

**MAKING USE OF V-A-K (VISUAL, AUDITORY AND KINESTHETIC)
LEARNING STYLES IN TEACHING WRITING TO JUNIOR HIGH
SCHOOL STUDENTS**

Paper

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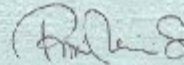
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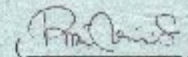
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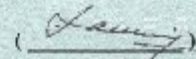
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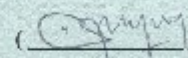
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ABSTRAK

Wulandari, Fitri. 2012. "Using V-A-K (Visual, Auditory And Kinesthetic) Learning Styles In Teaching Writing To Junior High School Students". Makalah. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa Sastra dan Seni. Universitas Negeri Padang.

Dalam pengajaran kemampuan writing di sekolah guru masih menemui hambatan. Hambatan yang sangat klasik yaitu kurangnya kemampuan siswa dalam menulis. Hal ini terjadi karena siswa kurang maksimal dalam mengembangkan ide dan terkadang siswa sulit membahasakan apa yang ada di pikirannya dengan tepat. Hambatan lainnya yaitu kesulitan guru dalam mengajarkan jenis-jenis teks seperti teks deskriptif. Penggunaan media dan teknik yang kurang cocok menjadikan siswa kurang terampil menceritakan sesuatu dalam bentuk tertulis.

Pengajaran menulis teks deskriptif melalui pemanfaatan gaya belajar siswa dapat diterapkan dengan memperhatikan media dan teknik yang tepat. Teknik yang disajikan pada makalah ini merupakan penggabungan teknik yang telah ada sebelumnya. Guru dapat memanfaatkan gaya belajar siswa yaitu *visual*, *auditory*, dan *kinesthetic* dan menerapkan teknik yang sesuai dengan gaya belajar tersebut masing-masing di dalam *pre-teaching*, *whilst-teaching* dan *post-teaching*. Dengan memilih media dan teknik yang tepat akan membuat pengajaran menulis menjadi menyenangkan bagi siswa. Guru juga bisa mengarahkan siswa untuk terampil menulis sesuai dengan gaya belajar siswa. Siswa juga tidak akan merasa terpaksa dalam menulis karena guru menggunakan media dan teknik yang tepat dalam pengajaran. Penulis mengelompokkan sejumlah kegiatan yang berbeda dalam *pre-teaching* yang menekankan pada gaya belajar visual, *whilst-teaching* terhadap gaya belajar auditory dan kinestetik.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In recent years, English has become one of the essential subjects for students. Students are expected to be able to use English not just orally but also in written form. They are hoped to learn this language and apply it in their daily life. As mastering the language, the students also have to master the four skills of the language. They are listening, speaking, reading and writing.

From all of the skills above, writing is the most difficult skill to be mastered. Harmer (2008: 31) states that from those four language skills to be taught at schools, writing is the most difficult for the teachers and students. This skill is difficult because it needs the ability in the elements of language itself and the elements of the contents of the writing. The language use and the content of the writing have to be developed together in order to produce the good writing.

Based on an oral interview with an English teacher at SMP N 3 Bukittinggi, about teaching writing at the junior high school, it was revealed that she tended to use discussion in teaching writing text. She seldom used other methods. Besides, she rarely used the media rarely and gave the example only in her teaching process. It effected the students' motivation in writing a text. She also told that the difficulties in teaching writing were also caused by students' errors in spelling and she had no enough time to practice it in maximal way.

From the interview of students in the eighth grade, it was found that they feel difficult to write English text because of several factors. First, they are difficult to find the ideas, even if they have found it they difficult to develop it. Second, they are lack of vocabulary so that they find it difficult to transfer their ideas from their native language. Third, they have already set in their mind that writing is difficult thing to do that they hard to begin it. Based on the phenomenon above, it is very clear for us that teacher need to find the solution to make the teaching writing process become innovative, active and variety. Teachers have to create a fun learning process for the students in order to make them to be able to write a better English text.

There are a lot of models that teacher can use in teaching writing. One which is categorized new model is Quantum learning. Quantum learning is the changing of learning process with the entire atmosphere involves all of the connection, interaction and diversity which maximise the process of learning (DePorter: 1992). From that learning model, learning process is hoped to be more meaningful for the students. The learning process happens in natural way because students do and experience. They do not only get the knowledge from the teacher. This model of learning offers learning strategies that will make the students become more active and creative.

In Quantum learning, one of the learning styles that can facilitate the students in understanding the information and transfer it into the writing form is VAK(Visual, Auditory and Kinesthetic) learning style. Every people have their own tendency in absorb and process the information. Some of students are better in visual, auditory or kinesthetic in learning something. But in this Quantum learning, we combine these

three aspects and apply it in the learning process. The purpose of this learning style is to balance the students learning style itself and it will make students process the information they found effectively.

By making use of VAK learning styles, teachers are assumed to make the better learning process for the students. VAK learning style in teaching writing is emphasizes the fun condition in learning, explores students' basic knowledge and leads them to their personal learning style to process the information. Making use of VAK learning styles in teaching writing is assumed to make teacher create a good atmosphere in teaching writing. Moreover, students are expected to enjoy the writing process and they will write the text actively also creatively. From the assumption above, the writer discusses how to apply this technique in teaching writing to junior high school students.

B. Limitation of The Problem

The problem discussed in this paper is limited on the use of V-A-K (Visual, Auditory, and Kinesthetic) learning styles in teaching writing for junior high school students.

C. Formulation of The Problem

The problem of the study is formulated into the question “How do the teacher make use of the V-A-K (Visual, Auditory, and Kinesthetic) learning styles to teach writing to junior high school students?”

D. Purpose of The Paper

This paper is expected to provide the information for English teachers in teaching writing text by using V-A-K (Visual, Auditory, and Kinesthetic) learning styles. It is hoped to be useful for teachers to make teaching and learning process become interesting and effective. Furthermore, considering students' learning styles will be very helpful for teacher to deliver the information about writing the texts. It is expected to give teacher ideas to make the learning process become interesting and not boring for students.

CHAPTER IV

CONCLUSION

A. Conclusion

Combining the appropriate activities is the key of making use of VAK learning styles in teaching writing to junior high school. Teacher need to use several classroom activities to access students VAK learning styles. Ideally, this technique is appropriate for the first meeting. In the first meeting teacher introduce a kind of text that will be written by the students. Teacher has to arrange the appropriate classroom activitie to support students VAK learning styles.

Making use of VAK learning styles in teaching writing to junior high school is essential things to be considered in classroom teaching process. Through learning styles teacher can access students basic abilities and guiding them to use it naturally in teaching writing text. It is better to attract the three of learning style; visual, auditory and kinesthetic than emphasize it to the certain learning style. Combining them will really help the process of teaching writing. Using visual, auditory and kinesthetic, means that students learn writing text by *see* it, *hear* it and *do* it.

B. Suggestions

Based on the implementation of making use of VAK learning styles in teaching writing that have already discussed before, this paper proposes some suggestions for teacher to apply in the classroom. First, this technique also appropriate for the higher level; senior high school and it is suggested to use VAK learning style in this level. Second, applying VAK learning style is not an easy task to do. Teacher need to be

patient at the beginning until teacher get used to it. Third, this technique also can be applied in other english learning skill; listening, speaking, writing. The important key is teacher has to use and combine the classroom activities based on curriculum and students needs. Fourth, teacher need to maximise the function of media in teaching because this technique cannot be separated with the role of media in teaching writing.

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