THE EFFECTIVENESS OF USING VISUAL AUDITORY KINESTHETIC (VAK)

LEARNING STYLE MODEL ON STUDENTS' VOCABULARY MASTERY

SKRIPSI

Submitted In Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By:

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MEDAN

2023

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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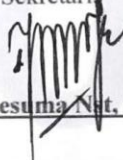
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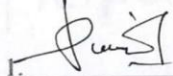Ketua   Sekretaris

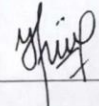Dra. Hj. Syamsuyurnita, M.Pd.   Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.
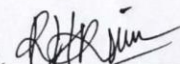
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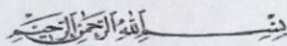
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**The Effectiveness of Using Visual Auditory Kinestetic (VAK) Learning Style Model on Students' Vocabulary Mastery**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan 25 Januari 2024
Hormat saya
Yang membuat pernyataan,

Qori Winda Auliya Nasution

ABSTRACT

Qori Winda Auliya Nasution. 1902050023 "The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model on Students' Vocabulary Mastery". Skripsi. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan 2023.

This research aimed to find out the effectiveness of using Visual Auditory Kinesthetic (VAK) on students' vocabulary mastery at the SMP Asuhan Jaya Medan in the 2023/2024 academic year. This research is an experimental research. Then the two classes obtained by random sampling were used as research sample. The population taken in this research class VIII 50 students and the sample taken in this research consisted of 2 classes, VIII-A as experimental group 25 students and VIII-B as control group 25 students. The experimental group uses visual auditory kinesthetic (VAK) while the control group uses the conventional method. The instrument of this research had 20-item tests, 5 numbers of matching tests, 10 numbers of gap-filling tests, and 5 numbers of arranged tests. The results of the 2 classes show that the use of visual auditory kinesthetic is higher than the conventional method. It could be saw of the students' mean scores in the pre-test experimental group (32.52) and post-test (84.24), while from the control group pre-test (32.44) and post-test (78.68). In this case, the VAK learning style model was effective to be used to teach vocabulary. Based on the research findings, it could be concluded that using the visual auditory kinesthetic (VAK) learning style model was effective in teaching and learning on students' vocabulary mastery. In other words, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted.

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

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh

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Wassalamuala'ikum Warahmatullahi Wabarakatuh

Medan, 06 October 2023
The Researcher

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix 19   Documentation

Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the study

One of the most important language components in learning English is vocabulary. Anyone who lacks a sufficient vocabulary will struggle with speaking, reading, listening, and writing. The study and practice of teaching English vocabulary are significant areas. One of the linguistic components that new speakers should be introduced to initially is vocabulary. The ability to communicate thoughts and opinions as part of communication may be aided by vocabulary knowledge for both teachers and students. English includes the four language types of reading, writing, speaking, and listening, which can be addressed separately but also as components of the overall subject. The issue with students is how can they speak English if they don't have a broad vocabulary. An excellent teaching style allows students to appreciate and learn the subject, just as it does in other lessons that entail the use of applicable skills and methods, Nurdin (2022). Then, Syahraeni (2010) stated the teachers in this situation, play a significant role in motivating all of the students to have the same view of the importance of English today. They should be aware that understanding English vocabulary will help them understand English more easily, both spoken and written. One of the most effective language components in learning English is vocabulary. In other words, Rita Harisma (2021) stated english vocabulary is

mastered first for language learners when learning the language. This means that learning vocabulary is critical, particularly for middle school students. Vocabulary is one of the components that support the four components of language skill acquisition: listening, speaking, reading, and writing. Also, this was expressed by (AW Sari, R.Wahyuni, A Siregar, 2021) that the vocabulary is the most important than grammar, therefore it is important for lecturers and teachers to improve students' vocabulary mastery as a support for improving students vocabulary.

Based on the researcher's teaching experience the researcher gave a test in Teaching Practice Program (PLP) 1 in the Junior High School students' academic year 2020/2021 at Asuhan Jaya Medan. The researcher found some problems in vocabulary. First, the researcher found some of the students had low vocabulary and the students were afraid to speak English because of a lack of understanding of the English vocabulary and they were afraid of misunderstanding by them and by the teacher. Second, they still difficult to memorize the unfamiliar words that they heard or read in the text. They did not know the meaning when the English teacher explained the material in the English language. So, they were confused and did not understand the materials. But, the English teacher always reminds the students to bring a dictionary when the English lesson goes on.

In teaching English vocabulary models there are various different types of learning exist. The three most common are visual, auditory, and kinesthetic, all of which make it easier for students to receive information. Some students are visual learners, While some students learn best by hearing or feeling. Even as they

employ every sense to take in the material, they appear to have a preferred method of learning, Gilakjani & Ahmadi (2011). According to a study conducted by Specific Diagnostic Studies, 29 percent of all primary and secondary school students were visual learners, 34 percent learned through hearing aids, and 37 percent learned best through kinesthetic styles (Miller, 2001). So before the teaching process, the English teacher needs to identify the character of the students. To help students learn, the English teacher needs to be aware of the condition of such students.

According to (Priya et al., 2020) A learning style is a preferred method of thinking, processing, and understanding knowledge. There is a VAK model that can help students improve their learning styles. VAK falls under the category of instructional preference because it works with perceptual models. V (visible), A (auditory), and K (kinesthetic). The VAK learning paradigm is a learning technique that uses three senses to obtain information by seeing, hearing, and moving (doing it). It means that the VAK learning approach requires pupils to learn with more than one sense. Understanding the three components of the learning model will make teaching and learning vocabulary more successful and efficient.

The researcher tries to apply media to solve the problem of teaching vocabulary achievement with the new learning style model. The researcher makes a new media that is Visual, Auditory, and Kinesthetic (VAK) to attract students'

interest when learning English vocabulary for students in junior high school. To be an English teacher must know how to stimulate the students to be more effective and to be better at studying English lessons so that students can succeed in their class. The researcher would like to construct the research title based on the problem description above "The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model On Students' Vocabulary Mastery".

B. The Identification of the Problems

Based on the preceding context, some problems are related to This research. The following are some of the issues:

1. The vocabulary is still low.

2. The students felt English was difficult and they were afraid to speak English because of a lack of vocabulary.

3. The students were still having trouble remembering the foreign words they read or heard in the text.

C. The Scope and Limitation

The focus of this study is on vocabulary, and the limitation is on the use of VAK learning style model for the Second-grade students of SMP Asuhan Jaya Medan academic year 2023/2024.

D. The Formulation of the Problem

    1. Is the use of Visual Auditory Kinesthetic learning style model effective on students' vocabulary mastery?

E. The Objective of the Study

    1. To find out the effectiveness of using Visual Auditory Kinesthetic in teaching vocabulary.

F. The Significant of the Study

1. Theoretically

The study will develop knowledge and understanding about the visual auditory kinesthetic learning style model on students' vocabulary mastery.

2. Practically

1. For teachers, this research can assist teachers in teaching language to their students. It also assists the teacher in teaching new techniques that are more engaging than traditional ways.

2. For students, the students can be interested and not feel bored studying vocabulary using visual and auditory kinesthetic. Using this material also inspires students to achieve higher grades and quality in vocabulary.

3. For other Researchers and readers as references to input which is the effectiveness on students visual-auditory-kinesthetic learning styles vocabulary mastery.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Vocabulary

1.1 Definition of Vocabulary

Vocabulary is one of the language aspects that in addition to grammar, should be taught to students learning a language that they will use for speaking, writing, listening, and reading. Students' word choice when speaking influences listeners' comprehension and responses. to the sentence. In writing, there is vocabulary determines how clearly and accurately one can express ideas to others. In listening, their vocabulary influences how much they understand in-class lectures, speeches, and class discussions. When people read, they learn things that the author has access to. Richard (2002) indicates that vocabulary is one of the components of language and the first thing applied linguistics turned their attention to. Jackson (2002) defines vocabulary is defined as the stock of words in a language known or used by an individual or linked with a specific activity. Then, Hornb (2005) stated vocabulary as the total number of words in a language and vocabulary is a list of words with their meanings. This was also said by Neuman & Dwyer (2009) states vocabulary can be defined as "words

we must know in order to communicate effectively when speaking (expressive vocabulary), and words in listening (receptive vocabulary)".

As may be seen from the definitions above, vocabulary is one aspect of language words that are needed to communicate ideas express the speaker's meaning, and reduce the misunderstanding between the speaker and the listener. That is the reason why it is important to learn vocabulary.

1.2 Types of Vocabulary

There are four sorts of vocabulary that must be known and mastered for any skill, such as reading, listening, speaking, or writing. There are some:

a. Reading Vocabulary

The reading vocabulary of a literate person is made up of all the words that he or she recognizes when reading. This is the most common sort of vocabulary since reading exposes a reader to more words than hearing.

b. Listening Vocabulary

A person's hearing vocabulary consists of all the words that he or she can recognize while listening to speech. People may nevertheless understand words they were not exposed to previously by employing clues such as melody, gestures, the topic of talk, and the social environment of the interaction.

c. Speaking vocabulary

A person is defined by all of the words he or she uses in speaking. It's probably a subset of the hearing vocabulary. Words are frequently abused due

to the spontaneous nature of conversation. This little and unintended abuse can be compensated for via facial expressions, tone of voice, or hand gestures.

d. Writing Vocabulary

Writing vocabulary refers to all of the terms that a writer can use in their writing. In contrast to the previous two vocabulary kinds. The user expands the writing vocabulary.

1.3 The Importance of Vocabulary

Vocabulary in teaching has not always been very sensitive to such difficulties, and teachers have not fully understood the huge communicative value of cultivating a large vocabulary. For a long time, teaching methodologies such as the direct method and audio-lingual had a higher prominence in the teaching of grammatical structure. The number of words introduced in such courses was kept quite minimal in order not to detract from the learning of these structures.

The importance of vocabulary is demonstrated daily in and out of school. In the classroom, the achieving students process the most sufficient vocabulary. Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary. Vocabulary knowledge facilitates language usage, while language use leads to increased vocabulary knowledge. Learning vocabulary items are important in all language skills (listening, reading, speaking, and writing) in English as a Second Language (ESL) and English as a

Foreign Language (EFL). According to Wikipedia the importance of vocabulary is, that The size of one's vocabulary is strongly related to one's reading comprehension; linguistics language is synonymous with thinking vocabulary; and a large vocabulary helps with expressions and communication.

Those words that were taught were frequently chosen because they were easily demonstrated or because they fit perfectly into the arrangement of the day. Because of the recognition of words' meaning-making capacity, vocabulary became a learning target in its own right.

1.4 Kinds of Vocabulary

Some scholars distinguish between active and passive vocabulary. According to Harmer (2001), there are two forms of vocabulary. The first category of vocabulary is that which students have been taught and are expected to be able to utilize. Meanwhile, the second relates to words that pupils will recognize but probably not be able to pronounce when they come across them. According to Hatch and Brown (1995), there are two types of vocabulary: receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Only listening and reading can help you understand receptive vocabulary. A considerable portion of receptive vocabulary consists of very low frequency terms. Someone does not need to know much about it because it is rarely used and hard to memorize all of a language's vocabulary. However, an utterance's

thoughts can be understood contextually rather than word for word. Because of this, someone must know and understand a receptive vocabulary rather than a productive one.

The majority of receptive vocabulary can only be acquired from experience and would not be much increased as a result of training. Knowing a word included the ability to select the term as well as the ability to create multiple linkages with other related words.

b. Productive Vocabulary

A productive vocabulary includes knowing how to pronounce the word, how to write and spell it, and how to employ erroneous grammatical patterns, in addition to the terms that frequently collocate with productive vocabulary. Talking to friends in class, for example, is not the same as talking to strangers in a hotel. As a result, we might expand our vocabulary through encounters. For example, the manager, the leader, and each other.

1.5 Principles of Teaching and Learning Vocabulary

According to Wallace (1989), there are nine principles of teaching vocabulary as follows ;

1. Aims

Teachers must be conscious of their objectives when teaching vocabulary; how much vocabulary do they hope to be able to perform? It will be

impossible to measure how successfully the vocabulary learning has been achieved if the points are not obvious.

2. Quantity

After determining what is involved in vocabulary learning, teachers may identify the quantity of new vocabulary to be taught as the students' active vocabulary, after which the teacher restricts the number of new words to five to seven new words. When there are too many words, pupils may become confused, disappointed, and frustrated.

3. Need

In all cases, the teacher consults a course book or syllabus when selecting terminology for his or her students. The teacher will select terminology based on the course goal and the goal of each particular lesson. Teachers with a sense of responsibility might also choose terminology to teach to their students. In other words, the pupils are aware of the situation in which they must communicate the words they require in order to use the words as information.

4. Frequent exposure and repetition

There should be some repetition in vocabulary teaching and learning until there is proof that the students have learnt the target terms. The simplest way to assess whether students have learned is to determine if they can recognize the target words and identify their meaning. If the terms are to be part of the

kids' productive vocabulary, they must be permitted to use them as much as they need to in order for them to remember the words at all.

5. Meaningful Presentation

Students must have a clear and specific grasp of what terms imply or relate to when the vocabulary lesson is presented. This necessitates that the words be delivered in this manner. As a result, their connotation and references are both perfect and vague.

6. Situation and Presentation

The words presented are suited for the situation of the student. Students will automatically succeed in learning language if they have adequate conditions, enough time, and an easy approach.

7. Presenting in Context

Because words are rarely accruing, students must be familiar with the common collocations with which the terms occur. A word must appear in its natural setting from the start, as it was among the words it ordinarily collocates. Collocations are terms that are frequently related.

8. Learning vocabulary in the mother tongue and the target language.

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

9. Inference

The inference is also a strategy in learning vocabulary in which the learner is hard on practicing by using definite knowledge to have a clear

understanding of the words they learn. The students infer the meaning of words by listening to or reading them used in certain contexts and certain situations.

Based on the description above, the researcher can conclude that the teacher and students must know the nine principles of teaching and learning vocabulary. So, what they want to study vocabulary can be attained successfully.

2. Visual Auditory Kinesthetic (VAK)

2.1 Definition of VAK Learning Style Model

VAK is three modalities of learning that were 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. Teachers should encourage students not only to use one modality but also to combine three modalities to increase their achievement and cover up their weaknesses in the study.

According to Sousa Hamdani (2015) VAK model identifies three types of learners based on how learners more effectively: Visual learners are those who learn things best through seeing them, Auditory learners are those

who learn things best through hearing them, and, Kinesthetic learners those who best when physically involved with the environment, such as by playing games or performing demonstrations. Research on the VAK model shows discrepancies in the dominance of each learning style and learners' individual preferences. For example, the study carried out by Nouryia in Saudia Arabia shows that the dominant learning style is visual followed by kinesthetic and auditory. Rambe (2014) stated that Students' performance in writing recount texts is significantly impacted by the visual auditory kinesthetic (VAK) learning model. Based on the definition above, it can be concluded that the VAK learning model is a learning style that combines 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.

2.2 Characteristics of the VAK Learning Style Model

Visual learners think in pictures and learn best in visual images. They depend on the instructors' or facilitators' 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 on the material being presented. Auditory learners learn by listening to and analyzing information with pitch, intensity, and speed. These folks receive knowledge

by reading aloud in the classroom and may not fully comprehend the content presented. Kinesthetic learners learn best through active "hands-on" experiences. These students have a difficult time keeping concentrated and can easily get unfocused.

Visual learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip charts, and each other. The 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, and practical hands-on experiences.

2.3 The Procedures of the VAK Learning Style Model

1) **The First Meeting**

   a. The researcher explained the material.

   b. The students were divided into groups.

   c. Students was given some example of the adjective

   d. The researcher gave the assignment to students to observe all of the adjectives in their life then the students wrote them down in their notebooks.

   e. The students compete to write the adjective on the whiteboard with the description.

f. The student mentioned and wrote an adjective to his friends in the classroom.

g. The researcher wrote some sentences on the whiteboard and then the students completed the sentence.

2) **The Second Meeting**

a. The researcher explained the material.

b. The students were divided into groups.

c. The researcher used pictures as media.

d. The researcher collects the assignments.

e. The students mentioned and described the assignments.

f. The students spoke in front of the class about the assignments.

g. The researcher wrote some sentences then students completed the blank.

3) **The Third Meeting**

a. The researcher explained the material.

b. The students were divided into groups.

c. The students mentioned and described the adjectives in his family.

d. The researcher showed the video as a media.

e. The students wrote the adjectives that are shown in the video.

f. The students read the adjectives that were written from the video.

4) **The Fourth Meeting**

a. The researcher explained the material.

b. The students were divided into groups.

c. The students wrote and described the adjectives in his family.

d. The researcher used video as a media.

e. The students mentioned and wrote what in the video.

f. The students read the exercise given by the researcher about the activity.

3. Conventional Method

3.1 Concept of Conventional Method

According to McCharthy in Li W.Y's journal, conventional teaching or traditional teaching refers to a teaching approach that involves instructors and students engaging face-to-face in the classroom. These teachers instigate classroom conversations and are solely concerned with learning the material in textbooks and notes. Students passively take information and repeat what they learned in exams. Individual differences are also rarely considered in traditional education. It is vital to recognize the limitations of traditional teaching and take action to go forward.

3.2 The Procedures of Conventional Method

1. The teacher directs the students and keeps track of their attendance.
2. The teacher announces the upcoming lesson.

3. Each students is given a text by the teacher.

4. The teacher instructs the students to read the passage.

5. After the students have finished reading, the teacher asks them to answer the question.

B. Related Studies

This study covers about applying strategy in writing can help the reader in understanding vocabulary. There are a lot of researchers conducted their research related to this research as follows:

1. Rahmah Wahdaniati Suaib (2017) claims that the use of visual auditory kinesthetic can be conducted in the teaching process and effectively implemented in improving students' vocabulary. In their journal "The Use of Visual Auditory Kinesthetic (VAK) Learning Style to Increase Students' Vocabulary."

2. Annisa (2019) "The Effect of Using Kinesthetic Method By Using Video in Teaching Vocabulary." Based on the study, the research was done by using a simple random sampling technique, and the sample 2 classes consisted of 54 students. The use of the kinesthetic method had a considerable effect on pupils' vocabulary achievement.

3. Wiwik Andreani (2019) "Pow-Pow interactive game in supporting English vocabulary learning for elementary students." Said that learning styles that are suitable for Generation Z are learning by doing and learning through gadgets.

Because studies have shown that learning through games is more enjoyable and beneficial. This program is used by 35 elementary Indonesian kids aged 7 to 12. After playing the game, it was discovered that all pupils agreed that it inspires them to learn English.

4. Sri Wahyu Indrawati (2021) "The Implementation of Visualization, Auditory, Kinesthetic (VAK) Model in Teaching Speaking" claims the use of VAK in teaching speaking to eight grade students of junior high school 16 of Palembang was effective, based on the findings use VAK the students became comfortable speaking in front of the class.

5. Dhienda Endayani (2017) "The Effectiveness of Teaching Vocabulary By Using Puppets" claims the use of puppets can be an alternative way to teach vocabulary, especially to improve the students' mastery of vocabulary in junior high school students.

C. Conceptual Framework

The conceptual framework above is the process of teaching vocabulary using cluster random sampling. Before doing the treatment the researcher was divided the class into two groups. The first group is the experimental group and the second is the control group. Before treatment, both groups were given a test to determine the pupils' vocabulary achievement.

There are some treatments for students using pre-test and post-test to get the scores from the students before and after using the VAK learning style model. In

the first meeting the researcher used a pre-test and in the next meeting used a post-test. For the VAK learning style model, the experimental group and the control group used the conventional method. From the method above, the researcher discovered result that using VAK learning style models is the most effective learning style model for students' vocabulary mastery.

The conceptual framework of this research is presented in the following diagram:

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   ┌───────────────┐                          ┌───────────────────┐
   │    VIII-B     │                          │      VIII-A       │
   │ (Control Class)│                          │(Experimental Class)│
   └───────────────┘                          └───────────────────┘
           │                                            │
   ┌───────────────┐                          ┌───────────────────┐
   │ Conventional  │                          │  Visual Auditory  │
   │    Method     │                          │    Kinesthetic    │
   └───────────────┘                          └───────────────────┘
           └──────────────┐              ┌──────────────┘
                    ┌──────────────┐
                    │  Vocabulary  │
                    └──────────────┘
                           │
                           ▼
                    ┌──────────────┐
                    │   Finding    │
                    └──────────────┘
```
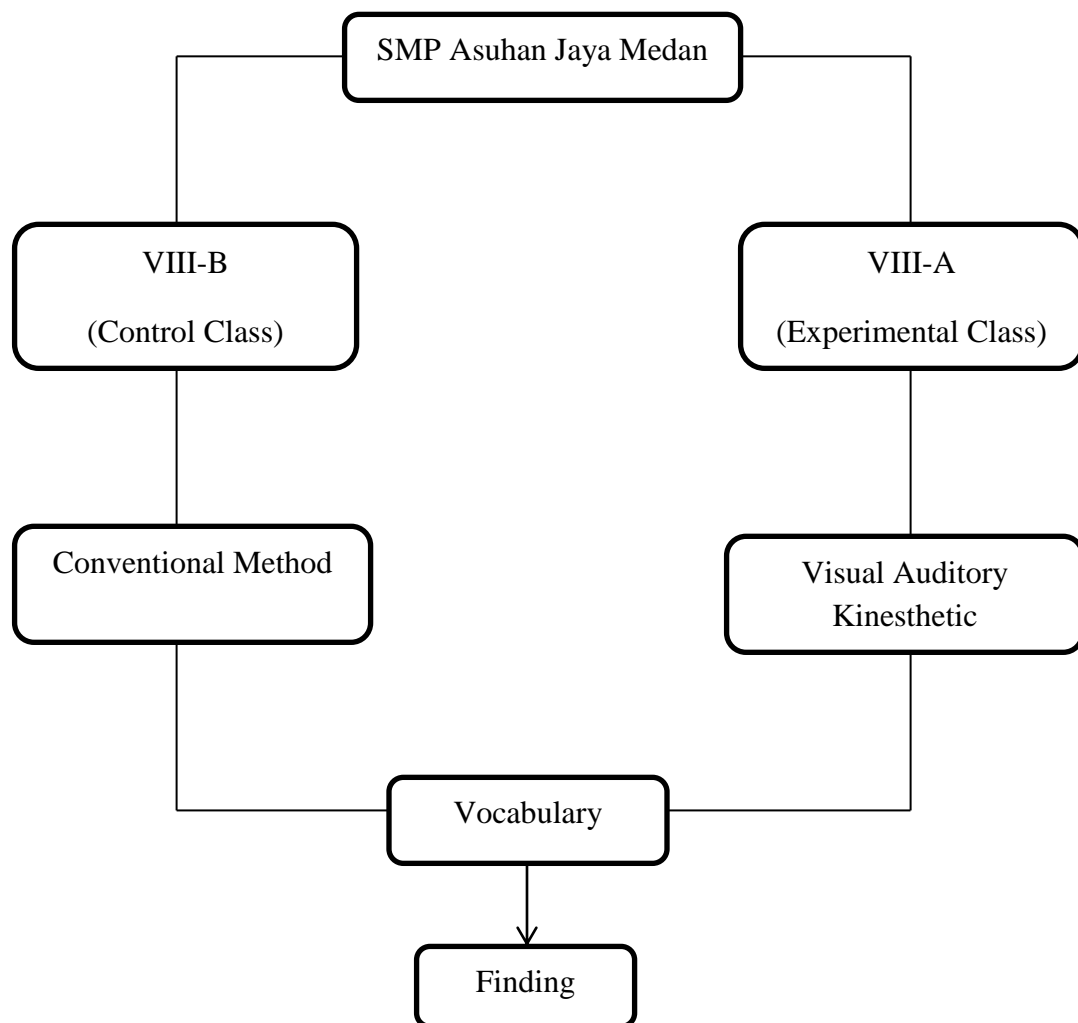
D. Hypothesis

The research examined the use of the visual auditory kinesthetic (VAK) learning style model on students' vocabulary mastery. To get the answer to the question, the researcher proposes the theoretical hypothesis that was appear in this study:

1. H0 (Null Hypothesis): Visual Auditory Kinesthetic Learning Style Model is not effective on students' vocabulary mastery.

2. Ha (Alternative Hypothesis) : Visual Auditory Kinesthetic Learning Style Model is effective on students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at SMP Swasta Asuhan Jaya Medan. The research was conducted during the academic year 2023/2024. The reason for choosing this school is because the researcher had taught in the teaching practice program (PPL). The researcher found the students were not brave to speak English, because they had difficulties in spelling, and pronunciation and had low vocabulary. Based on the problems, the researcher needs to change the behavior in learning English and improve they are speaking English by using the effectiveness of using visual auditory kinesthetic learning style model on students' vocabulary mastery.

B. Population and Sample

1. Population

The population of this research is taken from the second grade of junior high school Asuhan Jaya Medan, which consists of 2 parallel classes.

Table 3.1
Population

No.	Class	Population
1.	VIII-A	25

2.	VIII-B	25
Total		50

2. Sample

If the population is smaller than 100, it is preferable to use the entire population as the sample. If there are more than 100, the percentages are 15%, 20%, and 25%. Alternatively, 50% might be used as the sample Arikunto (2010). Based on Arikunto statements above, the researcher took the entire existing population to serve as a research sample because it was less than 100, according to his statement 50% might be used as the sample.

Table 3.2
Sample

No.	Class	Sample
1.	VIII-A	25
2.	VIII-B	25
Total		50

C. Research Design

This study used an experimental research design with used quasi-experimental research design. A quasi-experimental research design looks the same as a true experimental research design, but it lacks the key ingredient of random assignment. According to Sugiyono (2019), Quantitative research is a research method based on the philosophy of positivism and is used to examine certain

populations or samples, sampling techniques are generally carried out randomly, and data collection uses research instruments, and data analysis. This research was conducted by using an experimental research design which is research to test and prove a hypothesis by giving treatment to the sample. The experimental research design is to show whether using the Visual Auditory Kinesthetic (VAK) learning model is more effective than the conventional method. In this research, the experimental group used visual auditory kinesthetic treatment, and for control group used the conventional method. The researcher was given the test to students with the same test but a different treatment. To enable the researcher to locate relevant data that use visual auditory kinesthetic.

Table 3.3
Research Design

Class	Group	Pre-test	Treatment	Post-test
VIII-A	Experimental	√	Visual Auditory Kinesthetic	√
VIII-B	Control	√	Conventional Method	√

VIII-A is the experimental group that was applied with visual auditory kinesthetic in students' vocabulary and VIII-B is the control group that was applied with the conventional method.

D. Instrument of Research

The instrument of this research is a vocabulary test. The test aims to get information about students' improvement before or after by using the VAK

learning style model. The test is pre-test and post-test. The test has been taken from students' books. The forms of the test are matching test, gap filling test, and arrange test. There are 20-item tests, 5 numbers of matching tests, 10 numbers of gap-filling tests, and 5 numbers of arrange tests. The same test was given to the experimental and control groups for pre-test and post-test. The test was taken from the students' English book and the worksheet students.

Table 3.3 Assessment students'

Criteria	Score
Excellent	80 – 95
Very Good	61 – 79
Good	40 – 60
Poor	20 – 39

E. Technique of Collecting Data

The researcher used various data collection approaches to discover the information.

1. **Test**

   a) **Pre-test**

   Before treatment, a pre-test was given to determine the student's knowledge of the technique. A pre-test is administered to both the experimental and control groups. The experiment and control groups give a pre-test with the same test. The pre-test was given 20-item questions, 5

numbers of items matching tests, 10 numbers of items gap-filling tests, and 5 numbers of items arranged tests. The pre-test is used to calculate the mean score of the experimental and control groups.

b) Treatment

Treatment was given to the students after the pre-test. The experimental group applied visual auditory kinesthetic, while the control group applied the conventional method by using the student's English module book for class VIII SMP.

c) Post-test

A post-test was given after treatment. The post-test is different from the pre-test. The post-test is the final test in this research. The post-test was conducted to measure the competence of the students. Then find out the difference in the mean score of both the experimental group and the control group. The questions from the pre-test and post-test are the same.

F. Technique of Analyzing Data

In this research, the data will be collected from the experimental and control group. The data will be analyzed by using t-test for independent sample. The formula of t-test is presented as follows :

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{(N_1 - 1)(S_1) + (N_2 - 1)(S_2)}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

M_1 : mean of experimental group

M_2 : mean of control group

S_1 : the deviation square of experimental group

S_2 : the deviation square of control group

N_1 : the number samples of experimental group

N_2 : the total number samples of control group

The Researchers once had to put in a lot of time and effort to examine quantitative data. Similarly, in 1968 at Stanford University, social scientists, created the Statistical Package for Social Science or SPSS, as it is often known today McCormick & Salcedo (2017). As a result, SPSS will be used as a method of data analysis in this study, covering both data management and data documentation. Statistical analysis can be performed on virtually any data type easily and efficiently using SPSS (Levesque, 2007). To find out the difference in students' scores, it will be analyzed using Statistical Package for Social Science (SPSS) type 22.

CHAPTER IV
DATA AND DATA ANALYSIS

A. Description of Data

The finding of the research test was taken on students' vocabulary mastery. The researcher collected the data based on the result of the vocabulary test. The vocabulary test consists of a pre-test and a post-test. The pre-test was given to find out the data before using the VAK learning style model, and the post-test was given to find out the improvement of the student's vocabulary mastery after giving the treatment of using the VAK learning style model.

Table 4.1

The result of the Pre-test Experimental Group

No.	Initial Name	Pre-test
1	ADW	25
2	AF	27
3	AP	30
4	ARP	20
5	AF	34
6	AGP	35
7	AS	26
8	BJS	40
9	BK	34
10	C	28
11	CA	33
12	DA	41

13	DMJ	30
4	DMK	34
15	DA	42
16	FY	32
17	F	35
18	HF	28
19	HF	40
20	KR	34
21	K	48
22	MS	45
23	MA	24
24	OR	20
25	SJ	28
Total	**-**	**813**
Mean	**-**	**3.252**

Table 4.2

The result of the Post-test Experimental Group

No.	Initial Name	Post-test
1	ADW	84
2	AF	80
3	AP	86
4	ARP	75
5	AF	80
6	AGP	83
7	AS	85
8	BJS	90
9	BK	78

10	C	85
11	CA	75
12	DA	92
Total	**-**	**2.106**
Mean	**-**	**8.424**

Based on the table 4.1 and 4.2 experimental group shows the score of the pre-test and post-test and the post-test is higher than the pre-test. The mean of the pre-test is 3.252 while from post-test mean is 8.424. Based on the results of the two tests from the experimental group, if we look at the mean value, the difference in value is 5.172 points. This means that the experimental group the use of visual auditory kinesthetic had the highest score is means that visual auditory kinesthetic and is effective in learning style models on students' vocabulary mastery.

Table 4.3
The result of Pre-test of Control Group

No.	Initial Name	Pre-test
1	AR	38
2	AS Nst	30
3	MA	20
4	MAA	25
5	MA	38
6	MDH	35
7	MD	27
8	MH	35
9	MIH	24

10	MJF	38
11	MRR	40
12	NS	45
13	PKS	28
14	RA	34
15	RH	39
16	RAH	32
17	SN	44
18	SWH	29
19	SP	25
20	SY	35
21	SA	26
22	SHA	39
23	UD	25
24	ZL	20
25	ZV	40
Total	**-**	**811**
Mean	**-**	**3.244**

Table 4.4
The result of Post-test of Control Group

No.	Initial Name	Post-test
1	AR	80
2	AS Nst	75
3	MA	70
4	MAA	85
5	MA	78
6	MDH	69

7	MD	67
8	MH	80
9	MIH	70
10	MJF	75
11	MRR	82
12	NS	65
13	PKS	86
14	RA	90
15	RH	82
16	RAH	80
17	SN	94
18	SWH	82
19	SP	70
20	SY	84
21	SA	95
22	SHA	75
23	UD	68
24	ZL	80
25	ZV	85
Total	**-**	**1.967**
Mean	**-**	**7.868**

Based on Table 4.3 and 4.4 shows the scores of the pre-test and post-test for control group. The mean of the pre-test is 3.244 while from post-test mean is 7.868. Based on the results of the two tests from the control group, if we look at the mean value, the difference in value is 4.624 points. This means that the conventional method is still not optimal in studying vocabulary mastery.

After looking at the two data from both pre-test and post-test from the two group experimental group and control group, it can see the difference scores using visual auditory kinesthetic is more than effective on students' vocabulary mastery than conventional method.

B. Data Analysis

1. Descriptive Statistic

Descriptive statistics are methods used to collect or analyze data in the form of numbers and to provide useful information or information. Based on the results of the SPSS which were divided into 2, namely the pre-test and post-test from the experimental group and the control group. After that the score will know the maximum, minimum, mean and standard deviation values can be seen in the following table.

Table 4.5

The result of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Devitiation
Pre-test Experiment	25	20	48	32.52	7.304
Post_test Experiment	25	74	95	84.24	6.722
Pre_test Control	25	20	45	32.44	7.252
Post_test Control	25	65	95	78.68	8.240
Valid N (listwise)	25				

From the table 4.5 it can be seen the results of the maximum, minimum, mean, and standard deviation values in pre-test and post-test of the experimental group and control group.

2. Normality Test

The normality test is a test conducted to see whether the data is normal or not. Data is said to be abnormal if the significance value (Sig) $\leq 0,05$, then the data is considered not normally distributed. While the data is said to be normal if the significance value (Sig) $\geq 0,05$, then the data is considered normally distributed. In this study, normality tests were analyzed using SPSS. The results of the normality test can be seen in the following table 4.6.

Table 4.6

Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Students Learning Outcomes	Pre-test Experiment	.127	25	.200[*]	.973	25	.727
	Post-test Experiment	.096	25	.200[*]	.946	25	.200
	Pre-test Control	.138	25	.200[*]	.952	25	.280
	Post-test Control	.134	25	.200[*]	.961	25	.435

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the results of the normality test above, the experimental pre-test was obtained (Sig = 0.727) the experimental post-test was obtained (Sig = 0.200),

the control pre-test was obtained (Sig = 0.280) and the control group post-test was obtained (Sig = 0.435). Based on Table 4.6, the significance value of the pre-test and post-test of the experimental group and control group is greater than 0.05. It can be said that the data of the two groups are normally distributed.

3. **Homogeneity Test**

The homogeneity test is to ensure that two or more population groups to be measured have the same level of diversity (homogeneous) or not the same (heterogeneous). The scores of the two groups will be analyzed by SPSS, the results of the scores of the two groups can be seen in the following table.

Table 4.7

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.411	3	96	.746
	Based on Median	.287	3	96	.835
	Based on Median and with adjusted df	.287	3	90.966	.835
	Based on trimmed mean	.422	3	96	.737

From the table above, it can be seen based on the significant value with the determination of the sig value. Based on Mean> 0.05 then the data is said to be homogeneous and if the sig value. Based on Mean <0.05 then the data is said to be inhomogeneous. Based on the homogeneity test data that has been

carried out in the table above, the sig value is obtained. Based on the Mean of 0.746 it can be concluded that the sig. Based on the Mean value of the research data> 0.05 the data can be said to be homogeneous.

4. T-test

In this study used the independent t-test with a sample of 50 students who were divided into two groups. Both groups were given the same pre-test and post-test to find out whether there was an effect or not being given treatment in each group.

Table 4.8

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Independent Samples Test										
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Learning Outcomes	Equal variances assumed	.975	.328	2.614	48	.012	5.560	2.127	1.284	9.836
	Equal variances not assumed			2.614	46.140	.012	5.560	2.127	1.279	9.841

Based on Table 4.8 Above, it is known that the count value is 2.614> t-table of 2.008 with a significance of 0.012. The Sig value. (2- tailed) shows a

value of 0.0012 <0.05. Following the basis for decision-making, it can be said that H0 is rejected and Ha is accepted.

The results of this test can be seen in the following table.

a. If the significance value of the t-test $\geq 0,05$ its mean H0 is accepted and Ha is rejected.

b. If the significance value of the t-test $< 0,005$ it's mean H0 is rejected and Ha is accepted.

C. Findings

From the result of the test, the score of students' vocabulary was effective, it was proved by SPSS of analysis data. It is shown by paired sample t-test. There is a difference in students' scores before and after treatment with a sig. (2-tailed) <0.05. The result of their research was a significant achievement before and after using the VAK learning style model. Based on the explanation of the analysis above, it shows that there is a significant effect of using the Visual Auditory Kinesthetic on students' vocabulary mastery.

This results aligns with the study "The Effect of Using Kinesthetic Method by Using Video in Teaching Vocabulary at SMP Swasta Satria Dharma". The result of this study showed that t-test (23.7) was higher than t-table (2.056) and degree of freedom (df) was 26. The final hypothesis showd that H0 was rejected and Ha was accepted, it means that there was a significant effect of using kinesthetic method on students' vocabulary. While the result were observed in the study

titled " The Implementation of Visualization, Auditory, Kinesthetic (VAK) Model in Teaching Speaking". The result of this it was found out that 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 which was achieved by two students. The students' average score in post-test was 67.44. The highest score was 71.5 achieved by three students. While the lower score was 60.5 achieved by one lo,jmnhukn.v xvbllstudent. The result of matched t-test formula was 8.5 and critical value of t-distribution table was 1.679. It means that the use of VAK model was effective. Analogous results were observed in the study titled "The Effectiveness of Teaching Vocabulary by Using Puppet". Based on data there is significant difference in the result of the students' pre-test and post-test. The average achievement of the students' pre-test was 62.30 and 97.5 in the post-test. The main factor affecting this improvement was the students' interest in the puppet was given.

D. 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. From the results of the test, it can be concluded there is a significant difference before and after using the VAK learning style model on students' vocabulary mastery at the SMP Asuhan Jaya Medan.

In the first meeting when the researcher gave the pre-test, the researcher noticed that most of the students were hard to find out the meaning and complete the test. It made the students' pre-test scores low and it can be seen in Tables 4.1 and 4.2 means of the pre-test was 3.252 the post-test was 8.424 from the experiment class, the mean pre-test was 3.244, and the post-test was 7.868 from the control group. After getting the results from the data analysis above, it was found that the use of Visual Auditory Kinesthetic is effective in students' vocabulary mastery.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusion 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 the VAK learning style model in the eighth grade of SMP Asuhan Jaya Medan could improve students' vocabulary mastery. The result of the average value of the experimental pre-test (32.52) and post-test (84.24). While from the control pre-test (32.44) and post-test (78.68). in this case, the VAK learning style model was effective to be used to teach vocabulary. In other words, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted.

B. Suggestion

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

1. For teachers to engage students in learning English, teachers should be aware of the vocabulary challenges that their students face and use the VAK learning style model when teaching and learning vocabulary. They should also provide more opportunities for students to practice.

2. To the students should upgrade their vocabulary mastery. The students must study hard again to memorize more courageous and confident to speak in front of the class. Students should then discuss their vocabulary challenges with the teacher.

3. To the other researcher, the result of this research can be used as an additional reference with the different samples and populations.

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APPENDICES

LESSON PLAN

Experiment Group

Nama Guru   : Qori Winda Auliya Nasution

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Alokasi Waktu   : 1 Pertemuan 2 x 40 Menit

Tema   : Degree of Comparison

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong-royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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 di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.9 Menerapkan struktur teks, dan	3.9.1 Mengidentifikasi fungsi

	unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan informasi terkait perbandingan jumlah dan sifat orang, binatang, dan benda.	sosial ungkapan perbandingan jumlah, sifat orang binatang dan benda. 3.9.2 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan sifat orang, binatang, dan benda. 3.9.3 Menyesuaikan perbedaan struktur kalimat dan kata sifat (adjective) pada positive, comparative, dan superlative degree secara tertulis.
2.	4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya.	4.9.1 Menyusun teks tulisan perbandingan jumlah, sifat orang, binatang, dan benda. 4.9.2 Menyusun teks percakapan yang melibatkan ungkapan perbandingan jumlah, sifat orang, binatang, dan benda.

C. Tujuan Pembelajaran

1. Melakukan kegiatan diskusi siswa mampu mengidentifikasi fungsi sosial dan struktur kalimat dengan baik.

2. Melalui kegiatan diskusi siswa mampu membedakan perbedaan struktur kalimat dan kata sifat pada positive, comparative dan superlative degree dengan penuh tanggung jawab.

3. Melalui kegiatan kerja kelompok siswa mampu menyusun percakapan berdasarkan gambar/benda yang tersedia.

4. Membuat kalimat dan melakukan percakapan sederhana yang melibatkan ungkapan perbandingan jumlah, sifat orang, binatang, dan benda.

D. Materi Pembelajaran

1. Fungsi sosial

   a. Membandingkan: Look! The horse and the donkey look like each other. But, the horse is bigger than the donkey. The donkey is smaller than the horse.

2. Struktur teks dari percakapan yang menggunakan ungkapan perbandingan: Who is taller? Your sister or your brother?

   Struktur kalimat Positive, Comparative, dan Superlative:

   1. Positive   (Subject 1 + to be + as + Adjective + as + Subject 2)

   Example: Irene is as Pretty as Suzy

   2. Comparative   (Subject + to be + more + Adjective + than + Subject 2)

   Example: Cyla is more Dilligent than Clara

   3. Superlative   (Subject + to be + most + Adjective +Object)

   Example: My mother is the best woman in the world.

3. Unsur Kebahasaan: Kata benda dan kata sifat yang terdapat pada orang sekitar, binatang, benda dan sekitarnya. Perbandingan sifat maupun jumlah.

E. Metode Pembelajaran / Teknik

Pendekatan   : Scientific Approach

Metode   : Visual Auditory Kinesthetic

F. Media, Alat, dan Sumber Pembelajaran

    1. Media
- ➢ Orang sekitar
- ➢ Picture
- ➢ Power Point

    2. Alat/Bahan
- ➢ Laptop dan Speaker
- ➢ Alat tulis, Sticky note

    3. Sumber Belajar
- ➢ Buku Penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas VIII, Kemendikbud.
- ➢ Youtube.
- ➢ Website Internet.

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan
➢ Guru memberi salam dan menyapa peserta didik
➢ Guru mengecek daftar kehadiran peserta didik.
➢ Siswa melakukan review materi sebelumnya melalui tanya jawab

Kegiatan Inti	
Sintak Pembelajaran	**Kegiatan Pembelajaran**
Mengamati (Observating)	➢ Guru menayangkan video yang terkait pada materi pembelajaran. ➢ Siswa mengamati video yang ditayangkan.

Menanyakan (Questioning)	➤ Guru mengajukan pertanyaan terkait video yang telah diamati siswa. ➤ Siswa mengajukan pertanyaan yang belum dipahami terhadap apa yang diamati siswa. ➤ Guru menjelaskan kepada siswa dan memberikan jawaban atas pertanyaan - pertanyaan dari siswa.
Mengumpulkan Informasi (Collecting Data)	➤ Guru membagi siswa menjadi beberapa kelompok. ➤ Guru memberikan keyword untuk membuat dialog. ➤ Siswa membuat dialog percakapan mengenai materi pembelajaran.
Mengasosiasi (Associating)	➤ Siswa melakukan diskusi kelompok dalam menyusun dialog yang didalamnya terdapat perbandingan atau kata sifat dari orang, hewan, maupun benda.
Mengkomunikasi (Communicating)	➤ Siswa mempresentasikan hasilnya di depan kelas yang telah dibuat. ➤ Guru memberi umpan balik dan nilai kepada siswa terhadap penampilan siswa.
**Kegiatan Penutup**	

➤ Guru meminta siswa untuk menyimpulkan materi pembelajaran yang telah dipahami.

➤ Guru memberikan motivasi dan menutup pembelajaran.

➤ Siswa melakukan refleksi terhadap proses pembelajaran.

H. Penilaian Pembelajaran

A. Teknik Penilaian

➤ Penilaian kompetensi sikap

➤ Penilaian pengetahuan (Tes Tertulis)

➤ Penilaian keterampilan (Tes Praktik)

B. Instrument Penilaian

➤ Instrument penilaian sikap

➤ Instrument penilaian pengetahuan dan keterampilan

Criteria	Score
Excellent	80 – 95
Very Good	61 – 79
Good	40 – 60
Poor	20 – 39

Student's Score = Total Score x 100
$$\frac{\text{Total Score}}{20} \times 100$$
20

Mengetahui	**Medan, September 2023**
Kepala Sekolah	Guru Mata Pelajaran
(Muhammad Pratama Wirya, S.E)	(Qori Winda Auliya Nasution)
NIP :	NPM : 1902050023

Appendix 2

LESSON PLAN

Control Group

Nama Guru   : Qori Winda Auliya Nasution

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Alokasi Waktu   : 1 Pertemuan 2 x 40 Menit

Tema   : Degree of Comparison

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong-royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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 di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.9 Menerapkan struktur teks, dan unsur kebahasaan untuk	3.9.1 Mengidentifikasi fungsi sosial ungkapan perbandingan

	melaksanakan fungsi sosial menyatakan dan menanyakan informasi terkait perbandingan jumlah dan sifat orang, binatang, dan benda.	jumlah, sifat orang binatang dan benda. 3.9.2 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan sifat orang, binatang, dan benda. 3.9.3 Menyesuaikan perbedaan struktur kalimat dan kata sifat (adjective) pada positive, comparative, dan superlative degree secara tertulis.
2.	4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya.	4.9.1 Menyusun teks tulisan perbandingan jumlah, sifat orang, binatang, dan benda. 4.9.2 Menyusun teks percakapan yang melibatkan ungkapan perbandingan jumlah, sifat orang, binatang, dan benda.

C. **Tujuan Pembelajaran**

1. Melakukan kegiatan diskusi siswa mampu mengidentifikasi fungsi sosial dan struktur kalimat dengan baik.

2. Melalui kegiatan diskusi siswa mampu membedakan perbedaan struktur kalimat dan kata sifat pada positive, comparative dan superlative degree dengan penuh tanggung jawab.

3. Melalui kegiatan kerja kelompok siswa mampu menyusun percakapan berdasarkan gambar/benda yang tersedia.

4. Membuat kalimat dan melakukan percakapan sederhana yang melibatkan ungkapan perbandingan jumlah, sifat orang, binatang, dan benda.

D. Materi Pembelajaran

1. Fungsi sosial

   a. Membandingkan: Look! The horse and the donkey look like each other. But, the horse is bigger than the donkey. The donkey is smaller than the horse.

2. Struktur teks dari percakapan yang menggunakan ungkapan perbandingan: Who is taller? Your sister or your brother?

   Struktur kalimat Positive, Comparative, dan Superlative:

   1. **Positive** (Subject 1 + to be + as + Adjective + as + Subject 2)

      Example: Irene is as Pretty as Suzy

   2. **Comparative** (Subject+to be + more + Adjective + than + Subject 2)

      Example: Cyla is more Dilligent than Clara

   3. **Superlative** (Subject + to be + most + Adjective +Object)

      Example: My mother is the best woman in the world.

3. Unsur Kebahasaan: Kata benda dan kata sifat yang terdapat pada orang sekitar, binatang, benda dan sekitarnya. Perbandingan sifat maupun jumlah.

E. Metode Pembelajaran / Teknik

   Pendekatan   : Scientific Approach

   Metode   : Visual Auditory Kinesthetic

F. Media, Alat, dan Sumber Pembelajaran

   1. Media

   ➢ White Board

   ➢ Picture

2. **Alat/Bahan**
   - Speaker
   - Alat tulis

3. **Sumber Belajar**
   - Buku Penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas VIII, Kemendikbud.

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan
➢ Guru memberi salam dan menyapa peserta didik
➢ Guru mengecek daftar kehadiran peserta didik.
➢ Siswa melakukan review materi sebelumnya melalui tanya jawab

Kegiatan Inti	
Sintak Pembelajaran	**Kegiatan Pembelajaran**
Mengamati (Observating)	➢ Guru menayangkan video yang terkait pada materi pembelajaran. ➢ Siswa mengamati video yang ditayangkan.
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Mengumpulkan Informasi (Collecting Data)	➢ Guru membagi siswa menjadi beberapa kelompok. ➢ Guru memberikan keyword untuk membuat dialog. ➢ Siswa membuat dialog percakapan mengenai materi pembelajaran.
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Kegiatan Penutup	
➢ Guru meminta siswa untuk menyimpulkan materi pembelajaran yang telah dipahami. ➢ Guru memberikan motivasi dan menutup pembelajaran. ➢ Siswa melakukan refleksi terhadap proses pembelajaran.	

H. Penilaian Pembelajaran

1) Teknik Penilaian

➢ Penilaian kompetensi sikap

➢ Penilaian pengetahuan (Tes Tertulis)

➢ Penilaian keterampilan (Tes Praktik)

2) Instrument Penilaian

➢ Instrument penilaian sikap

➢ Instrument penilaian pengetahuan dan keterampilan

Criteria	Score
Excellent	80 – 95
Very Good	61 – 79
Good	40 – 60
Poor	20 – 39

Student's Score = <u>Total Score</u> x 100

20

Mengetahui	**Medan, September 2023**
Kepala Sekolah	Guru Mata Pelajaran

(Muhammad Pratama Wirya, S.E)   (Qori Winda Auliya Nasution)

NIP :   NPM : 1902050023

Appendix 3

Pre-test Experimental Group

x Pretest

Name : M. oxrano Ramadhae

Class : 9 A

I. Match the antonyms on the right.

Expensive	Shallow
Bitter	Fast
Deep	Cheap
Slow	Strong
Weak	Sweet

II. Fill the blanks with correct words in the box.

| Cold | Fast | Beautiful and Big | Stingy | Most difficult |
| Delicious | Beautiful | Old | Should | Lazy |

1. A bicycle is...Old... than a bus.
2. My mother always makes us ...Cold... food for our dinner.
3. Ranti is a ...Fast... girl. She never shares her food to her friends.
4. The fire is hot but the ice is ...Lazy...
5. The boy is very...Should... He never studies at home and does his homework.
6. Look at the ...Delicious... sky.
7. The Mecca mosque is ...Beatifl... and ...Big...
8. I will go out, but it is very cloudy now. You ...most difficult... bring jacket.
9. Borobudur is ...Peautiful... temple.
10. English is the ...most difficuH... subject for students.

Appendix 4

Post-test Experimental Group

Post-test

Name : m.otrano Ramadhan
Class : 8

I. Match the antonyms on the right.

Expensive		Sweet
Slow		Cheap
Deep		Fast
Bitter		Strong
Weak		Shallow

II. Fill the blanks with correct words in the box.

| Beautiful | Fast | Big | Stingy | Most difficult |
| Delicious | Cold | Old | Should | Lazy |

1. English is the ....subject for students. Most difficult
2. I will go out, but it is very cloudy now. You ....bring jacket. Should
3. Ranti is a stingy girl. She never shares her food to her friends.
4. Look at the .... sky. Beautiful
5. The boy is very .... He never studies at home and does his homework. Lazy
6. The fire is hot but the ice is ..Cold
7. The Mecca mosque is .Big
8. My mother always makes us Delicious food for our dinner.
9. Borobudur is O.ld.. temple.
10. A bicycle is. Fast than a bus.

Scanned by TapScanner

Appendix 5

Pre-test Control Group

Name : SALSABILA NADHIFAH

Class : VIII B

I. Match the antonyms on the right.

Expensive	Shallow
Bitter	Fast
Deep	Cheap
Slow	Strong
Weak	Sweet

II. Fill the blanks with correct words in the box.

Cold	Fast	Beautiful and Big	Stingy	Most difficult
Delicious	Beautiful	Old	Should	Lazy

1. A bicycle is. most difficuil.. than a bus.
2. My mother always makes us ~~Fast~~ Delicious...... food for our dinner.
3. Ranti is a beautiful girl. She never shares her food to her friends.
4. The fire is hot but the ice is .Old...
5. The boy is very cold.... He never studies at home and does his homework.
6. Look at the .Stingy. sky.
7. The Mecca mosque is beautiful... and big..
8. I will go out, but it is very cloudy now. You Should bring jacket.
9. Borobudur is ..Fast... temple.
10. English is the Lazy.subject for students.

Scanned by TapScanner

Appendix 6

Post-test Control Group

Name : SALSABILA NADHIFAH
Class : VIII B

I. Match the antonyms on the right.

| Expensive |
| Slow |
| Deep |
| Bitter |
| Weak |

| Sweet |
| Cheap |
| Fast |
| Strong |
| Shallow |

II. Fill the blanks with correct words in the box.

Beautiful	Fast	Big	Stingy	Most difficult
Delicious	Cold	Old	Should	Lazy

55

1. English is the *most difficult* subject for students.
2. I will go out, but it is very cloudy now. You *Delicious* bring jacket.
3. Ranti is a *beautiful* girl. She never shares her food to her friends.
4. Look at the *Old* sky.
5. The boy is very *Lazy* He never studies at home and does his homework.
6. The fire is hot but the ice is *Cold*.
7. The Mecca mosque is *Big*
8. My mother always makes us *Stingy* food for our dinner.
9. Borobudur is *Should* temple.
10. A bicycle is *FAST* than a bus.

Appendix 7

Thesis Title Letter

MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
'AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
l. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU

Kepada Yth :   Bapak/Ibu Ketua & Sekretaris
                    Program Studi Pendidikan Bahasa Inggris
                    FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Qori Winda Auliya Nasution
NPM   : 1902050023
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :
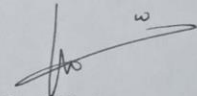
The Effectivenees of Using Visual Auditory Kinesthetic (VAK) Learning Style Model to Increase Students' Vocabulary

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Rita Harisma. S.Pd., M.Hum.

6/12-2022

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 06 Desember 2022
Hormat Pemohon,

Qori Winda Auliya Nasution

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 8

K-1
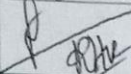
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**
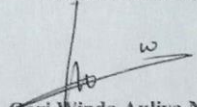
Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Qori Winda Auliya Nasution
NPM : 1902050023
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS

IPK= 3.54

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model to Increase Students' Vocabulary	
	An Analysis The Use of Scrabble to Enhance The Students' English Vocabulary	
	Improving Students' Vocabulary Mastery Through Outdoor Activities	

    Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 9 Desember 2022
Hormat Pemohon,

Qori Winda Auliya Nasution

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
                   - Untuk Ketua/Sekretaris Program Studi
                   - Untuk Mahasiswa yang bersangkutan

Appendix 9

K-2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Qori Winda Auliya Nasution

NPM : 1902050023

Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model to Increase Students' Vocabulary
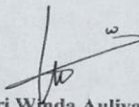
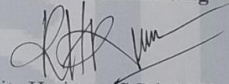Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. **Rita Harisma, S.Pd., M.Hum.**

09 Desember 2022

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Desember 2022
Hormat Pemohon,

Qori Winda Auliya Nasution

Keterangan
Dibuat rangkap 3 : - Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 10

K-3

Appendix 11 Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama	:	Qori Winda Auliya Nasution
NPM	:	1902050023
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model to Increase Students' Vocabulary

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
16 mei 2023	Chapter 1 * Background of the study		
23 mei 2023	Chapter 1 * Scope and limitation * Formulation of the problem		
30 mei 2023	chapter ij * Conventional Method		
5 Juni 2023	chapter ij * Conceptual Framework		
13 Juni 2023	Chapter iij * Research Design * Instrument of Research		
19 Juni 2023	References and Appendix		
11 Juli 2023	Lesson plan		
13 Juli 2023	Acc to have Seminar Proposal		

Diketahui/Disetujui
Ketua Prodi

Medan, 13 Juli 2023
Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)

(Rita Harisma, S.Pd., M.Hum.)

Appendix 12 Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 20 Juli 2023 diselenggarakan Seminar Prodi Pendidikan Bahasa
Inggris menerangkan bahwa:

Nama Lengkap : **Qori Winda Auliya Nasution**
NPM : **1902050023**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **"The Effectiveness of Using Visual Auditory Kinesthetic (VAK)
Learning Style Model to Increase Students' Vocabulary"**

NO.	MASUKAN/SARAN
JUDUL	Suggestion: Revise the title. The effectiveness of using VAK learning style model on students's vocabulary mstry.
BAB I	Revise BG of study; Revise the formulati of problem.
BAB II	add the theory of procedure implements the VAK.
BAB III	1. write the exact type of experimental research.
LAINNYA	Revise lesson plan : How you demonstrate - VAK en clg.
KESIMPULAN	( ) Disetujui ( ) Ditolak (✓ Disetujui dengan Perbaikan

Dosen Pembahas

Yusriati, S.S.,M.Hum

Medan, 20 Juli 2023
Dosen Pembimbing
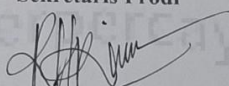
Rita Harisma, S.Pd.,M.Hum

PANITIA PELAKSANA

Ketua Prodi

Pirman Ginting, S.Pd.,M.Hum

Sekretaris Prodi

Rita Harisma, S.Pd.,M.Hum

Appendix 13 Pengesahan Seminar Proposal

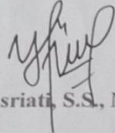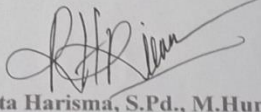**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Qori Winda Auliya Nasution
N.P.M   : 1902050023
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effectiveness of Using Visual Auditory Kinesthetic (VAK)
                     Learning Style Model on Students' Vocabulary Mastery.
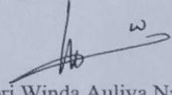
Pada hari Kamis, tanggal 20, bulan Juli, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 05 September 2023

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Yusriati, S.S., M.Hum.)   (Rita Harisma, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

Appendix 14 Title Change Letter

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/ Sekertaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama   : Qori Winda Auliya Nasution
NPM   : 1902050023
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model to
Increase Students' Vocabulary

Menjadi:

The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model on
Students' Vocabulary Mastery

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya
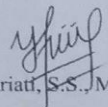atas perhatian dan kesedian Bapak/Ibu saya ucapkan terima kasih.

Medan 05 September 2023

Ketua Prodi   Hormat Pemohon
Pendidikan Bahasa Inggris

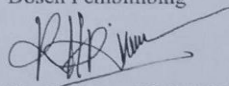Pirman Ginting, S.Pd., M.Hum   Qori Winda Auliya Nasution

Diketahui Oleh:

Dosen Pembahas   Dosen Pembimbing

Yusriati, S.S., M.Hum   Rita Harisma, S.Pd., M.Hum

Appendix 15 Surat Pernyataan

UMSU

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini:

Nama   : Qori Winda Auliya Nasution

NPM   : 1902050023

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model on Students' Vocabulary Mastery

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tergolong Plagiat.

3. Apabila point 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana semestinya.

Medan, 25 Januari 2024

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat saya
Yang membuat pernyatan,

Pirman Ginting, S.Pd.,M.Hum

Qori Winda Auliya Nasution

Appendix 16 Research Letter

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
https://fkip.umsu.ac.id fkip@umsu.ac.id umsumedan umsumedan umsumedan umsumedan

Nomor : 3149 /II.3/UMSU-02/F/2023
Lamp : ---   Medan,   20 Shafar   1445 H
                                                             6 September 2023 M
H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMP Asuhan Jaya
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama   : **Qori Winda Auliya Nasution**
N P M   : 1902050023
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effectiveness of Using Visual Auditory Kinesthetic (VAK)**
                    Learning Style Modal on Students' Vocabulary Mastery.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

                                                        Wassalam
                                                        . a.n. Dekan
                                                        Wakil Dekan III

                                                        Dr. Mandra Saragih, M. Hum
                                                        NIDN : 0124128402

Pertinggal

Appendix 17

Reply to Research Letter

YAYASAN PERGURUAN ASUHAN

SMP ASUHAN JAYA

JL. KAYU PUTIH TG. MULIA HILIR KEC. MEDAN DELI
KODE POS 20241   TEL. (061) 6626084

SURAT KETERANGAN
Nomor :635 /SMP.AJ/2023

Dengan Hormat,

Yang bertanda tangan di bawah ini, Kepala Sekolah SMA ASUHAN DAYA Medan menerangkan bahwa :

Nama   : QORI WINDA AULIYA NASUTION

Nim   : 1902050023

Program Studi : Bahasa Inggris

Instansi   : Universitas Muhammadiyah Sumatera Utara

Yang terdaftar di atas benar diterima di SMP Asuhan Jaya untuk melakukan kegiatan Penelitian dan Pengambilan Data. Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebaik-baiknya.

Medan, 09 Oktober 2023
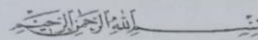
Kepala Sekolah SMP Asuhan Jaya

Muhammad Pratama Wirya, SE

Appendix 18

Thesis Guidance

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Qori Winda Auliya Nasution
NPM : 1902050023
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Visual Auditory Kinesthetic (VAK) Learning Style Model on Students' Vocabulary Mastery

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
31/Okt 2023	Chapter III - Revise of Grammar	RHR
02/Nov 2023	Chapter III - Revise using Research Design	RHR
06/Nov 2023	Chapter IV - Revise on the Research Table	RHR
14/Nov 2023	- Revise size of table	RHR
21/Nov 2023	Chapter II - Add citation and References	RHR
23/Nov 2023	Chapter V - Revise the findings	RHR
24/Nov 2023	Revision Complete	RHR

Diketahui oleh;
Ketua Prodi

dto

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 24 November 2023

Dosen Pembimbing

(Rita Harisma, S.Pd., M.Hum.)

Scanned by TapScanner

Appendix 19

Documentation

Documentation of Experimental group doing Pre-test and Post-test

Documentation of Control group doing Pre-test and Post-test

Documentation of introduce self

Practice VAK with picture

Curriculum Vitae

I. Personal Detail

Name	: Qori Winda Auliya Nasution
NPM	: 1902050023
Majoring	: English Education
Place and Date of Birth	: Mabar, 06 October 2001
Gender	: Female
Religion	: Islam
Status	: Single
Name of Father	: Muhammad Arfan Nasution
Name of Mother	: Suprida
Address	: Jln. Mangaan IV Lorong Rahayu Timur, Medan Deli, Kota Medan, Sumatera Utara
Phone/Number	: 0852-6591-7796 / 0853-6253-5776
Email	: qoryaulya06@gmail.com

II. Formal Education

2007-2013	: Primary School at Negeri 064011
2013-2016	: Junior High School at Swasta Galih Agung Darul Arafah Raya
2016-2019	: Senior High School at Swasta Galih Agung Darul Arafah Raya
2019-Right Now	: The Students of Universitas Muhammadiyah Sumatera Utara