

**THE INFLUENCE OF USING VAK (VISUAL, AUDITORY, KINESTHETIC)  
LEARNING MODEL ON THE STUDENTS' ACHIEVEMENT IN WRITING SHORT  
STORY TEXT AT SECOND GRADE SMP IT AL-HIJRAH 2 DELI SERDANG**

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**Abstrak**

Penelitian ini diselesaikan dengan pengaplikasian dari model pembelajaran VAK (Visual, Auditory, Kinesthetic) terhadap prestasi siswa dalam menulis teks cerita pendek. Penelitian dilakukan dengan menggunakan penelitian eksperimen. Tujuan dari penelitian adalah untuk mencari tahu apakah penggunaan dari model pembelajaran VAK (Visual, Auditory, Kinesthetic) memiliki pengaruh yang signifikan terhadap prestasi siswa dalam menulis teks cerita pendek. Penelitian ini dilakukan pada kelas VIII SMP IT Al Hijrah 2 Deli Serdang 2015/2016. Subjek dari penelitian ini adalah kelas VIII<sub>A</sub> dan kelas VIII<sub>B</sub>. Mereka berjumlah 55 siswa. Data penelitian ini diambil dari subjek dan guru bahasa Inggris. Penelitian ini merupakan penelitian kuantitatif. Populasi penelitian ini adalah semua siswa kelas VIII SMP IT Al Hijrah 2 Deli Serdang adalah 55 siswa. Sampel penelitian ini diambil dari 21 siswa kelas eksperimen dan 34 siswa kelas kontrol. Instrument untuk mengumpulkan data adalah tes. Data dianalisis dengan rumus t-test dengan data menunjukkan bahwa rata-rata kelas eksperimen adalah 74 dan kelas kontrol adalah 60.94. Varian dari penggunaan model pembelajaran VAK adalah 100.1 dan varian tanpa model pembelajaran VAK adalah 174.54. Hasil analisis menunjukkan bahwa  $t_{hitung} = 4.49$  lebih tinggi dari  $t_{tabel} = 2.001$  dengan tingkat signifikan 0,05. Dari hasil penelitian, peneliti menemukan bahwa ada yang signifikan prestasi siswa dari menulis cerita pendek menggunakan model pembelajaran VAK (Visual, Auditory, Kinesthetic). Ini berarti hipotesis alternatif ( $H_a$ ) diterima dan nol hypothesis ( $H_0$ ) ditolak.

Kata kunci: *Model Pembelajaran VAK, Teks Cerita Pendek, Prestasi Siswa Dalam Menulis*

**Abstract**

This research deals with the application of VAK (Visual, Auditory, Kinesthetic) learning model on students achievement in writing short story text. It was conducted by using experimental research. The aim of the research was to find out whether the use of VAK learning model has a significant influence on the the students' achievement in writing short story text. This research was conducted to at class VIII SMP IT Al Hijrah 2 Deli Serdang 2015/2016. The subject of this research was the class VIII<sub>A</sub> and VIII<sub>B</sub>. They were 55 students. The research data were taken from the subject and the English teacher. This research was quantitative research. The population of this research was all students' class VIII SMP IT Al Hijrah 2 Deli Serdang was 55 students. The sample of this research taken from 21 students' experiment class and 34 students' control class. The instrument for collecting data was a test. The data was analyzed by using t-test formula with the data showed that mean experiment class was 74 and control class was 60.94. The variant of using VAK learning model was 100.1 and the variant of without using VAK learning model was 174.54. The result of the analysis showed that  $t_{count} = 4.49$  was higher than  $t_{table} = 2.001$  with the level significant 0,05. From the result, the researcher found that there was significant influence of the students' achievement in writing short story text were taught by using VAK (Visual, Auditory,

Kinesthetic) learning model. It meant alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Keyword: *VAK Learning Model, Short Story Text, Students' Achievement in Writing*

## **Introduction**

English is an International language that is very important to learn. In Indonesia, English is taught as foreign language (EFL), it has been included in the Curriculum of Schools in Indonesia. The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form. The writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level.

According to Muhammad Javed

*The writing skill is more complicated than those of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. (Nazli : 2013 )*

In learning English, writing is one of the basic language skills that should be mastered by the students. Writing can help the students to learn and develop their English by expressing their knowledge, experience and so on. The writing is also the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication (Dewi: 2013).

The students should know that writing is not easy and have process to produce a good writing, and also they have to ensure that what they write can be understood by the reader. This is one of the reasons for the care we have to take with writing. As a learner, the students will learn to write about all kinds of texts. There are many kinds of writing such as expository, narrative, descriptive and persuasive. Literature is a type of writing that includes poetry, novels, plays, and short stories.

Based on the explanation before, this study focuses on short story in learning English. A short story is a brief, imaginative narrative, unfolding a single predominating incident and a single chief character, it contains a plot, the details of which are so compressed, and the whole treatment so organized, as to produce a single impression (Colibaba: 2010).

Based on the preliminary observation of Grade VIII in SMP IT Al-Hijrah 2 Deli Serdang and by interviewing the English Teacher, that most of the students have difficulty in writing. It can be seen from the result of the students' writing task, only 15 people from 35 students still could not pass the minimum standard competence (KKM) which is applied by the school for English lesson. The score of minimum standard competence is 75.

The writer has found the students feel difficulties in writing. Most of students have a serious problem in writing, such as grammar, vocabulary and low motivation to write. The students did not have many vocabularies, so they found the trouble to make text or paragraph and they also have less interest to learn writing. It could be seen if their teacher ask them to collect their writing, they were lazy and most of their writing less than 100 word. The teacher should be aware that not all of the students can accept the writing materials quickly, besides the process to make a good writing is not easy and every student have different styles of learning.

To get effective classrooms the teaching strategies are needed. However not all teaching strategies are applicable for writing. But as the teachers we have to be aware and understand the students' learning style. It will lead to the improvement in planning the lessons, the learning process and the outcomes of language learning itself.

One of the approaches which is able to overcome the complication of the students' writing achievement is VAK learning model. VAK learning model is an approach and development from Quantum Learning. This VAK learning model consists of a combination of motivation, engagement and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, self pacing and self evaluation to produce a learning outcome based on the difference of students' learning style.

Dunn and Dunn in Deporter suggest that learning styles are categorized as visual, auditory, and kinesthetic. Visual learners learn visually by means of charts, graphs and pictures. Auditory learners learn by listening to lectures. Kinesthetic learners learn by doing, touching, working and movement (Deporter: 2007).

Based on the background above, the writer is interested to conduct research with the title *The Influence of Using VAK (Visual, Auditory, Kinesthetic) Model on the Students' Achievement in Writing Short Story Text at Second Grade Smp It Al-Hijrah 2 Deli Serdang.*

## **The Review of Literature**

### **The Definition of Students' Achievement**

The word achievement may have the same meaning with skill, practice, effort gain a goal or people's mastery on something.

Based on Learner Oxford Dictionary, Achievement mean as

A thing that somebody has done successfully, especially using their effort and skill, or courage. The act or process of achieving something.

While another source, states that *Achievement is the competence of a person in relation to a domain of knowledge.* (Dasi :2001 )

It can be concluded that Students' achievement is the result and progress after accomplishing and finishing learning experience successfully.

### **The Definition of Writing**

Writing is already and will continue to be an important part of your everyday life. Being a writer helps you respond to the world. Writing is often the most effective way to communicate. Writing can also bring you surprising insight into yourself (Gary Forlini: 2001).

Writing is the mental work or inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Nunan: 2003)

According to Byrne, *Writing refers to the skills in using graphic symbols, that is, letters or combinations of letters which relate to the sound we make when we speak.* (Byrne : 1988 ) It means that writing is the art of skill in forming graphic symbols to convey messages to readers. It is interpreted also that writing means a process of communication that introduces graphic symbols or codes into a good and correct written form.

Furthermore, in Islam writing is also one of the important skills that should be learnt. The writer is needed to make agreement about Islamic rules. In fact, the writer should have two criterious: The first is fair and The second is to knowing Islamic rules to make suitable with Islam rules.

From the explanation above, it can be concluded that writing is a process of putting thoughts and ideas in words into sequence of words, combining sentence in the form of paragraph in which every sentence is related to another semantically. In addition, Writing

should be organized effectively and includes grammatical structures, idioms and vocabularies.

## **2.1 Writing process**

Writing should be organized effectively and it is not as easy we imagined. It takes study and practice to develop this skill. Oshima and Hogue state that for both native speaker and new learners of English, it is important to note that writing is a process, not a “product”.

According to Oshima and Hogue, there are four main stages in the writing process:

### **Prewriting**

Prewriting steps such as choosing and narrowing a topic and brainstorming can help writers narrow the subject of paragraph to a specific.

### **Planning (Outlining)**

Planning steps such as making sub lists, writing the topic sentence, outlining can help the writers organized the ideas generated by brainstorming unto an outline. With this outline, it should be relatively easy to write a paragraph.

### **Writing and Revising Draft**

Writing and revising drafts steps such as writing the first rough draft, revising content and organization, proofreading the second draft and writing the final copy can help the writers refine, improve, proofread for grammar, sentence structure, spelling and punctuation in their writing.

## **2.2 Genres of Writing**

H. Douglas Brown states, there are genres of writing, such as: (Brown : 2004 )

### **1. Academic writing**

Papers and general subject reports

Essays, compositions

Academically focused journals

Short answer test responds

Technical reports (e.g Lab reports)

Theses, dissertations

Job related writing

Messages (e.g phone messages)

Letters/emails

Memos (e.g interoffice)

Reports (e.g job evaluations, project reports)

Schedule, labels, signs

Advertisements, announcements

Manuals

Personal writing

Letters, emails, greeting cards, invitations

Messages, notes

Calendar entries, shopping list, reminders

Financial documents (e.g checks, tax forms, loan applications)

Forms, questionnaires, medical reports, immigration documents

Diaries, personal journals

Fiction (e.g short stories, poetry)

### **The Definition of Short story**

Short story, on the other hand is typically reveal character in dramatic scenes, in moments of action, and in ex-change of dialogue. In addition, the short story has traditionally been more concerned with the revelation of character through flashes of insight and shocks of recognition than the early fictional form (Diyanni: 2004).

Short story is a brief, imaginative narrative, unfolding a single predominating incident and a single chief character, it contains a plot, the details of which are so compressed, and the whole treatment so organized, as to produce a single impression (Colibaba: 2010).

According to Betty Mattix Dietsch :

*Short stories have just a few pages for the action to unfold, every word must count. All descriptions and images must be essential. Time in a short story is constricted, often to a week or a day or less. There are few characters, and the reader is seldom told very much about them. Most of the meaning is derived from a juxtaposition of events, phrasing and dialogue.*

From definition above, it can conclude that Short story is a part of literary genres, which is fiction. Short story is an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot.

### 3.1 The Elements of Short Story

The elements of the short story are important part of a short story since these elements will bring the reader into the story. The commonly known elements of short story are:

#### Plot

Plot has been defined as “an author’s careful arrangement of incident in a narrative to achieve a desired effect. A plot is a series of actions, often presented in chronological order, but the ingredient a plot has that a story lacks is causality. In a narrative with a plot, there is little that happens without a cause (Kuehner : 1999).

Plot is the series of action or conflict that occurs in a narrative. Broadly define, plot include not only physical action, but also words and thoughts. Plots generally take the form of straightforward narratives. Sometimes they may be structured as letter, diaries, or other “found” writing.

According to Robert Diyanni

*Plot is the arrangement of events that make up a story. A story’s plot keeps us turning pages : we read to find out what will happen next. For a plot to be effective, it must include a sequence of incident s that bear a significant causal relationship to each other.*

Plot is the arrangement of incidents or events in a story. The characteristic of this element, as follows:

Exposition is the reader is often told where and when the story occurs; introducing the character (s).

Crisis is a conflict is usually established between characters.

Rising Action is the conflict between characters develops and becomes more pronounced.

Climax is the moment of greatest suspense.

Falling Action is the action leads to the resolution or final outcome.

Resolution is the writer wraps up and ties up any loose ends in hopes that the reader will leave the story satisfied.

Conflict have two types: - Internal : man versus himself

External : man versus man

#### Setting

According to Robert, Setting is this place or location of a story’s action along with the time in which it occurs and according to Betty, The time, place, weather, and culture of the characters make up the setting.

Barbara Fine Clouse states : *The setting for a literary work is where and when events take place. Setting can suggest something important about meaning, so notice whether the time is the present, past or future and whether it is morning, afternoon or evening.*(Clouse : 2008 )

## Character

To say that someone is a character suggests that he or she has a strange or eccentric personality, to say that a person has character implies his or her moral uprightness, to say something about a person's character involves a discussion of his or her personal values and behavior. As a literary term, however, a character is a person created for a work of fiction.

(According to Barbara Fine Clouse, The characters are the people depicted in the literary work.

There are types of character:

Flat Character: a character who doesn't go through a change. These characters are usually one dimensional.

Round (Dynamic) Characters: a character affected by the events of the story. These characters are usually fully developed in terms of personality. They are described in more detail and their personalities emerge more fully. Round characters usually become enlightened, learn, grow, or deteriorate by the end of the story.

Stereotyped Characters: a character who is so well known that little has to be said about him/her. These characters are immediately recognizable because of the role he/she plays. Examples the strong silent gunfighter, the nerd, the beautiful international spy, the mad scientist, etc.

Protagonist: The main character of the story.

Antagonist: This character opposes the protagonist. Often, he/she is an opponent to the main character and is sometimes right and justified in his/her actions.

We learn about a character by examining 5 areas:

1. What he says
2. What he thinks
3. What he does
4. What is said about him by other characters and the narrator
5. An author's direct statement

Point of view and Tone



Point of view is the vantage point from which an author tells a story. There are two main points of view: first person (I) and third person (she, he, they), but there are variations within these points of view.

Tone in writing is somewhat like tone of voice in speech. Tone in writing is author's attitude toward the characters, the topic, or the readers, as expressed by the narrator, and it may come across in number of ways.

Betty Mattix Dietsch states that :

*Point of view is reveal through the narrator's voice. An author selects either a first person or third person point of view for the narrator. This means that the narrator's voice is not the voice of the author. When the story is presented through the eyes of a character, you gain an inside view.*

Theme

According to Jane, Theme is an author's insight or general observation about human nature or the human condition that is conveyed through character, plot, and imagery and according to Betty, Theme is the main idea embodied in a work of literature, theme can be implied through a series of events, actions, or dialogue.

The Types of Short Story

Joyce says: Although a short story is a specific type of literature, the stories themselves, like longer fictional work, vary widely. Following are a few example:

Adventure stories: keep readers to suspense as they follow the plot twist and turns to the final outcome

Fantasies: depart from reality to explore worlds and characters that stem from the writers' imaginations.

Fables: often contain animals as characters, and they convey a specific lesson or observation about life

Science-fiction stories: combine elements of fiction and fantasy with specific fact

### **VAK ( Visual, Auditory, Kinesthetic) Learning model**

Learning is a change of behavior. By learning people will get knowledge of a subject or a skill by study, experience, or instruction.

Brown states: (Brown : 2000 )

*Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning ( and personality type as well) that pertain to you as an individual and that differentiate you from someone else. It means from one students to another student will be different in getting the information. Learner profiles such as learning styles allow the teacher to understand how a student learns best: by doing, by listening, by working alone, in a space other than a desk, in bright light, dim light and so on.*

Brown states, *Learning styles are the nature unity among the cognitive affective and psychological points which affect the students' performances about how they perceive interact and respond to the learning environment.*

According to Keefe in Brown states, *Leaning style is 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.*

Another definition is proposed by Skehan in Brown that *Learning style is a general predisposition, voluntary or not, toward processing information in a particular way.*

As a conclusion students' learning style are determined by the way they internalize their total environment, we find that physical, affective and cognitive domains merge in learning styles.

Dunn and Dunn in DePorter suggested there are three basic learning styles, they are Visual learning style, Auditory learning style and Kinesthetic learning style and are abbreviated as VAK.( Deporter :2007 )

### **Visual Learning Style**

Visual learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, etc.

Brown states that visual learner tend to prefer reading and studying charts, drawings, and other graphic information.

DePorter et al state the character of visual learners such as put something in its regular place, remember through picture, prefer reading to be read and remember what have seen.

As relevance to visual learners, Gardner in Harmer explains that the visual learners like to draw, build, design and create things, daydream, look at pictures, watch movies and

play with machines. The visual learners are also good at imagining things, sensing changes, mazes/ puzzles, reading maps and charts.

Visual Learners like to learn through written language and other visual representations of information. They remember best what they can see or visualize in their minds. Best study tips:

Use visual aides, such as maps, diagrams, or illustrations, and make flashcards of facts and details. Color code notes, use flow charts and diagrams, and write out things to remember and review.

Underline and/or use highlighters for important information in texts and readings. Make lists, outlines, and/or mind maps for main ideas and concepts.

Visual learners think in pictures and learn best in visual images such as: pictures, colors, video, diagram, overhead transparencies, handouts, and maps to structure information and communicate with others. They can easily visualize objects, plans, and outcomes in their mind's eye. They also have a good spatial sense, which gives them a good sense of direction. They can easily find their way around using maps and rarely get lost. The whiteboard is a best friend for them. They love drawing, scribbling, and doodling especially with colors.

The students need to see the teacher's body language and facial expression to fully understand the content of a lesson. They prefer sitting at the front of the classroom to avoid obstruction (eg. People's head). They may think in pictures and learn best from visual displays. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

As relevance to the explanation above, according to DePorter et al suggest:

*Teacher to use visual learning in the teaching and learning instruction. The teacher for example can use picture, flipcharts, or diagrams in conveying the materials, encourage students to review the materials by using map, charts, or powerpoint slides, stand in front of the class when explaining the materials, and use phrases or words that symbolize that visual senses such as, "look, imagine and let see"*

### **Auditory Learning Style**

Auditory learning style is very good listener. They tend absorb information in a more efficient manner through sounds, music, discussion, teaching, etc. According to Brown, Auditory learners prefer listening to lectures and audiotapes. Auditory learners best

understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition a study technique and benefit from the use of mnemonic devices.

These individuals discover information through listening and interpreting information by the means of voice, 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. Written information may have little meaning until it is heard.

As relevance to explanation above, according to DePorter et al explain that auditory learners are better to teach by making the words they have to learn into rhymes, raps and songs. Using music and singing the concept that they have learned.

If the students use auditory style, they like to work with sound and music. They have a good sense of pitch and rhythm, and typically can sing, play a musical instrument, or identify the sounds of different instrument. Certain music invokes strong emotion. They also notice the music playing in the background movies, TV shows and other media.

They often find themselves humming or tapping a song, a theme, or jingle pops into their head without prompting. Beside that, the auditory students will learn well in lecture setting, discussion, talking things through listening to what others have to say. To accommodate the auditory learners, teacher can use clear sounds, intonations, tones, and volume in the presentation, repeat the information and ask the students to retell the information, use songs or music in the teaching and learning process, and use phrases or words that symbolize the auditory sense such as “hear, listen, and sing”.

### **Kinesthetic Learning style**

Kinesthetic Learning Style learns through experiencing, touching, doing, moving and being active in some manner. Individuals that are kinesthetic learn best with and 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.

According to Gardner in Harmer explains that kinesthetic likes to move around, touch and talk and use body language. The kinesthetic learners are also good at physical activities such as sport, dancing and acting. These learners learn best by touching, moving, interacting with spaces, processing knowledge through bodily sensations.

According to Afrisanti, Kinesthetic learners is the learners who absorb information through a variety of physical movements. The characteristics of kinesthetic learners , which are: (Iusita : 2011 )

Always physically oriented and many moved

Responding physical attention

Likes use various tools and media

Touching people to get their attention

Learn through practice

Unable to sit still for a long time

Using a finger as a bookmark when reading

### **Advantages and disadvantages of VAK (Visual, Auditory, Kinesthetic) Learning Model**

Advantages of VAK (Visual, Auditory, Kinesthetic) Learning Model as follows:

Learning will be more effective, because it combines all three learning styles

Able to train and develop the potential of students who had been possessed by each individual

Bring up a better learning atmosphere, attractive and effective (Ex. When students watch video clips, then go for group discussion or practical activity)

Provide hands-on experience to students

Being able to maximally engage students in discovering and understanding a concept through physically activities such as demonstrations, experimentation, observation, and active discussion

Being able to reach every student's learning style

Students who have good ability will not be hampered by the weak students in the study because this model is able to serve the needs of students who have the average ability

Disadvantages of VAK (Visual, Auditory, Kinesthetic) Learning Model is many people are not able to combine the three styles of learning. So people are only able to use one style of learning, it will only be able to capture the material if using a method that is more focused on one learning style that dominated.

### **Methodology of Research**

In this Research, the researcher used experimental research method to get data. There are two groups of students in the research, namely experimental and control group. The experimental group was taught by using VAK (Visual, Auditory, Kinesthetic) learning model and the control group was taught without using VAK (Visual, Auditory, Kinesthetic) learning model.

The pre-test had been administrated to both groups before treatment. The post test was given after the treatment. The design is as follow:

| Group        | Step 1   | Step 2                           | Step 3    |
|--------------|----------|----------------------------------|-----------|
| Experimental | Pre-test | Using VAK learning model         | Post test |
| Control      | Pre-test | Without Using VAK learning model | Post test |

In this research, the data had been collected from the experimental and control group. The data had been analyzed by using “t-test for independent sample”

### Research Findings

Hypothesis test of the data was intended to find out whether the application of VAK learning model significantly influence the students’ achievement in writing short story text. The analysis was computed by applying the t test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Before calculating the value of standard deviation of both samples, it used the formula:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where:

$\bar{X}_1$  = the average value of experiment class

$\bar{X}_2$  = the average value of control class

$S^2$  = standard deviation

$S_1^2$  = variants of experiment class

$S_2^2$  = variants of control class

$n_1$  = sample of experiment class

$n_2$  = sample of control class

Based on the computation, it can be seen the coefficient of  $t_{\text{count}} = 4.49$  with the level  $\alpha=0,05$ ,  $dk = n_1+n_2-2$  and chance  $(1-1/2\alpha)$ . So,  $t_{(1-1/2\alpha)}=t_{0,975}$  and  $dk=21+34-2=53$ , which the real level of  $t_{\text{table}} = 2.001$ . It was found that the value of  $t_{\text{count}}(4.49)$  is higher than the value of  $t_{\text{table}} (2.001)$ . It can be seen as follows:

$$4.49 > 2.001$$

This result showed that null hypothesis was rejected, the hypothesis formulated as “there is significant influence of using VAK (Visual, Auditory, Kinesthetic) Learning model on the students’ achievement in writing short story text.

It means that VAK learning model significantly affected students’ achievement in writing short story. It was shown by the data that shows from mean post-test in experiment class (74) is higher than post-test in control class (60.94).

## **Conclusions and Suggestions**

### **Conclusion**

Having analyzed the data, the writer gives conclusions as follows:

From the data obtained, it can be seen that the students’ achievement in writing short story text was improving. Based on the result of the calculation above, it is found that the students’ achievement in writing short story text who were taught by using VAK learning model got average 61.95 in pre-test with the highest score 83 and the lowest score was 25. While in post-test the students got average 74 with the highest score 88 and the lowest score 55.

From the data obtained it can be seen that the result of using VAK learning model to the students’ at grade VIII students’ of SMP IT Al-Hijrah 2 Deli Serdangis higher than without using VAK learning model is significant to be used in improving the students’ achievement in writing short story text. Result of t-test is 4.49 and t-table is 2.001 ( $t\text{-test} > t\text{-table}$ ,  $4.49 > 2.001$ ). It means that  $H_0$  is rejected and  $H_a$  is accepted. There is the influence of

using VAK (Visual, Auditory, Kinesthetic) Learning model on the students' achievement in writing short story text.

### **Suggestions**

In relation to the research findings, the writer suggests to:

The Principal of SMP IT Al-Hijrah 2 Deli Serdang to motivate the educators especially the English teachers able to apply Visual, Auditory, Kinesthetic (VAK) learning model in teaching learning process, the English teacher should apply Visual, Auditory, Kinesthetic (VAK) learning model in the teaching process to structure and find suitable strategies and instructional media to accommodate different learning style each students for developing students' achievement and as guidance for the teacher facilitate the students on using the appropriate ways (media variation) in classroom.

The students should find out their own learning style and match appropriate ways, because this strategy can help students to improve their achievement in writing and practice independently.

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