**CHAPTER I**

**INTRODUCTION**

1. **Background knowledge**

English has four basic skills that how to be mastered when you learn English language. Those basic are, speaking, reading, writing, and listening skill. All of those skills is really important to be mastered by students in learning English. One of those basic skill that the writer wants to discuss in this paper is speaking skill.

English is becoming a world language. Economy, politic, education, network, even showbiz is using English now on. For example in Educational point, many Indonesian students want to go abroad to their education[[1]](#footnote-1). Much of them is want to get with scholarship, and every scholarship always give prerequirement to have English basic speaking skill. Also, an example from Economy point, as we knows Indonesia has becoming the part of Asean Economic Community (Masyarakat Ekonomi Asean), so without having English speaking skill we will left behind. So practically, If we do not want to left behind, we need to understanding English language. Meanwhile, the fact is many Indonesian people, especially in the countryside, seeing English as a weird ‘thing’. They dont know the benefit of English language yet and it is also happen with the countryside students.

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Based on interview with English Teacher in the writer’s object school, MA Islamiyah, most of students there is rarely try to speak in English even one sentence, the rest of student is trying to speak but getting laugh from their friends there. It is happened because English in their sight is ‘sad thing’ because they do not understanding what it means and they do not want to know what it is.

Whereas it is becoming a goal for almost of English Teachers to make all of their students can speak in English language because much of people usually appraise people’s English ability with their speaking skill. But in the fact it is really hard to make them want to speak in English. Moreover, every students have their own learning style to received and process information. According to educator’s clacification , there are three learning style that students often used; visual; auditory; and kinesthetic (modalities).

1. Visual students need visual aids such as, picture, doll and others to stimulate them to speak up
2. auditory students need audio aids to make them speak up such as song, radio, video and others
3. kinesthetic students prefer study speaking by moving their body and activity in the classroom, so the teacher need to make them act and explore something by “playing around”.

Looking those problems, The writer will choose one of learning model by Niel flemming that can improve the students’ ability in learning English. It is Visual, Auditory Kinesthetic (VAK) Learning Model. VAK learning model is learning style that combines three sensory to get information by seeing, listening, and movement. This allows all learners the opportunity to become involved no matter what their preferred style may be[[2]](#footnote-2). It means that VAK learning model helps students to learn through more than one of the senses. By understanding three things of learning styles, teaching-learning will be more effective and efficient. Thus, students can be motivated to study speaking.

Based on the statement of the problem above, the writer would like to make research which title, “Improving students’ speaking ability through VAK learning model”.

1. **Problem Questions**

Based on the statement above, the problem explained in this study include:

1. How is the process of teaching speaking through Visual Auditory Kinesthetic (VAK) learning model to improve students’ Speaking ability of the eleventh grade students of MA Islamiyah?
2. How do the improvement of students’ speaking ability of the eleventh grade in MA Islamiyah taught by Visual Auditory Kinesthetic (VAK) learning model?
3. **Objectives of the Study**

Dealing with the problem, the objective of the study includes:

1. To explore the process of teaching speaking through Visual Auditory Kinesthetic (VAK) learning model to improve students’ Speaking skill of the eleventh grade students of MA Islamiyah
2. To find out the improvement of students’ Speaking ability of the eleventh grade students in MA Islamiyah through Visual Auditory Kinesthetic (VAK) learning model
3. **Benefits of the Study**

The study will be useful and give contributions in learning English language context include:

1. For Students the writer hopes this study will be helpful for students to improve their Speaking skill and can motivate students to interest in learning English by using VAK learning model.
2. For Teacher Through this study, the writer hopes that the teachers have to create more interesting classroom. It can be a reference for teachers to improve their knowledge in the teaching and learning process.
3. For The School the result of this study can support and give contribution for the senior high school in the teaching and learning process of English language.
4. For The Readers This study can inform more to the readers about English teaching. Moreover, it can be used as the reference for they who want to conduct research in English teaching learning process.
5. For The Writer This study is useful to know improvement of the students’ speaking skill. Besides, the writer will build up her knowledge and get new experience in teaching speaking.
6. **Limitation of the Study**

In this study, the writer would like to limit scope of the study as following problems in order to avoid misinterpretation. This study focuses on Applying VAK Method in Speaking Ability. The subject of this study is the eleventh grade students of MA ISLAMIYAH in the academic year of 2017/2018.

1. **Previous study**

This research taking review through two previous study to emphasize and support her research.

1. The first study had been done by Yeni Wulansari. She has research The use of Visual Auditory Kinesthetic Learning Model to Improve Student reading comprehension and use Class Action Research as Her Methodology in SMA Muhammadiyah plus Salatiga in the academic year 2015/2016.

She assumed, the reaserch that she did is successfully. It can be proven by the data such as observation resault that shows active students’ participation, students pay attention to the material and shows enthusiatic in the reading comprehension also its proven by 95% of students’ score had passed the KKM. Also in her research paper, she said that teacher who wants to used the VAK learning model should creative and inovative also appropriate the media for teaching activity but the most important thing is, the teacher should understand the students ability and which learning style that their prefer.

1. The next previous study that the writer takes is the international journal that has write by Abbas Pourhossein Gilakjani. His research is about “Visual Auditory Kinesthetic learning style and their impact on English language teaching” and he took Iran Student as object of his research. The focus on his research is about the learning style of student in university of Lajihan,Iran. He did test about their learning style and the resault are, 50% of the students preffer visual learning style, 35% preffer auditory learning style, and 15% preffer kinesthetic style. After knowed the resault, Gilakjani assumed that teacher should make concentrated effort to teach a multi-style fashion that both reaches the greatest extent of student in a given class and challenges all students to grow as a learners. He also said, the students who knows better theirself in learning style and become more focused on an attentive learner, which ultimately will increase educational success. Discovering this learning style will allow the students to determine their own personal strenghts and weaknesses and learn from them. Teacher can inconporate learning styles into their classroom by identifying the learning style of each students, matching teaching style to learning style for difficult tasks, strengthening weaker learning style through easier tasks and drill. Because the purpose of using learning styles is to find the best ways for both students to learn effectively and teachers to teach effectively.

From both of the research above, the differencess between this paper with the first reserach is just the focus skill that we used to implement the VAK learning model. The first reserach is using VAK learning model to improve students reading comprehension, meanwhile this paper is focus on speaking skill. And the similiarity between the papers are, who used CAR as our research metodology, who used same learning model (VAK) to see the improvement of students’ English learning skills, and who also used our reserch in senior high school students.

While the second research is more focus on the definition of VAK learning model and Gilakjani (the resercher) is did this reaserch on student of university of Iran, and this university is EFL school. In this reserach, he also give some tips for teacher who wants to used this learning model in their English class. The similiarity of Gilakjani’s research with this paper are do the research with the same topic, VAK learning model.

So, from both of the research above, my paper is more similiar with the first reaserch.

1. **Organization of paper**

The graduation paper consists of five chapters. It is following overview for this study.

Chapter I is Introduction. It contains background of the study, problem questions, objective of the study, benefits of the study, limitation of the study, previous study, and graduating paper organization.

Chapter II is Literature Review. It involves visual auditory kinesthetic learning model and speaking skill.

Chapter III is Research methodology. It consists of research setting, subject of the study, method of the research, design and procedures of classroom action research, techniques of collecting data and techniques of analizing data.

Chapter IV is Findings and Discussion. It contains of implementation of VAK learning model and description of speaking improvement.

Chapter V is Closure. It contains conclusion and suggestion.

1. Jack C Richard, and Willy A Renandya, *Methodology in Language Teaching : an Anthology of current practice, (*Cambridge: Cambridge university press, 2002) , 201 [↑](#footnote-ref-1)
2. Fiona Williams, “fiction or fact? VAK Learning style”, 30 January 2015, http://www.Linkedin.com [↑](#footnote-ref-2)