



**THE EFFECTIVENESS OF VAK (VISUAL, AUDITORY, AND
KINESTHETIC) LEARNING STYLE IN TEACHING
WRITING PROCEDURE TEXT**

**A Quasi Experimental Research to Tenth Grade Students of
SMA Negeri 1 Kutasari**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English Language Education

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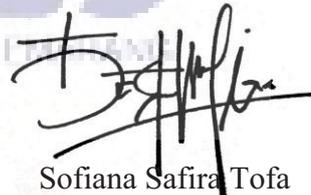
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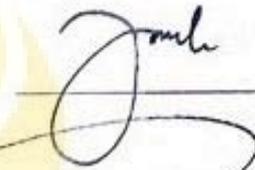
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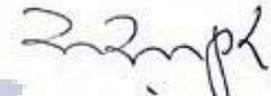
This final project entitled *The Effectiveness of VAK (Visual, Auditory, and Kinesthetic) Learning Style in Teaching Writing Procedure Text* has been approved by board of examiners and officially verified by the Dean of English Department of Faculty of Languages and Arts of Semarang State University on 15 Desember 2017

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MOTTO AND DEDICATION

*Memayu hayuning sarira,
memayu hayuning bangsa,
memayu hayuning bawana.*

(Ki Hajar Dewantara)



Dedicated to:

Allah SWT, for His best plan as always

Bapak and Ibu, for the great never ending support

Bu Intan dan Pak Seful, for the advice and guidance

My beloved self

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ABSTRACT

Safira Tofa, Sofiana. 2017. *The Effectiveness of VAK (Visual, Auditory, and Kinaesthetic) Learning Style in Teaching Writing Procedure Text.* Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Intan Permata Hapsari, S.Pd., M.Pd.; Second Advisor: Seful Bahri, S.Pd., M.Pd.

Key words: VAK (Visual, Auditory, and Kinesthetic) Learning Style, Writing, Procedure Text.

English becomes one of compulsory subjects in Indonesia education system. The complexity of writing skill leads to students' difficulties in writing English. Understanding student's learning style preference should give the teacher clues to help them face difficulties in doing writing. From that case, the writer did a research to find out the effectiveness of VAK (Visual, Auditory, and Kinaesthetic) learning style in teaching writing procedure text. To gain the objectives, the writer conducted an experimental research. The research design was a quasi-experimental research; non-equivalent control group design. The writer used purposive sampling to determine the sample. The results of this study showed that the mean score of the pre-test in the experimental group was 59.8, while in the control group was 58.5. However, the result of post-test is increased. In the post-test, the mean score of the experimental group was 72.2 and the control group got 67. Moreover, t_{value} exceeded t_{table} ($2.310 > 2.023$), which meant that there is a significant difference of writing achievement between two groups. In conclusion, it could be proven that the VAK (Visual, Auditory, and Kinaesthetic) learning style is effective in teaching writing procedure text.



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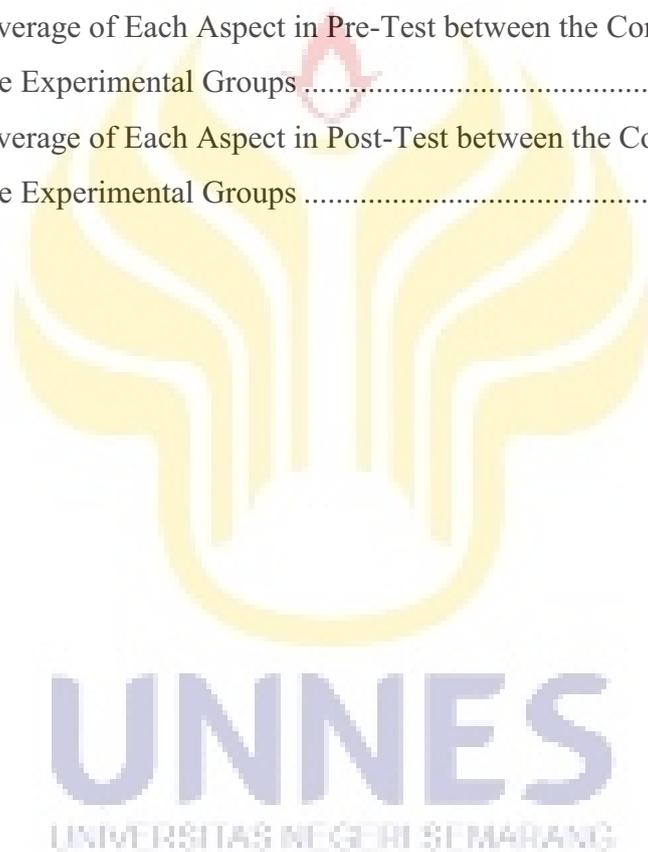
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CHAPTER I

INTRODUCTION

This chapter deals with background of the study, reasons for choosing the topic, research problems, purposes of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

English is one of the important subjects in Indonesian educational system. It has already been proved by the Indonesian government that treating English as a compulsory subject in primary and secondary schools. Moreover, English becomes one of the subjects which are tested in the final exam and national exam. So that, an English teacher should teach English seriously as a consequent of how important English for students is.

Among the four skills in English, most students have problem in their writing skill. In writing, there are many characteristics that cover many things such as, its stages, sentence constructions, mechanics, diction, grammar, etc. Therefore, students have to consider those characteristics in writing that makes writing more difficult than the other skill in English.

According to Troia in Indriani (2015), writing is one of the most complex literate activities in which children and adults engage. Composing text entails dissemination and coordination of multiple cognitive and linguistics in order to complete goals associated with genre-specific conventions, audience needs, communicative purposes.

In line with the statement, the students not only have problems with diction, sentence construction, paragraph coherence, etc that related to linguistic aspect but also in their cognitive aspect. In the other words, writing is the most difficult skill in learning language. These difficulties can make them have little enthusiasm for learning it.

Moreover, writing class will be a burden for the students. They feel unconfident with their ability when the teacher asks them to write something. They commonly hesitate in arranging words to make sentences. They are too afraid of making mistakes. They sometimes have difficulties in their developing ideas about what they will write. As cited in Farida and Margawati (2014) ,“In my writing class, most of my students often get difficulties to get, explore, and organize ideas on what they are supposed to write. Sometimes, they say they know the topic about what they are going to write, but they often get stuck and stop writing at the same time because of losing the ideas”. These all problems will give bad effects in their process of learning writing.

One of the ways to practice and increase student's writing skill is using text. There are some genres of text in English such as narrative, recount, report, descriptive, procedure, etc. Through those genres of text, I believe that students can develop their writing skill because there are some aspects like the aim, generic structure, and social function of text genres can lead the students to write. In this study, I will focus on teaching writing procedure text.

Procedure text is one of important genres in our society because it leads us to get things done, and it is equally common in the oral and written mode.

Furthermore, there are so many examples of procedure text in our daily life such as recipes, appliance manuals, daily product packs, food packs, etc. Procedure text is also an easy genre for students who want to practice writing.

However, students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning, it is important to use a combination of teaching activities and to make the classroom environment as stimulating and interactive as possible.

As cited in Gilakjani (2012), Cuaresma states that students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate into their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in information, we each seem to have preferences in how we learn best. In order to help all students learn, we need to teach to as many of these preferences as possible.

Based on those situations, I have interest to find out the effectiveness of VAK (Visual, Auditory, and Kinesthetic) Learning Style in teaching writing procedure text. Through the diversities of learning styles, I want to compile the activities that can support all of the learning styles in every meeting.

1.2 Reason for Choosing the Topic

The writer has chosen the topic “The Effectiveness of Using VAK (Visual, Auditory, and Kinesthetic) Learning Style in Teaching Writing Procedure Text”. It is because of some reasons. They can be explained in the following paragraphs:

First, the success of teaching learning process depends on the techniques and activities used in delivering the materials to students in class. It is important to use appropriate technique and activities relate to the topic which will be taught in making successful teaching and learning process.

Second, procedure text is one of important genres that we can find in our daily life. Also, I found that procedure text can be a medium in teaching writing because through procedure text, the teacher can teach the students about how to do a good writing. Procedure text covers all the aspect of good writing such as coherence, cohesion, unity, and completeness. However, I have realized that it is difficult for students to produce procedure texts. When I was in my teaching internship, I found that the students were sometimes confused about the application of generic structure and language features in procedure text, although I had already taught them before I asked them to write a simple procedure text. Also, some students looked having no idea to develop their writing when I asked them to start writing depend on the given material. As a result, based on my observation, they had little enthusiasm and motivation in writing than other skills.

Third, a fact that every student has their own learning style makes the teacher should concern it when they want to make a lesson plan. I believe that using VAK Learning Style in every lesson plan will make the activities in delivering the

materials more fun. Therefore, every student with their learning style differences can follow and understand the given material.

The last, the reason why I choose tenth grade students as my research object is related to their background knowledge in the junior high school. Therefore, I will just remind them without should teach them from the basic about procedure text material.

1.3 Research Problems

As the reasons for choosing the topic, there are some questions come up in conducting this study. The questions are as follows:

- (1) Is there any effectiveness of using VAK learning style in teaching writing procedure text?
- (2) How effective the use of VAK learning style in teaching writing procedure text towards students' writing achievement?

1.4 Purposes of the Study

The objectives of the study can be stated as follows:

- (1) To find out whether VAK learning style is effective in teaching writing procedure text or not.
- (2) To find out how effective the VAK learning style in teaching writing procedure text towards students' writing achievement.

1.5 Hypotheses

Creswell (2012:111) stated hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristic. There are two types of hypotheses:

1) in terms of the derivation, inductive, and deductive hypotheses; and 2) in terms of the formulation, research-directional and non-directional, and statistical or null hypotheses. In this study, the hypotheses which I use are as follows.

H_0 : The use of VAK learning style is not effective in teaching writing procedure text.

H_1 : The use of VAK learning style is effective in teaching writing procedure text.

1.6 Significance of the Study

Dealing with the purposes which would like to be achieved, I expect the result of the study will give some benefits to English teaching and learning development.

These benefits are as follows:

(1) Theoretical Significance

I expect that this study will be used as the reference for those who want to conduct research in English language teaching especially in teaching writing.

Hopefully, my study will bring an advantageous contribution for English language teaching and learning research.

(2) Pedagogical Significance

Pedagogically, this study can motivate the students to improve their interest in English, especially in writing because the VAK learning styles really concerns about their learning needs. The improvement will make the students do their best in developing their ability in writing, so that they can successfully master it.

(3) Practical Significance

This study can be a problem solver for teacher in teaching students with different learning styles. Through this study, the teacher will learn to make a good lesson plan that compiles the activities need for every learning style.

1.7 Limitations of the Study

This study is limited to the use of VAK Learning Style to teach writing of procedure text to one class of tenth grade in one of the state senior high schools in Purbalingga in the academic year 2016/2017.

1.8 Outline of the Study

This study consists of five chapters. Each chapter is explained as follows:

Chapter I presents the introduction of the study. It consists of background of the study, reasons for choosing the topic, research problems, purposes of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

Chapter II elaborates review of related literature. This chapter describes review of the previous study that has been done by other researchers and review of the theoretical background to support the study. Among others are theoretical framework of the present study containing literature that will be used along the study.

Chapter III discusses research method. This chapter deals with research design, object of the study, subject of the study, research variables, type of data, instrument for collecting data, the condition of the test, method of collecting data, and method of analyzing data.

Chapter IV describes the results of the study followed by the discussion of the findings. In this chapter, there are seven sections to discuss. The first section is the analysis of try out test. The next chapter is general description of the research. The analysis of research findings in terms of pre-test result and post-test result is presented in the third section. Then, the next section is the analysis of level of students' achievement. The mean scores differences between pre-test and post-test of experimental group and control group are presented in the fifth section. The sixth section is the t-test statistical analysis. The last section of this chapter is the discussion of research findings, followed by the statistical interpretation and the effect of treatment.

Chapter V presents te conclusions and suggestions. It is about some conclusions and suggestions related to the result of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents review of the related literature that consists of review of the previous studies, review of the theoretical background, and theoretical framework.

2.1 Review of the Previous Studies

There are some researchers conducted a study used VAK learning style to enhance students' ability in learning English. Moreover, there are some of previous studies related to teaching writing procedure text.

A study conducted by Rambe and Zainuddin (2014) entitled The Effect of Using Visual, Auditory, Kinesthetic (VAK) Learning Style on Students' Achievement in Writing Recount Text showed that VAK Learning Style significantly affected the students' achievement in writing recount text. It had been proved from the findings that the scores of the students in the experimental group were significantly higher than the scores of the students in the control group at the level of significance $\mu = 0.05$ with the degree of freedom (df) 70, t-observed value $2.39 > t$ -table value 1.994.

Second, a final project had been conducted by Sitorus (2012) showed that there is significant effect of using VAK Learning Style on students' achievement in writing poetry. It is also stated that the students' achievement that is taught by using VAK Learning Style is better than the students' achievement who are taught without using VAK learning style. This study was conducted in SMP Negeri 2 Porsea.

Then, another research study was conducted by Vaishnav (2013) who found that there was positive correlation between visual, auditory and kinesthetic learning

styles on students' academic achievement among secondary school students from various schools of Nagpur City in Maharashtra states.

Susilawati (2013) also did investigation to find out the correlation between university students' learning style and their writing achievement in English Department of Jambi University. She found that there was a positive correlation between learning style and writing achievement.

Fifth, Ahmed (2012) investigated the effectiveness of using different learning styles on developing EFL Saudi students' writing skills. The findings of the study showed that the performance of the experimental group was far better than the control one in the writing skills.

Then, the other previous study related to learning preference comes from a research journal written by Acharya (2015) entitled "A Study of Learning Styles of Upper Primary School Students". The study investigated the learning style of upper primary school students in relation to academic achievement and gender at Anand district Gujarat, India. The result showed that there is a significant difference between different learning style of students and their academic achievement. Findings of the study reveal that visual learning style was found to be more prevalent than kinesthetic and auditory learning styles among secondary school students. Visual, auditory and kinesthetic are significant on academic achievement. Also, gender difference with different learning styles was significant.

Related to the procedure text, there is a thesis from Maiza (2011) entitled "The Use of Audio-Visual Aid of Processes as a means to Improve Students' Ability in Writing Procedure Text". The result of her study showed that the use of audio-visual

aid of processes in teaching writing procedure text could improve the students' writing ability especially in writing procedure text. Then, it also could improve the students' attitude in which the students had better interest, motivation, and cooperation. Both results of the test and students' attitude showed their increase so that the use of audio-visual aid of processes was successful in teaching writing procedure text.

Another research about written procedure text had been done by Dewi (2010) in her thesis entitled “The Use of Food Packs as Media in Teaching Writing Procedure Text for Junior High School”. It proved that the students' progress in writing procedure text is good. There is significant improvement from the pre-test (58.1) to the post-test (82.9) of the students' ability in writing procedure text. The mean increased 24.8.

In accordance with those previous studies, there are similarities and differences between them and my study. The similarity is the use of VAK (Visual, Auditory, and Kinesthetic) learning style as a technique to improve students' writing skill. Meanwhile, the differences are; first, the writing skill that they improve is not always a procedure text, but the other text genre like recount or the general writing skill in the different grade of students. Second, the learning media in teaching writing procedure text is also different. In this study, I use VAK Learning Style to teach writing procedure text, while some of them use food packs and visual aid as theirs.

Therefore, the gap between my study and the previous studies above challenge me to do the research related to VAK learning style that will be applied in teaching

writing procedure text. I want to know whether or not VAK learning style can be effective in teaching writing procedure text.

2.2 Review of the Theoretical Study

There are some theories related to the topic study as the basis for conducting this research. In this session, those theories will be presented as follows:

2.2.1 General Concept of Writing

There are four skills in learning English. They are listening, speaking, reading, and writing. According to Troia in Indriani (2015), writing is one of the most complex literate activities in which children and adults engage. Composing text entails dissemination and coordination of multiple cognitive and linguistics in order to complete goals associated with genre-specific conventions, audience needs, communicative purposes.

2.2.1.1 Definition of Writing

There are several definitions of writing. Harmer (2001: 154) in his book entitled "The Practice of English Language Teaching" states that "writing is a process that what we write is often heavily influenced by the constraints of genres." Then the elements have to be present on learning activities.

While Holme (2004: 160) defines that "writing is an ability to make form words that in general, it may have a higher tenth value than the fact that it has set it down."

The other definition is stated by Meyers (2005: 2) that "writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action- a process of discovering and organizing ideas, putting them on the paper and reshaping and revising them." In

addition, if you are writing in a second language, you take more time to revise your work. You consider your choice of words, their form, and their grammar to make sure that they clearly express what you intend to say.

From the writing definitions above I can infer that writing is a way to communicate with others through a process of discovering and organizing ideas on the paper that consider text genre, choice of words, their form, and their grammar.

2.2.1.2 Steps in Writing

It is difficult enough to make a good writing because it is very complex. It is neither an easy nor spontaneous activity. There are some things that we have to consider in writing, such as grammatical rules, cohesion, correlation, etc. Each of sentences in a paragraph must have correlation with each other. It must have unity and well organization. As a result, we should follow some steps in making good writing.

Harmer (2004: 5) suggests that the process of writing has four main elements. They are as follows:

a) Planning

When planning, writers have to think about three main issues. First, the purpose of writing which includes not only the type of text they wish to produce but also the language they use, and the information they choose. Second, writers think of the audience they are writing for. Third, writers have to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

b) Drafting

We can refer to the first version of a piece of writing is a draft. The first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c) Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another readers' reaction to a piece of writing will help the author to make appropriate revisions.

d) Final version

Once writers have edited their draft, making the changes they consider to be necessary they produce their final version. This may look considerably different from both the original plan the first draft and the final draft because things have changed in the editing process. But the writer is now ready to send the written text to intended audience.

From the statements above, I can conclude that in writing, we should understand the steps in creating a good writing. There are four main steps in doing a good writing; planning, drafting, editing, and final version.

2.2.1.3 Component of Good Writing

According to Boardman and Frydenberg in Adawiyah (2016), in creating a good writing, there are some components that we need to consider about.

First, it is called coherence. It is made up of sentences that are ordered according to a principle which changes depending on the type of paragraph that is

being written. The types of orders are the chronological ordering, spatial ordering, and logical ordering.

The second component is called cohesion. A paragraph has cohesion when all the supporting sentences “stick together” in their support of the topic sentences. In connecting sentences to each other, we need what it is called cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

The third is unity. A paragraph has unity when all the supporting sentences relate to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses one topic.

The last component is called completeness. The completeness of a paragraph can be achieved when all the major supporting sentences fully explain the topic sentence, and all the minor supporting sentences explain each major supporting sentence.

Based on the explanation above, it can be inferred that a product of writing is considered as good if there are coherence, cohesion, unity, and completeness in it. Then, the writing can be readable and comprehensible.

2.2.1.4 Elements of Writing

According to Boardman and Frydenberg (2002: 18-50), in creating a meaningful text, there are some factors that should be noticed more in writing, they are as follows:

(1) Basic organization

Basic organization includes the topic sentence, the body (supporting sentence), and the concluding sentence. Topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph. A good topic has two parts: the topic and the controlling idea. The topic is the subject of the paragraph while the controlling idea limits the topic of the paragraph to the aspect of that topic that the writer wants to explore in the paragraph.

The second in basic organization on paragraph, there are supporting sentences which divided into two types namely the major and minor supporting sentences. The major supporting sentences are the main details that tell about the topic sentence. The minor sentences explain about the major supporting sentences.

The last but not least, the concluding sentence is generally a restatement of the topic sentence.

(2) Mechanics

In writing activities, there are some mechanics that should be paid attention more:

a) Punctuation Mark

To use punctuation correctly, writer must have a basic understanding of sentence structure. A sentence must have an independent clause and follow by dependent clause.

b) Using Commas: Coordinating Conjunction

Combining two clauses into one need a comma and a coordinating conjunction. There are seven coordinating conjunctions such as F= for, A= and, N= nor, B= but, O= or, Y= yet, S=so.

c) Using Commas: Transition and Adverbial Clauses

Transitions are linking words because they make connection between sentences. An adverbial is a type of dependent clause. There are many transition words and phrases in English such as:

Table 2.1 English Transitions and Phrases

| Example | Chronology | Result |
|---|---|--|
| <ul style="list-style-type: none"> - For example - For instance | <ul style="list-style-type: none"> - After that - Later on - First, Second - Next - Then | <ul style="list-style-type: none"> - Consequently - As a result - Therefore |
| Difference | Addition | Conclusion |
| <ul style="list-style-type: none"> - However - In contrast - On the other Hand | <ul style="list-style-type: none"> - Moreover - In addition - Furthermore | <ul style="list-style-type: none"> - In conclusion - In short - All in all |

Adverbial clause is a type of dependent clause. This relationship is determined by a subordinator or subordinating conjunction, the word of phrase that connects the two clauses.

Table 2.2 English Subordinators

| Chronology | Caution | Unexpected Result |
|---|----------------------|-----------------------------|
| - After - Before - While - When - Until | - Because - Since | - Although - Even though |
| Difference | | Condition |
| - Whereas - While | | - If |

(3) Coherence and Cohesion

The readers of a written text can understand and get the message since it has good coherence and cohesion perfectly. Coherence is made up of sentences that are ordered according to a principle. The principal changes depending on the type of paragraph that writers are writing. Cohesion is the way of connecting the sentences to each other where it includes linking words, personal pronouns, definite article, demonstrative pronouns, and synonym.

(4) Unity and Completeness

Paragraph called as unity when all the supporting sentences relate to the topic sentence, while the paragraph is complete when it has all the major supporting sentences. It needs to fully explain the topic sentence and all the minor supporting sentences. It also needs to explain each major supporting sentence. Otherwise, a paragraph that is not complete does not have enough sentences to follow enough through on what the topic sentence promises.

2.2.2 *Procedure text*

Procedure text is kind of text that we can find in our daily life such as recipe, appliance manuals, itinerants, etc. It leads us to do, make or operate something. It has different generic structure and language feature from the other text types.

2.2.2.1 Definition of Procedure Text

Procedure as one of the factual texts can be said as the simple text type because it can be about simple things around us. It gives description of how to make something we like, how to get something done, and how to do something.

According to Gerot and Wignell (1994: 206), “The social function of procedure text is to describe how something is accomplished through a sequence of action or steps.”

Anderson et. al. (1997: 50) state that “A procedure text is a piece of text that gives us instructions for doing something. It means that procedure text is a piece of text that helps us to do, make or play something. The instruction on how to make a mode program video recorder or cook instant noodles is same of procedure text.”

Therefore, I can conclude that procedure text is one of text genres that gives description of doing, making, or creating something through a sequence of steps or actions that are done in order.

2.2.2.2 Generic Structure of Procedure Text

The procedure text has a set of generic structure that is different from the other text types. It will be easier for students to construct procedure text if they know the generic structure of procedure text.

Gerot and Wignell (1994: 206) propose, “Three parts of generic structure of procedure text. They are goal, materials, and steps1-n. Goal can be seen from the title of the procedure text. Goal is required in every procedure text, whereas materials are not required for all procedural texts. Then, a goal will be followed by a series of steps oriented to achieve the goal.”

According to Anderson et. al. (1997: 55), there are three steps for conducting procedure text. They can be explained as follows:

1. An introductory statement that gives the aim or goal

It is usually the title of the procedure text or an introductory paragraph. It will indicate what the text will be about. For example, the procedure text entitled” How to Make Jelly” will explain the way of making jelly.

2. A list of materials that will be needed for completing the procedure. In this section, readers will know what materials are needed in making something. It can be stated in a list or paragraph. The step may be left out in some procedures.

For example, the writer writes a packet of jelly crystals, a 500 ml jug, and 250 ml of boiling water, and 200 ml of cold water. They are materials of making jelly.

3. A sequence of steps in the order they need to be done

In this part, readers will know the steps of making something. It can be stated in a series of numbers or paragraphs. The order is usually important. It is also usually the steps begin with command. For example, empty contents of a packet of jelly crystals into the jug, add boiling water, add cold water and stir, etc. These are the steps in making jelly.

2.2.2.3 Language Features of Procedure Text

Procedure text has language features which make it different from other text types. By analyzing the language features of procedure text, readers are able to recognize it more easily.

As Gerot and Wignell (1994: 206) explain that language features of procedure text are:

- (1) Focus on specific and usually individualized participants or focus on generalized human agents (often implicit);
- (2) Use of material processes (and in this text, behavioral and verbal processes). Sequences of events marked either explicitly by temporal connectives, or numbering of point, or implicitly by the ordering of steps on the page;
- (3) Use of relational processes and temporal circumstances;
- (4) Use of present tense or use of imperatives and verbs of action;
- (5) Use of conditional “if” to indicate alternative path of actions.

In the same line, Anderson et. al. (1997:52) states that the language features usually found in procedure text are:

- (1) The use of technical language;
- (2) Sentences that begin with verbs and are stated as command;
- (3) The use of time words or numbers that tell the order for doing the procedure;
- (4) The use of adverbs to tell how the action should be done.

2.2.3 *VAK (Visual, Auditory, Kinesthetic) Learning Style*

Research in pedagogy has shown that we learn in different ways, at different rates, and under different conditions. Learners have different learning styles – mainly

visual, auditory, and kinesthetic; thus, there is no single learning method best for all learners.

To make it clear and easy to understand, I will present some of the theories related to learning style, as follows:

2.2.3.1 Definition of Learning Styles

Learning styles may be defined in multiple ways, depending on one's perspective. Here are a few definitions of learning styles:

Celcia-Murcia (2001) in Gilakjani (2012) defines learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject.

While according to Brown (2000: 114), learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another in which a learner perceives, interacts with, and responds to the learning environment.

Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (MacKeracher, 2004: 71).

At the same time, according to Lightbown and Spada (2006: 58), students who absorb content best by listening are auditory learners. Those who learn best by seeing are visual learners, while a need to add a physical action to the learning process is kinesthetic learners. Therefore, according to both Reid and Lightbown &

Spada, visual learners learn by seeing. They do best with textbooks that have graphs, photographs, and charts. Auditory learners learn by being read to, and by discussing what has been read. They will also be more likely to be distracted by sounds. The kinesthetic learner will enjoy being able to move while learning. They have a hard time sitting still for long periods of time and may become disturbing if they are not allowed to get up quite often during the day. The kinesthetic learner needs hands-on experience to, as it were, “get it”.

From the explanation above, I can conclude that learning style is the way how learners perceive, interact with, and respond to the learning environment. In other words, everybody has their own learning style related to how they perceive and process information in learning situations.

2.2.3.2 General Learning Styles

There are three main learning styles; visual, auditory, and kinesthetic. The definitions of these learning styles are as follows:

- (1) Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favor sitting in the front of the classroom. They also take procedure notes over the material being presented (Learning Styles, 2009).
- (2) Auditory learners discover information through listening and interpreting information by the means of pitch, emphasis, and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written (Learning Styles, 2009).

(3) Kinesthetic learner individuals that are kinesthetic learn best with active “hands-on” approach. These learners favor interaction with the physical world. Most of the time, kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly (Learning Styles, 2009).

2.2.3.3 The Advantages of Identifying Learning Styles

According to Biggs (2001), as cited in Gilakjani (2012), learning style has an important place in the lives of individuals. When the individual knows his/her learning style, s/he will integrate it in the process of learning so s/he will learn more easily and fast and will be successful. Another advantage of the identification of the own learning style by the student is that it will help the student to become an effective problem solver. The more successful the individual is at solving the problems s/he faces, the more control s/he will take over his/her own life.

Moreover, according to Fidan (1986) in Gilakjani (2012), it is important that individuals receive education in areas suitable for their learning styles. A person educated in an area having no relationship to his/her learning style may lack confidence and s/he may be less successful, s/he may, as a result, become frustrated. Knowledge of learning style also provides information to the student as to why s/he has learned in a different way than others. It helps to control the process of learning. It is vital because one of the most important signals in learning is to learn to be autonomous, that is, for the individual to take responsibility for his/her own learning. Because of this, s/he should know what learning style is. This has to be part of the learning process to enable the individual to obtain knowledge, which constantly shifts and changes, without any help from others. Briefly, confidence in

learning will consistently rise when learners know how to learn. Learning to learn and grasping knowledge in a suitable manner will lessen the need for an overbearing control by teachers. At this point, teachers guide the students. The students take responsibility for their learning, they are at the center of the process and everything is under their control. They search answers to the problems and benefit from their unique performances and preferences in their learning styles. Those people will identify their aims, unlike those whose learning style preferences are not identified. They know what they want to learn and “how.” This awareness will change their perspectives on learning new things.

Gilakjani (2012) stated that recognizing students learning styles not only profits the students but the teachers as well. It is believed that it can help the teachers in developing an educational program that offers the most effective activities for the students. Therefore it would be wise to understand what learning style preferences are, and how to address them when preparing instructional materials and the entire lesson as well.

Based on the explanation above, I can infer that acknowledging our own learning style will give us many benefits. When the students have already known their own learning style, it will be easier for them to perceive the material given from the teacher. It also will increase students' responsibility in learning because the teacher will not be the one who responsible for their achievement at school as they know better how to learn and understand the materials given by the teacher.

2.2.4 *Teaching Writing*

Brown (2001: 340) said the role of the teacher must be the facilitator and coach, not a director. As the facilitator, the teacher should help students to engage with the composition. To respect the students' opinion, the teacher must not impose his/her own thoughts on students' composition.

Here is the process of approaches in writing instructions according to Shih (1986) in Brown (2001: 335):

- a) Focus on the process of writing that leads to the final written product;
- b) Help students to understand their own composition;
- c) Help students to follow the stages of prewriting, drafting, and rewriting;
- d) Give students time to write and rewrite;
- e) Place central importance in the process of revision;
- f) Let students discover what they want to say when they write;
- g) Give students feedback while they are composing a text (not the final product) as they want to express their ideas;
- h) Encourage feedback from both the instructor and peers;
- i) Include individual conference between teacher and students during the process of composition.

Those statements are in line with Harmer (2004: 41) that the teacher has a number of important tasks to do when helping students to become better writer. The tasks which teacher has to do before, during, and after students do writing are the following:

(1) Demonstrating

Teacher has to be able to explain the text specifically. Teacher has to make the students know the layout of the text and the language used in a certain text.

(2) Motivating and Provoking

Teacher helps students to get the ideas when the students get stuck in writing. It is better if the teacher prepares amusing and engaging ways in teaching and learning process, so the students will be involved in writing task. For example, students can be asked to do a jumbled text on the board. Sometimes, teacher can give them the words to start writing.

(3) Supporting

Students need a lot of help and reassurance when they are writing, both with ideas and carry them out. Teacher needs to support the students when they are writing in class, always available for them, and prepare to help students overcome the difficulties.

(4) Responding

In order to respond students writing, the teacher may give comments and suggestions for their improvement. It is better to react to what they have said rather than filling their work full of correction symbol.

(5) Evaluating

Teacher indicates which part that the students work well and which part that they make mistakes and of course give award for them who work well. Teacher should highlight the students' error and try to put them right before handing back the marked scripts to the students.

From the explanation above, I can conclude that as a teacher, we have to know our role in learning process. Therefore, teacher knows what they should do when they are teaching. Also, every skill in English (listening, speaking, reading, and writing) has their own way to be delivered, so that the teacher should know how to teach each skill in the best instruction. If the teacher knows well about the role and the task in teaching and learning process, the students will show their good report of their result study.

2.2.5 Teaching Writing to Senior High School Students

According to Basyirudin (2013) in Pribadi (2016), writing is one of four important language skills that should be taught at every level of teaching program in Indonesian school, especially in the senior high school. In senior high school, learning to write is useful not only for the sake of writing skill but also for improving the students' English skills as a whole.

He also explained that teaching writing in senior high school is different from teaching writing in junior high school. Senior high school students are expected to develop their communication written and spoken to reach the information because they are prepared to continue their study to the university level. In order to do that, the teachers have to motivate, support, and provoke the students to write as much as they can. Teaching students in senior high school is more difficult than teaching students in junior high school. One of the reasons is that the students in senior high school are reaching their adolescence period. They want to find out who they really are and what they are going to be. Students in the adolescence period often have low respect to their teachers and difficult to teach. In order to make them interested

in the material that teacher delivered, the teachers have to use a number of media that support the lesson.

Based on the explanation above, I can infer that teaching writing in senior high school needs more effort to attract students' attention in learning process. Therefore, English teacher should have some techniques that can make students engage in learning process.

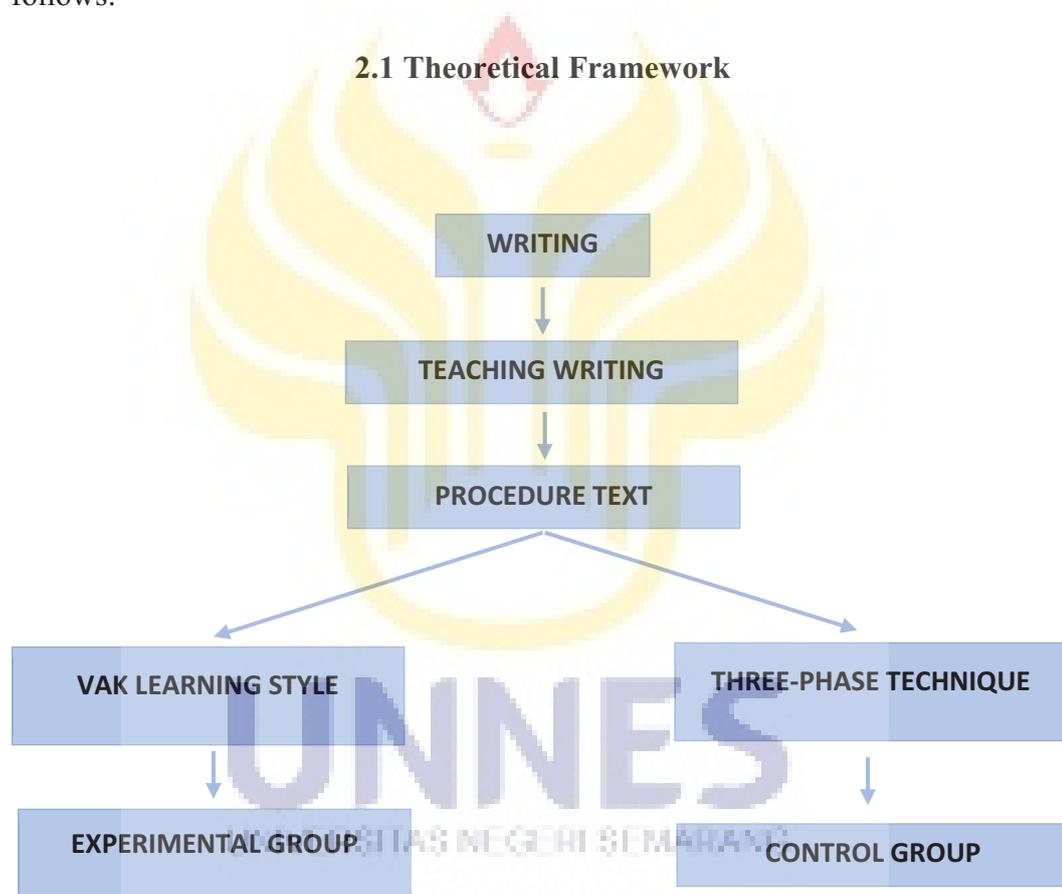
2.3 Theoretical Framework

Theoretical framework consists of the summary of both previous studies and theoretical studies. Based on the previous studies, there are several studies related to VAK learning style and the technique for teaching writing procedure text have been conducted. Since the research about the effectiveness VAK learning style in teaching writing has ever been conducted by several researchers, I intend to study deeper about the VAK learning style in teaching writing procedure text.

Writing, as the general topic of this study, to some people is perceived as one of difficult skills among others. It is a complex process that needs basic knowledge in language such as vocabulary, structure, and psycholinguistics (Farida and Margawati, 2014). Since writing is one of difficult skills in English compared to others, teaching writing become a challenge for teacher. There are some ways to teach writing to the students, one of them is teaching writing through text based genre. There are many text genres in English, including procedure text. However, the students still get difficulties in writing procedure text. They still get confused about generic structure and language feature.

A Quasi-experimental research is used to conduct this study that uses two groups, they are experimental and control group. Experimental group is taught by using VAK learning technique style, while the control group is taught by using three-phase technique.

The illustration of this theoretical framework into tree diagram can be seen as follows:



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research study was started from the questions whether the VAK (Visual, Auditory, and Kinaesthetic) learning style is effective to be used in teaching writing of procedure text or not and whether there is any significant difference between the students who are taught by using VAK (Visual, Auditory, and Kinaesthetic) learning style and those who were not at the tenth grade students of SMA Negeri 1 Kutasari in the academic year of 2016/2017. In this final chapter, I present conclusions derived from the whole discussions and analyses conducted in the previous chapters of the study. This chapter also gives some suggestions concerning the study for the students, English teachers, and the next researchers.

5.1 Conclusions

According to the result of the data analysis and research findings, I conclude that the students of experimental and control groups relatively have equal achievement level in writing of procedure text before getting the treatment by using the VAK (Visual, Auditory, and Kinaesthetic) learning style. It could be seen from the result of pre-test in the control group that was slightly difference from the experimental group. Since there was only slightly difference in the pre-test result between two groups, so it can be concluded that the two groups were homogeneous before getting the treatment.

Next, after calculating the *t*-test, I conclude that there is a significant difference of achievement in writing of procedure text of the students who were

taught by using VAK (Visual, Auditory, and Kinaesthetic) learning style and those who were taught by applying the three-phase technique using pictures. It could be seen from the t_{value} which was higher than t_{table} . As the calculation explained in the previous chapter showed that the t_{value} was higher than t_{table} . It means that there is a significant difference of students' achievement in writing of procedure text between the group who was taught by VAK (Visual, Auditory, and Kinaesthetic) learning style and the group who was taught by using three-phase technique. In other words, this t -test result revealed that the working hypothesis of this study was accepted and the null hypothesis was rejected.

Based on the statistical analysis, I also conclude that by using VAK (Visual, Auditory, and Kinaesthetic) learning style gives contribution to improve students' achievement in writing of procedure text. It can be seen from the mean scores differences between pre-test and post-test of experimental and control groups. The mean scores difference between pre-test and post-test of control group was lower than experimental group. By comparing the mean scores differences of both groups and the scores achieved by each group in two tests (pre-test and post-test), I could infer that VAK (Visual, Auditory, and Kinaesthetic) learning style is effective to be used in teaching writing of procedure text.

5.2 Suggestions

The suggestions that I offer to improve the students' ability in writing of procedure text are addressed for the students, English teachers, and the next researchers. Those suggestions are as follows:

For the students, they are expected to improve their English especially in writing because writing is the most difficult and complex skill in English. Relating to this study, I suggest the students to practice a lot in writing procedure text. They are supposed to know the generic structures and the language features of procedure text. They should practice a lot in making sentences using imperative sentences and action verbs because they are applied in writing procedure text as the language features. It is also useful for the students to improve their organization, content, grammar, mechanics, and vocabulary in writing procedure text, so their writing product will be better. If they face difficulties, they can ask the teachers or look references from books and the internet.

Next, for English teachers, they should be creative in choosing strategy and technique in teaching writing of procedure text. It will be better if they use an interesting technique and media to teach writing of procedure text, so that it can avoid the students' boredom in teaching learning process. Moreover, they should make the teaching learning process more interesting, enjoyable, and educative in the classroom. Since every student has their own way in accepting the information they get which is called learning style, the teacher should comprehend the students' needs related to their different learning style. That is why the VAK learning style can be a comprehensive technique to teach writing. Hence, it is recommended for the English teachers to use the VAK (Visual, Auditory, and Kinaesthetic) learning style in teaching writing of procedure text because of its effectiveness to help the students to improve their writing ability.

The last suggestion is for the next researchers. I expect that this study can be used as one of the references for the next researchers in conducting other researches in the same field. I suggest them to apply another effective way when doing the same study. The next researchers can also use this technique to conduct their research but for teaching other texts like narrative, report, or descriptive text. For further, I also expect that this study can be developed and improved by the next researchers.



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