acting, observing, and reflecting. After putting selected instructional tactics into practice, the researcher collected and analyzed data to assess their efficacy and made necessary revisions. In order to evaluate the effect of the VAK learning model on students' vocabulary growth, the pre-test and post-test phases were essential. In order to really increase student performance, the research stressed the

significance of careful planning, conscientious implementation, meticulous data collecting, and reflective analysis. The VAK learning model's efficacy could be thoroughly assessed thanks to the observation and reflection phases, which also helped to uncover the model's shortcomings and provide guidance for future teaching strategies. Overall, the research intervention showed an organized and iterative procedure that made a significant contribution to improving fourth-grade students' vocabulary training.

The study's classroom action research (CAR) success criteria were carefully crafted, with a primary focus on meeting a critical benchmark: 85% of fourth-grade children at SDN 53 Lubuklinggau were able to get post-test scores that fulfilled the Minimum Completeness Criteria (KKM). This criteria evaluated the effectiveness of the VAK learning model in improving students' vocabulary abilities and provided a reliable indicator of the required degree of competency. The researcher had a precise objective to assess the effectiveness of the intervention and determine if the anticipated learning outcomes were achieved thanks to the defined success criterion. In addition, a comparison of the post-test results with those from prior years was used to assess the effectiveness of the CAR study and provided proof of improvement over time. Success, it was underlined, should not only be predicated on enhanced comparable abilities but also take into account the importance of the evaluation instruments employed in the study process, making sure

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that they accurately gauged students' advancement and correlated with the desired learning objectives.

The researcher used both primary and secondary data sources in her investigation. The researcher obtained primary data by direct observation and questionnaire administration to fourth-grade children at SDN 53 Lubuklinggau. The study was enhanced by secondary data that was gathered from outside sources including publications, journals, and reports. Notably, the chosen publications provide insightful information about how the VAK learning approach is used and how it affects students' vocabulary knowledge. The researcher employed recognized methods to gather data, including tests and observation sheets. Working together with a teacher-collaborator enhanced the observational data, and the test instrument—which was modified from a fourth-grade student's book called "My Next Word"—made it possible to gauge how much the children's vocabulary had improved over the course of the study's several cycles.

3. FINDINGS AND DISCUSSIONS**Pre Cycle Result**

This study was carried out at Lubuklinggau SDN 53. On October 23, 2023, Monday, the Pre Cycle was completed. based on the initial observation results at VI B Class, which included 27 students—14 female students and 13 male students. Just five students made an effort to react and address the questions. It was reported that only around 18% of the students learning objectives were met. The researcher

discovered the difficulties students faced in learning vocabulary, including their inability to memorize words, their embarrassment when pronouncing words, and their fear of answering the researcher's questions incorrectly, which caused the majority of students to remain silent. Despite their need to ascertain the materials the researcher would get for the students' in-class activities.

Three cycles were used to apply action research in the classroom. Two cycles were conducted over three sessions each, and one cycle was conducted over two meetings, with students completing the work sheet provided by the researcher at the end of each cycle. Every cycle has four stages: preparation, action, observation, and reflection.

Research implementation First (1st) Cycle

The planning phase of the first study implementation cycle comprised the methodical design of exercises meant to increase students' vocabulary by utilizing the Visual Auditory Kinesthetic (VAK) learning paradigm. The researcher organized activities, such as creating lesson plans, instructional materials, and interesting media, in conjunction with a teacher. The first cycle consisted of three sessions, with a particular emphasis on kitchen and living room themes.

During the first meeting, the researcher assessed the students' prior knowledge with an apperception exercise and ice-breaking exercises. One of the primary activities was showing a brief living room-related film, which was followed by vocabulary-reinforcing

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interactive sessions. Similar procedures were used for the second meeting, which had a kitchen theme and included an interactive "jump game" and an odd-even game to increase student participation. In the third appointment, there was only a test assessment and no more therapy.

In order to assess teacher and student performance, observations were made during the first cycle. The observation papers highlighted areas in which student attention, video clarity, and instructor directions needed to be improved. Based on predetermined criteria, the observations made by teachers and students were graded into four levels: poor, fair, good, and excellent.

At the conclusion of the first cycle, test assessment results revealed that some students did not meet the minimal completeness criterion, even though a considerable portion of students had exceptional and excellent marks. The percentages of students falling into each scoring category were displayed, along with the estimated mean score. 33% of students received an outstanding score, 48% a good score, 15% a fair score, and 4% a low score, according to the data.

After considering the first cycle, the researcher noted difficulties included pupils finding it difficult to follow directions and some feeling self-conscious while pronouncing words. In order to increase students' attention spans and comprehension of the teachings, the researcher designed modifications for the second cycle that would include more interactive games and supporting media. The

realization that more interventions were required to reach the targeted level of vocabulary mastery informed the decision to go on to the second cycle.

Research Implementation Second (2nd) Cycle

In the second study cycle, which concentrated on using the Visual Auditory Kinesthetic (VAK) learning paradigm to help children improve their vocabulary, a thorough planning phase with teacher participation was carried out. To guarantee that the activities complemented the students' continuing education, they were thoughtfully organized around themes from the student textbooks. To increase participation, the study used a variety of auxiliary resources, including lesson plans, instructional materials, and media like flashcards.

Three sessions covering various issues pertaining to activities in the kitchen and living room were held during the second cycle's implementation (acting) phase. The learning process was made dynamic by the researcher by utilizing interactive techniques, such as games. These teaching strategies were created to accommodate a variety of learning styles by combining tactile, aural, and visual components.

The second cycle's observations were essential for assessing the teacher and the students. An observation sheet was used by the researcher to record her observations, which included evaluations on topic mastery, presentation, motivation, and other elements of the teaching process. Students' enthusiasm in

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learning was also assessed based on their involvement, focus, questions answered, and other elements.

The findings of the observations pointed up areas that needed to be improved, such as making sure that instructions are communicated clearly, optimizing media to meet the requirements of the students, and making the most of all learning tools.

An evaluation tool was used in the third meeting of the second cycle to gauge the students' proficiency with vocabulary. The findings demonstrated that even though most students had outstanding or exceptional grades, some still need improvement. The students' mean score was 81.48%, which is less than the 85% minimum requirement for completion.

The analysis of the second cycle's reflections showed that learning objectives and activities had generally improved. However, the choice to go on to the third cycle was driven by the areas for growth that were found, such as improving memorizing and self-confidence. The strategy for the following cycle was to use distinct media while sticking to the same methodology, with the goal of addressing particular issues raised by the previous cycle and improving students' vocabulary comprehension even more.

Research Implementation Third (3rd) Cycle

A thorough planning step was shown in the third cycle of the research, which focused on using the Visual Auditory Kinesthetic (VAK) learning paradigm to increase students' vocabulary. In close

collaboration with the educator, the researcher set up vocabulary-building exercises that made use of a variety of media, including images, flashcards, and brief movies. To guarantee conformity with continuous learning, themes were taken from student textbooks, and observation sheets and evaluation tools were created to gauge how much students' vocabulary understanding had improved.

The third cycle included of two sessions, with a focus on distinct topics associated with activities conducted in the kitchen and living room. The learning process was made more lively and engaging by the incorporation of brief YouTube movies. In order to increase student involvement, games, icebreakers, and Q&A sessions were included.

Observations were recorded on observation sheets for the instructor and students throughout the third cycle. The findings showed that a number of teaching-related factors, such as topic mastery, presentation, motivation, and student engagement, had significantly improved.

The teacher received a final score of 83.9% in the first meeting of the third cycle, which was classified as "Good." The learning interest of the students also improved, with a final score of 80.5%, or "Good." The pupils' comprehension of vocabulary increased significantly, as evidenced by the test evaluation during the second meeting. With 78% of students receiving an outstanding score and 22% receiving a decent score, the mean score was 89.66%. Interestingly, neither the fair nor poor categories had any students.

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The third cycle's overall findings showed that pupils' vocabulary knowledge had significantly improved, meeting the target level of 85%. The success of the third cycle was largely due to the utilization of a variety of media, interactive techniques, and ongoing modifications based on observations. The findings on the chart demonstrated how much the pupils' vocabulary acquisition had improved. The following figure shows how students progressed from Cycle 1 to Cycle 3.

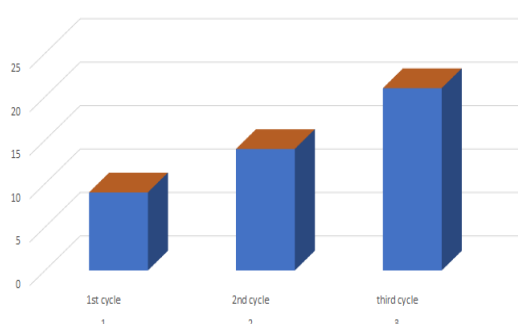


Figure No.1 Result of cycle 1,2, and 3

The results of vocabulary mastery in cycle 2 improved to 81,48% from the value attained in cycle 1 of 74,03%, as shown in the summary table of students' vocabulary progress. The students vocabulary knowledge in cycle 3 improved significantly, reaching 89.66%. This demonstrated how the application of the visual-auditory-kinesthetic (VAK) learning model increased students' vocabularies.

Discussion

According to the results, the fourth grade children's vocabulary mastery might be enhanced by using the visual aural kinesthetic (VAK) learning approach. The results demonstrate an improvement in the teacher's capacity to supervise the learning process from cycles 1 through 3 when the visual-auditory

(VAK) learning model is applied. It was evident that this had a favorable effect on the way in which students' vocabulary development was progressing, as evidenced by the findings of the observation sheet. The researcher began by preparing teaching materials and then applied them to the learning process, where each cycle was completed by conferring with colleagues.

According to the results of the first cycle, the vocabulary evaluation of the students was 74,03%. The goal maximum score has not produced noteworthy outcomes because the majority of students did not receive good marks out of the entire number of students. According to the first cycle's average value, the majority of students were still unsure of their ability to pronounce the words and many others were not actively engaged in their education. In order to improve vocabulary mastering in the first cycle, the researcher used a little film that she had acquired from YouTube. Although some of the students were more engaged and enthusiastic in the learning process, others still struggled with pronunciation and vocabulary memorization. The learning and teaching researchers offered chances and comments to help with the implementation process since the students were still unable to articulate their thoughts and emotions in the best possible way. The researchers chose to go on to the second cycle because the previous cycle's results were insufficient. In order to help students focus more during the second cycle of the learning process, researchers used visuals or flashcards

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as supplementary materials. After displaying the flashcards to them, the researcher requested each student to step up in front of the class so they could play a little game. The pupils reported feeling more joyful, confident, and that they could talk about terminology. They found it simpler to memorize the terminology thanks to these activities. The vocabulary result had an average score of 81,48%. The vocabulary evaluation scores improved in the second cycle, but they were still below the highest possible score of 85%, so the researcher chose to move on to the third cycle. In the third cycle, the researcher also utilized a brief film and a straightforward game. After that, the researcher posed a question that was themed in order to assess the students' vocabulary. The researcher incorporated an interactive game and three repeats of the film to help the participants become more focused and used to the words. The student's vocabulary improved by an impressive 89,66% as a consequence. Twenty-one students received an outstanding grade.

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