



EFFECTIVENESS VAK MODEL (VISUALIZATION AUDITORY KINESTETIC) IN DESCRIPTIVE LEARNING

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Abstract

This paper focuses on the problem of optimizing the senses vision, hearing, and feeling through the VAK model (Visualization Auditory Kinesthetic) in improving the meaningfulness of writing lesson. VAK model (Visualization Auditory Kinesthetic) is a learning model that combines three styles of learning and trying to develop to the fullest potential VAK Model (Visualization Auditory Kinesthetic) by utilizing learning styles through the senses can reach every learning style and this model can serve the needs of learners who have the ability above average and does not inhibit the weak learners. Learners at the high school level need to get guidance and writing exercises from teacher by applying innovative learning model. Writing learning activities using innovative learning model should be able to concentrate, using reason, build ideas, and solve the problem detail and clearly. The aim of this study was to obtain a profile of the high school students' ability to write, the design and implementation of VAK model (Visualization Auditory Kinesthetic) in improving students' ability to write descriptively. Based on the research objectives of this study uses a quantitative approach to research method used is an experimental method of type The Matching Only Pretest-Posttest Control Group Design. By holding results showed the effectiveness of the VAK model (Visualization Auditory Kinesthetic) as a descriptive model of teaching writing by optimizing learner's learning style.

Keywords: learning, modeling, writing, descriptive

INTRODUCTION

Writing activities in learning Indonesian language and literature aims to express thoughts, feelings, information, and experience that write in various forms of writing. Writing is an activity to process and consider the rules of language and how to deal with thematic as expressed through written language. According Akhadiyah (1994:1-2), a lot of things that obtain in writing by the student, including through planned writing, they will be accustomed to think and speak in an orderly manner. The same thing also expressed by Tarigan (1994:1) persons who has speaking skill, their idea is brighter and clear. Tarigan (1994:4) argues that in this modern life writing skills are needed so that not too much to say that writing skill is other mark for an educated nation. Although it has been realized that writing skills are absolutely necessary in modern life, but in reality, teaching in schools far from expectations.

The results of the research that has been done by Suparno and Yunus (2008:14) explains that most aspects of language lesson that most dislike by students and teachers are writing and compose. A similar sentiment was expressed by Graves (Suparno and Yunus, 2008:14) which states that a person is reluctant to write because they do not know to what he wrote, feel not gifted writing. Distaste is not release from influence of family environment and society, as well as the experience of writing lesson in school are less motivating and stimulating writing interest.

Smith presented another reason (Suparno and Yunus, 2008:14) explains that learning and writing experience that the students got in school is inseparable from the condition of his own teacher.



Skilled teachers are not prepared to write and teach. In fact, according Alwasilah and Alwasilah (2005:5) writing learns is often 'complicated' by students and lecturers. Other problems often not realized by the teachers and students that the purpose of writing lesson is to write a skilled students. This goal is often stuck just at the level of knowledge of writing.

Generally, Writing activities carried out necessity. Necessity is evident from the low writing skills among students. Based on experience , high school students often consider writing activities difficult. The difficulty arises especially when determine the ideas, sentences, selecting materials, and applying spelling errors. In addition, it's often boring.

Writing activities experience has constraint such as a paragraph or essay writing, novice writers often have difficulty to determine the idea. Writing proces needs guidance, so that need meaningful steps to write. In this case, required learning techniques that enable the psychomotor, affective, and cognitive. Thus the students do pre-writing before writing on core activities.

Some writing activities constraints revealed also by Zainurrahman (2011:217-221) that the special writing constraints is losing mood to write, lack or run out of ideas, busyness, psychological fluctuations. Constraints also turned out to be experienced by high school students. According Hernowo (2003:9) suggests writing quantum theory which provide an approach that can do by averyone without thinking stuck with the right and grammatical error. According to Bereiter and Scardamalia (Hyland, 2002:27) said it is essential for the novice writer is the ability to deliver the content, tell something that they can remember by the task, topic, and genre (model of knowledge-telling).

Based on the problems that have been pointed out above, one factor of unsuccessful improvement of writing skills in school is less meaningful models or approaches and instructional techniques that are used in the process of writing learn. Therefore, it needs a model of learning that is most appropriate and encourage students interest to improve writing skills. For that purpose, the text that will be developed here is enhancing student ability in writing descriptive. Increased students ability done through VAK learning model (Visualization Audiotory Kinesthetic). Use audio media, visual and utilization of the existing trend of learning styles on student learning materials in the process. Through VAK learning model (Visualization Audiotory Kinesthetic) expected to stimulate the ideas and imagination of the students when they write. VAK learning model (Visualization Audiotory Kinesthetic) can help students raise their writing skills so that specific constraints can be overcome. connection with description above, teachers required to make changes and updates learning process. Generally, teachers should be able to act as a facilitator and creative moderator while students act as active learner.

BASIC THEORY

Learning is a set of measures designed to support the learning process. Successful learning process necessary techniques, models, and specific approach according to the characteristics of objectives, learners, materials, and resources needed so that appropriate and effective strategies. According Furqanal, et al (1995:5) suggested the selection of the right model and accordance with the material being taught and the teachers can guide students toward learning success. So, choosing the right model and implement it correctly will be able to increase the students interest and students sight to participate in the learning process, so active students in the learning process, and daring to speak in following any lesson. One model of learning that can be used in learning activities by optimize the potential of learners and maximize learner involvement, can used VAK model.

VAK Model (Visualization Auditory Kinesthetic)

VAK Model (Visualizationl Auditory Kinesthetic) is a learning model that aims to train students' language skills, gain an understanding of a concept, practice problem solving, improve the activity and effectiveness of learning, provide motivation to learn, train and develop creativity, tolerance, and is expected to cooperate in groups and learning model that optimizes all three learning modalities to make learners feel comfortable. VAK learning model is a subsidiary of Quantum principled learning model to make the learning situation becomes more comfortable and promising for success learning in the future. Quantum Learning model according DePorter (2000:33) is a learning model that offers a synthesis of the things that you are looking for, that's new ways to maximize the business impact of teaching through the development of relationships, learning composing, and delivering the curriculum that aims to create a learning environment more effective. The principle of model is bring them into our world, deliver our worl to them. This is becoming a fundamental formation VAK learning model (Visualizationl Auditory Kinesthetic) with the goal of maximizing the modalities of every student. According to Markova in DePorter, et al. (2000:123) explains that people not only tend to one modality, they also utilize a combination of specific modalities that give them a natural talents and shortcomings. VAK learning model (Visualizationl Auditory Kinesthetic) assumes that learning will be effective with regard learning styles and utilize the potential of students who have had to train and develop. Most people prefer and tend to use a particular learning style compared to using learning styles together. According DePorter, et al. (1999:112) that the VAK learning, learning is focused on providing learning experiences directly (direct experience) and fun. Direct learning experience is learn to remember (Visual) , learn by hearing (auditory), and studied with motion and emotion (Kinesthetic). Further revealed DePorter Visual, audio, and kinesthetic modalities are three of every human being. These three modalities are then known as learning styles. Learning style is a combination of how a person can absorb and then organize and process information. It can be concluded that the model VAK (Visualizationl Auditory Kinesthetic) is a learning model that provides the opportunity for students to learn directly with the free use of its modalities to achieve understanding and effective learning. According to Colin Rose and Nicholl (2002:130) an extension of research, particularly in the U.S., conducted by Professor Ken and Rita Dunn of St. John's University. John, in Jamaica, New York, and the Neuro-Linguistic programming experts like Richard Bandler, John Grinder, and Michael Grinder, has identified three styles of learning and communication, the visual style (learn by seeing), audio style (learn by listen), and kinesthetic styles (learn by moving, working and touching). The following explanation.

The visual style (Learning the Ways of Viewing)

Learning should use eye senses through observing, drawing, demonstrating, reading, using the media and props. A student would rather look at a picture or diagram, like the show, or watch a video demonstration. For students studying visual style, which plays an important role is the eye or vision (visual). In this case the teaching methods used by teachers should be more emphasis on the demonstration/media, invite students to objects related to the subject, or by showing the tools directly to students or describe it on the board.

The characteristics of students who have more dominant visual learning style eg upward gaze when talk. Children who have a visual learning style should look at body language and facial expressions teacher to understand the subject matter. Students tend to sit in the front to see clearly. Students think using images in the brain and learn faster by using visual displays, such as diagrams,

illustrated text books, and videos. In the classroom children prefer visual record until the details to get the information.

Auditory Styles (learning by hearing Way)

Learning to listening, listening, speaking, presentations, express opinions, ideas, respond and argue. A student would rather listen to the audio tapes, lectures - lectures, discussions, debates and instructions (commands) verbal. Records is very helpful learning tool of auditory learners type. Dr. Wenger (Colin Rose and Nicholl, 2002:143) recommends after reading something new, describe and say what he had read aloud a close eye. The reason is after they read, they visualized (given with closed eyes) and described it aloud, it has been learned automatically and store it in a multi-sensory.

The dominant characteristics of students who have auditory learning styles eg gaze to the left/right, leveled when talking and mediocre. Because of that, teachers should have to pay attention to their students to the hearing instrument. Children who have auditory learning styles can be learned quickly by using verbal discussions and listen to what the teacher says. Children auditory digest the meaning is conveyed through tone, voice, pitch (high or low), speed of speech and other auditory things. Written information sometimes have minimal significance for the auditory child. This children are usually able to memorize more quickly by reading the text aloud and listening to tapes.

Kinesthetic Styles (Learning by Moving, Work and Touching)

Physical activity and learning through direct engagement. A student would prefer to handle, move, touch and feel/experience, the movement of the body (hands-on, physical activity). For students kinesthetic learning experience should be do. The characteristics of students who have more dominant kinesthetic learning styles eg gaze down when talking and talking slowly. Children like this is hard to sit still for hours because of their desire for activity and exploration is very strong. Students who have this style of learning through movement and touch.

Basically every student has a tendency to learn what styles she likes learning styles than others. The diversity of learning styles affect the perception, comprehension and study habits of students. Based on the diversity of style (type) of the study, the visual, audio, and kinesthetic used as a model of writing lesson. VAK learning model (Visualization Audiotory Kinestetik), which is a model of learning that involves motion of the body and the senses . Emphasizing that the learning activities should utilize the senses and pay attention to their effectiveness.

VAK model characteristics (Visualization Audiotory Kinestetik)

Based on the learning modalities of the students, the main characteristics of the model VAK (Visualization Audiotory Kinestetik) is the third utilizing learning styles of students by providing opportunities for students to develop their potential. The characteristics of the VAK model as follows.

1. Learning model that combines all three learning styles.
2. Trying to develop the students potential and engage students in learning activities maximally.
3. Reaching every student's learning style so that students who have a good capability 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 ability above average.

Steps VAK Model (Visualization Audiotory Kinestetik)

Syntax or steps in the VAK learning the syntax is similar to the learning model SAVI (Somatic, Auditory, Visual, and intellectual). The steps according Ngalimun VAK learning model (2012:76), as follows.

1. Stage of preparation (preliminary activities)

In the preliminary activities to motivate teachers to generate student interest in learning, providing positive feelings about learning experiences that will come to the students, and put them in an optimal situation to make the students better prepared to accept the lesson.

2. Stage Submission (core activities in exploration)

At the core activities of the teacher directs students to find new subject matter independently, fun, relevant, engaging the senses, which accordance with the VAK learning styles. This phase is commonly called exploration.

3. Stage Training (core activities on elaboration)

In the training phase the teacher helps students to integrate and absorb new knowledge and skills in ways that are tailored to the VAK learning styles.

4. Stage performance results (core activities on confirmation)

Stage performances are the result of a phase teachers help students to apply and extend the knowledge and new skills that they get at learning activities so that learning outcomes have increased. In a study to be conducted this study with VAK learning model will be formed study groups were heterogeneous of the three learning modalities.

Descriptive Essay

Descriptive writing (description) is writing that aims to describe or depict something . Description writing can be fiction or nonfiction. Akhadiah (1997:7-30) explains that the word is derived from the word *describere* description that describes or specifies the matter. In terms of the term, the description is an essay that depict or describe the thing so that the reader witnessed or experienced. According Foresmen (1989:199) and Blanchard & Root (1994:57) argues that descriptive is description that describes an object in the form of a person, place, or thing is done in detail certain.

According Suparno and Yunus (2006:4.6), a description in terms of the term, the description is something that depicts something essay form in accordance with the actual situation, so that the reader can *mencitrai* (see, hear, smell, and taste) what was depicted in the image of author . This type of essay intends to convey impressions about something with nature and his movements, or something else to the reader.

Finoza, (2004:197-198) said the description came from the English language description. The word is related to the verb to describe (*paint with language*). In Latin, the description known as *describere* which means ' writing about ' reveal something , *paint something* . According to Spring (2003:41) , the description is that the goal posts provide details or details about the object that can influence sentivity and imagination of the reader or listener as if they went to see, hear, feel, or experience the direct object.

Zainurrahman (2011:45) says that descriptive is mentions character description of an object as a whole, clear, and systematic. Tompkins in Zainurrahman (2011: 45) mentions that the article description is writing as " paint a picture using words". In other words, descriptive used by the author to describe a situation or a situation, object character comprehensively, with rely vocabulary.

The purpose of writing a description by Widyamartaya (1992:2-10) that aims to present a description of the sequence or order of things in a room with a view to presenting in front of the eyes of the reader *fancies* everything seen, heard, tasted, touched, or kissed by the author. Thus, the description is a form of writing that aims to expand the knowledge and experience of the reader by depicting the essence of the actual object.

Similar revealed by Suhendar and Supinah (1997:104) that through the description, one writer tried to move the impressions, observations, and feelings to the reader to disclose the nature and all the



details are there on an object. A description of the object is not just limited to what they see, hear, smell, felt, and touched, but also a description of the author must be able to describe the feelings of the heart, for example feelings of fear, anxiety, reluctance, disgust, love, love, affection, emotion, hate, and so on. Similarly, events that arise on an event, such as the heat of the sun, cold, painful, hot coals, can also be described by a writer.

Through descriptions, researchers move his impressions, observations, and feelings to the reader. he described the nature, characteristics, and details contained in the form of painted objects. something that is described is not only limited to what they see, hear, smell, felt, and touched, but can also be felt by the heart and the mind, such as fear, anxiety, disgust, love, and emotion. So the atmosphere arise from an event, such as the tense atmosphere, the heat of the sun's heat, and full of romance. In short description is attempt to describe something with words that can provoke imagination and profound impression on the reader.

Thus, in a good working description demanded three things, namely a) the ability to speak owned wealth shades and shapes, b) the accuracy of observations and breadth of knowledge about the nature, characteristics, and form of the object described, c) the ability of choosing distinctive details that can the uptake and describe the real.

RESEARCH METHOD

Quasi experimental research method that is used as an experimental research study approach. This research method conducti experimental activities (testing), so the data obtained in the study are taken based on the test results. With this type of subject installation design through the initial test and final test with control group (The Matching Only pretest-posttest control group design). According to Syamsuddin & Damaianti (2006:163), the design of the matching type only pretest-posttest control group pairing by doing research on the subject in the control group and the experimental group. With the initial test and final test.

In conducting this study, the population was taken as follows: (a) based on the purpose, the population is in the author 's ability to teach Indonesian language and literature, (b) based on the target population is the ability of class X students of SMAN 1 Lawang Kidul in teaching descriptive writing, (c) pengajaranya based media, media population is Indonesian language and literature teaching. While the study sample, using purposive sampling technique. The purpose of selecting this technique in order to determine the required sample to achieve the desired goal.

RESULTS AND DISCUSSION

From the data results of the pretest and posttest learning activities writing a descriptive essay, pretest and posttest data obtained by 25 results descriptive writing. Results are given serial numbers of students, then coded (X) for the pretest and the code (Y) to posttest. Pretest was conducted in the begining before the lesson was given. Pretest was conducted to see the ability and students' understanding of the material to be taught. After the pretest performed, followed by learning activities in accordance with the material that had been developed previously. Learning materials are given to the students is aspects of writing with descriptive writing skills. To obtain these capabilities, the authors prepared everything well, whether it's media, or other tools. This serves to facilitate students in understanding the subject matter. Here is the value of the pretest and posttest writie the descriptive.

Table 1 Writing Learning Outcomes pretest and posttest Classes and Class Control Experiment

No	Nilai Kelas Kontrol			Skor Kelas Eksperimen		
	Pretes	Postes	Gain	Pretes	Postes	Gain
1	40	50	10	43	68	25
2	36	61	25	50	85	35
3	34	53	19	41	83	42
4	53	71	18	51	72	21
5	38	66	28	32	63	31
6	46	55	9	38	83	45
7	34	56	22	40	77	37
8	47	59	12	42	62	20
9	52	64	12	38	73	35
10	39	74	35	53	71	18
11	41	57	16	45	78	33
12	50	64	14	46	72	26
13	47	60	13	41	73	32
14	41	64	23	43	71	28
15	37	60	23	51	72	21
16	52	52	0	44	82	38
17	40	50	10	60	75	15
18	52	57	5	52	80	28
19	32	71	39	47	81	34
20	36	74	38	44	79	35
21	40	74	34	53	69	16
22	42	57	15	55	71	16
23	42	67	25	58	85	27
24	36	57	21	44	70	26
25	35	64	29	46	74	28
Σ	1042	1537	495	1157	1869	712
	41,68	61,48	19,8	46,28	74,76	28,48

Improved writing learn outcomes control classes using methods that teachers increased by an average increase of 19.8. The Improvement of classroom teaching experiment results using the VAK model (Vizualization Auditory Kinestetik) with an average increase of 28.48. Thus the descriptive writing student learning outcomes experimental class and control class students increased.

Based on the results of observations conducted towards learning the observer write a descriptive essay VAK model (Visualizationl Auditory Kinestetik) in the first part of the experiment class, namely 1) the introduction: observer observations show that teacher teach and student puts a positive response to the teacher presented. After presented the basic competencies, teachers convey the essence of the problem use VAK model (Visualizationl Auditory Kinestetik). When teachers express the lesson, most students seem to be interested, excited and curious. This is caused in the process of



learning uses the audio-visual media shows the video. 2) core activities: based on observations thoroughly every encounter in writing lesson a descriptive model of VAK (Visualizationl Auditory Kinesthetic), between teachers and students already established communication. Discussions are often held exciting but ethical. Students seemed eager to express their opinions no matter if asked by the teacher about descriptive essays. At this stage, students are asked to practice writing descriptive essays at least two paragraphs, students do it with enthusiasm and complete the work accordance with the specified time. 3) closing: at this stage, the teacher evaluate the entire range of writing descriptive essays VAK model (Visualizationl Auditory Kinesthetic). Students invited to conclude learning materials that have been implemented. Students and teachers discuss about descriptive essay, descriptive traits, characteristics, development patterns, and outline through the video content. The final stage of the overall learning descriptive essay with the VAK model (Visualizationl Auditory Kinesthetic), students were assigned to create a descriptive essay. At the first meeting students descriptive essays that will serve as a baseline reference students' ability in writing descriptive essay VAK model (Visualizationl Auditory Kinesthetic). While the students worked on the essay on the fifth meeting will be data to determine the ability of the students after getting treatment in the teaching of writing descriptive essays VAK model (Visualizationl Auditory Kinesthetic).

In the implementation of writing descriptive essay with the VAK model, there are several obstacles faced by students and therefore contributes to the assessment of descriptive writing, the mastery of the mother tongue influence (local language) it's often resulted, students use the vocabulary in the area of writing activities so that the reader has to think hard to understand the content of the writing. Mastery of grammar and spelling, some students are very weak in the mastery of grammar and spelling, the use of varied vocabulary is minimal. Sentences used mostly ineffective, use capital letters and punctuation.

In addition, regard to the advantages of the VAK model (Visualization Auditory Kinesthetic) were raised by experts, such learning will be more effective, because it combines all three learning styles, train and develop the potential of students who had been owned by a private individual, provide experience directly to students, involve students in finding the maximum and understand a concept through physical activities such as demonstrations, experiments, observations, and active discussions, reach every learning style of students, and students who have a good capability will not be hampered by the weak students in the study because this model is able to serve students requirement who have the ability above average. The statement is accordance with this study, the classroom conditions become more conducive because students directly involved in learning activities so that more effective, students can develop their potential freely due to direct, and students who have a good achievement and poor student able to do the exercises in writing lesson well. Because this model can serve the requirement of students that have the ability above average.

Another benefit VAK model that is fun and exhilarating, so generate interest, motivation, activity, learning and creativity. connected with the statement, learning process by using the VAK model, students seemingly happy and follow the spirit of learning. It was also in line with the results of a questionnaire consisting answer yes and no answers. Many students answered yes to the question regarding the implementation of the VAK model. Therefore, it can be concluded that many students are excited and interested, it is proved by the number of students who answered yes to the statement given. Given statements that fully support the implementation of the teaching of writing descriptive essays using the VAK model.

The weakness of VAK learning model, which will be more effective model of learning is done with not too many students in the classroom, it's 15 to 30 students in a class. In addition, it requires



careful consideration in the preparation of materials to suit the needs of the students and easy to understand.

CLOSING

Based on the findings and the improvement of learning outcomes that have been done show that in general it can be concluded VAK learning model (Visualizationl Auditory Kinesthetic) is effective in improving students' writing skills. VAK Model (Visualizationl Auditory Kinesthetic) the focuses is the process of writing based on the stages of the writing steps, and can provide opportunities for students to actively interact with teachers and peers. In addition, this study provides the opportunity for students to combine their learning style early to building knowledge through visual, audio, and kinesthetic. In particular, several things can be concluded in accordance with the formulation and research purposes, as follows: 1) based on the results of data processing on the first ability (pre-test) students in the experimental class, ability obtained is 46.28. After given the last treatment (post-test) obtained by the students was 74.76. 2) based on the results of data processing on the first ability (pre-test) of students in the control class, ability obtained is 41.68, while the ability result (post-test) in control class, students obtain 61.48. 3) the process of writing lesson a descriptive essay through the VAK model (Visualizationl Auditory Kinesthetic) in class X implemented through three stages of learning. The first phase, students watch the video of the Natural Beauty of Indonesia as an ingredient in preparing essay description. The second phase, implement and pre-writing draft. The third stage, students revise the essay draft, compose essays, edit, and publish the results of a bouquet. 4) there are significant differences from ability of students to write descriptively between the experimental class and the control class.

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