THE EFFECT VISUAL, AUDITORY, KINESTHETIC LEARNING MODEL ON THE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT EIGHTH GRADE OF MTs AL-WASLIYAH MEDAN KRIO

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirement for Sarjana Pendidikan

BY:

ENDANG UTARI SITORUS

34.14.4.010

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Adviser I   **Adviser II**

Dr. Didik Santoso, M. Pd   **Utami Dewi, SS., M. Hum**
NIP. 19660616 199403 1 006   **NIP. 19820227 200801 2 009**

DEPARTMENT OF ENGLISH EDUCATION

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ABSTRACT

ENDANG UTARI SITORUS (34144010). THE EFFECT VISUAL, AUDITORY, KINESTHETIC LEARNING MODEL ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT EIGHT GRADE OF MTs AL-WASHLIYAH MEDAN KRIO

Keyword : Students' Achievement, Writing Recount Text, VAK Learning Model

The aim of this research is to shows the effectiveness VAK learning model in teaching writing recount text which was observed and analyzed from students of eight grade at MTs Al-Washliyah Medan Krio. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students at eight grade of MTs Al-Washliyah Medan Krio. This study was conducted with two groups, namely experimental and control class. Then the researcher taught in the experimental class by using VAK learning model and control class taught by using direct learning model. After treatment, the researcher gave the post-test to both of classes. The score of post-test were collected from written test. After the calculated by using t-test formula, t_{count} value was 3,95 and t_{table} was 2,204. In this research, the calculation of the scores by using t-test with the degree freedom (df) = 38 at the level of significance 0.05; that the critical value is 2,024. The result of calculating the t-test shows that t_{count} is higher than t_{table}.. It shows that the alternative hypothesis (Ha) is accepted. So, it means that there is significant effect of VAK learning model on students' achievements in writing recount text.

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بسم الله الرحمن الرحيم

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This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers' Training, State Islamic University of North Sumatera (UIN SU).

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Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan,   August 2018

Endang Utari Sitorus
34.14.4.010

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of teaching writing according to *Kurikulum Tingkatan Satuan Pendidikan,* is that the Students are expected to be able to use both in oral and written communication as the basic knowledge for the further study. Referring to it, purpose of writing for the Junior High School is to encourage the students to write some of kinds of texts in the form of functional texts (advertisement, brochures, personal letters, announcement and notice) and simple monolog texts are descriptive, recount, narrative, procedure and report.

The students` achievements in English writing for Junior High School are hopefully to achieve a minimum passing grade. Furthermore, the students are expected to write sentences in English well accordance with the correct English grammar. The students are also expected to be able to recognize five basic tenses that they can form a correct sentence based on circumstances and situation in the sentences and they are expected to be able to place tenses with the sentence that they make and they can use the appropriate vocabulary in the sentence. So that, they can explore their idea, feeling, and information in writing form.

Based on the explanation before, this study focuses on recount text that must be mastered by students in learning English. Theoretically, according to Knapp and Watkins recount text has a basic form of sequencing units of information or a series of events.[1]

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[1] Peter Knapp and Meghan Watkins, (2005), *Genre, Text and Grammar: Technologies for Teaching and Assessing Writing*, Sydney: University of New South Wales, p. 223

In the process of writing, the students need to focus on designing the strength and weakness on topic, organization, the content, grammatical mistakes, unity and coherence of the entire paragraph and also the supporting sentences related to other line to have a good writing. It is clear that writing skill is important but in fact the teaching of writing is not successful yet. It can be seen from the learners' performances in writing and their responses towards writing.

Based on the preliminary observation of Grade VIII-3 of SMP Negeri 3 Secanggang and by interviewing the English teacher, from 38 students it is found that there are 17 students still could not pass the minimum standard competence (KKM) which is applied by school for English lesson. The score of minimum standard competence is 75.

There are many factors influencing the students lack in writing namely; internal and external factors. The internal factors are interest, motivation, less practice, and IQ. The external factors are environment, strategy, teacher, method, and media. Therefore, the writer found that students are difficult to write texts in English. This difficulty was caused by some problems.

First, the students spent a great deal of time in copying the examples rather than expressing their own ideas creatively. It is difficult to students because they did not have any ideas and information, and minim vocabulary. In this kind of situation, the teacher has important role to assist the student and make the students motivated and enjoyable to learn by using interesting teaching methods.

Second, there are differences of students' characteristics such as aptitude, good learner styles, language levels and individual variations. In the context of language learning, understanding the way students' learn, especially in their

learning style, is the key to educational improvement, it will lead to the improvement in the lesson planning, the learning process, and the outcomes of language learning itself. In relation to that the teacher are suggested to know how his or her students learn to find teaching method that creative fun-learning activity and suitable for students.

To get effective classrooms the teaching strategies are needed. However not all teaching strategies are applicable for writing. As a teacher, we have to aware of our students' learning style preference, they are more likely to make an effort to accommodate these differences.

One of the approaches which able to overcome the complication of students' writing achievement is VAK learning model. VAK learning model is an approach and development for *Quantum Learning*. This VAK learning model consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of meta cognitive skills such as situation analysis, self-facing, 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.[2] Visual learners learn visually by means of charts, graphs, and picture. Auditory learners learn by listening to lectures. Kinesthetic learners learn by doing, touching, working and movement.

Based on the background above, the writer is interested to conduct research with the title "The Effect of Using VAK Learning Model on Students' Achievement in Writing Recount Text". Hopefully the using of VAK learning

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[2] Dunn and Dunn in Bobby Deporter, (2007), *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan, Terjemahan Alawiyah Abdurrahman*, Bandung: Kaifa, p. 89

model can be one of effective learning material than can significantly improve students' achievement in writing recount text.

B. The Identification of the Problem

Based on the background of the problem, the low achievement in writing recount text of the students could be found by the external and internal factors. The internal factors were: 1) The students' interest still low in studying English. 2) The students' achievement in writing recount text is still low. 3) The students were difficulty in understanding the generic structure and language features of recount text. The external factors was teacher always use conventional method.

C. The Limitation of the Problem

The limitation of the problem in this research is focus on the using of VAK learning model in teaching of writing recount text.

D. The Research of Problem

Based on background of the study, the problem was formulated as the follows: "Is there significant effect of using VAK learning model on students' achievement in writing recount text?"

E. The Objective of the Study

In relation to the problem above, the purposes of the study was intended to derive whether there is a significant effect of using VAK learning model on students' achievement in writing recount text

F. The Significance of the Study

The findings of this study are expected to be useful theoretically and practically

1. Theoretical Significance

This study is significant for science development, especially in teaching writing recount text

2. Practical Significance

Practically, this study is useful for: (1) The students, to improve their achievement on writing by matching their own learning style and use appropriate ways to develop their skills by themselves. (2) The English teachers, as a reference to improve the students` achievement in writing recount text and give information about responding to students` learning style and strategies that plays an important role in the successful learning. (3) The headmaster is expected to suggest the teachers of English to use VAK learning model. (4) Other researchers, who are interested in doing further VAK Learning Model research so improve students` achievement in writing recount text

CHAPTER II

REVIEW OF LITERATURE

A. Literature Review

In conducting a research, theories are needed to explain some concepts applied concerning to the research. The concepts made clear from the start to the end order to avoid possible misunderstanding between the writer and the reader about the ideas conveyed. The concepts and terms used will be presented in the following parts.

A.1. The Students' Achievement in Writing Recount Text

A.1.1. The Students' Achievement

Arikunto states that achievement is an ability or vivid capability which has been owned by individual after going through a certain experience or when it is applied by individual after going through a certain experience or when it is applied by individual certain condition.[3]It means that an achievement is the process of achieving something which someone has succeeded in doing, especially after a lot of effort. Achievement itself is something that has been accomplished by hard work, ability or heroism.

Tinambunan defines achievement is result of an activity that has been done, created both individually and group that emphasize one designed to measure a students' grasp somebody of knowledge or proficiently in certain skill.[4]. For that, it is understood that the achievement is the result of an activity that has been done,

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[3] Suharsimi Arikunto, (2010), *Prosedur Penelitian,* Jakarta: Rineka Cipta, p.54
[4] Wilmar Tinambunan, (1988)*, Evaluation of Student Achievement,* Jakarta: Depdikbud, p. 149

created, pleasing, obtain with tenacity the way of work, either individually or in group in certain activities

Based on the theory above it can be concluded that achievement in writing can be achieved by making a good effort in the teaching and learning process. The students are achieving when they acquire the knowledge, skills, and attitudes that will prepare them to lead happy and successful lives. The students' achievements are concerned with they have done in relation to a particular course, program or material. They usually come at the end of program, and are deliberately based on the content covered in it. In order to improve writing achievements, both students and teacher should work together to communicative and creative in class. Good effort such as making prepared lesson plan and providing appropriate strategy for the teaching and learning process can help the students study writing effectively.

So, the students' achievement is the result had been achieve or acquired form of the subject child. It added that the students' achievement is the result of which resulted in changes within the individual as a result of activity in learning. In other words, the students' achievement is result or level ability that has been achieved by the students after attending a teaching-learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed and then realized in numbers or statements.

A.1.2. Writing Recount Text

A.1.2.1 Writing

Writing is a process of sharing information, message, ideas, or thought in grammatical correct sentences. Writing as one of four language skills is

considered a difficult skill and it is also a difficult subject in the school. It is because students have to produce a text by using English correctly according to the grammatical correctness. The students have to write what they think in their mind and state it on a paper by using correct procedure, in recount text for instance. Writing also needs series practices to develop this skill. It cannot be achieved in one time learning only.

Harmer states that writing is a way to procedure language and express ideas, feelings, and opinion.[5] He also mentions that writing involves planning what we are going to write. First, is drafting. Next is reviewing and editing what we have written and producing a final version. Writing as a form of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of the readers and efficiently communicates the writers' message.

Furthermore, Peha states that writing is the communication of content for a purpose to an audience.[6] Therefore, writing can be said as a process giving and putting idea or message into word. In short, the successfulness in writing is depending on how much the readers can understand what the writers mean. So, to be a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in his writing.Writing is one of the most powerful communication tools you will use today and for the rest of your life. You will use it to share your thoughts and ideas with others and even to communicate with yourself. Journals, class notes and

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[5] Jeremy Harmer, (2004), *The Practice English Teaching,* New York: Longman, p.31
[6] Steve Peha, (2010), *The Writing Teacher's Strategy Guide,* Teaching that Makes Sense, Inc, p.58

shopping lists are just a few of the ways you can use writing to help you remember facts and details. Even after you have finished your last school assignment, writing will still be part of your daily business and personal life.[7]

Another expert such as Langan states that writing is indirect communication which we transfer our thought and felling grammatical and vocabulary with symbol written, other words writing is transferring oral language into written language.[8] It means that writing deals with the content. It can be said that writing is converting oral to written language according to grammatical correctness. Writing also deals with the basic purposes of writing by conveying and exploring our thought and felling.

Meanwhile, Meyers states that writing is a way to produce language that the writers do natural when they speak.[9] Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. Palmer states that writing is recursive.[10] It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether.

Boardman states in Linarti's et.al research that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.[11] It means that writing is

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[7] Ruby Level, (2001), *Writing and Grammar*, USA: Prentice Hall, p.3
[8] John Langan, (2001), *College Writing Skills With Reading,* New York: McGraw-Hill Higher Education, p.76
[9] Allan Meyers, (2005), Gateways to Academic Writing; Effective Sentences, Paragraph, and Essay, New York: Longman, p.2
[10] Barbara C, Palmer, (1994), *Developing Cultural Literacy Through The Writing Process*, USA: Longwood Professional Book, p.5
[11] Hesti Linarti, Bambang Wijaya, Luwandi Suhartono, (2012), *Teaching descriptive Text Writing Trough Photograph as AMedia*, Tanjungpura University Press,Published Thesis

complex activity in our mind in processing and creating sentences in the papers. It is like Palmer's said, writing is recursive. It goes back and forth we plan a little, put words on paper, stop plan when we want to say next, go back and change a sentence, or change their minds altogether.

According to Byrne, writing refers to the skills in using graphic symbol that is letters or combinations of letters which relate to the sound we make when we speak.[12] It means that writing is a capability of producing a sequence of sentence arranged in a particular order of linking them in certain ways. The sequence maybe very short (perhaps only two or three paragraph) but because of the way the sentences have been put in order and linked together, they form a coherent whole that we call by the text.

Writing is an activity in which a person represents one's experience in the medium of written expressions using acceptable linguistic form.[13] Writing is the organization of our sentences into a text, into a coherent whole which is as explicit as possible and complete itself, that is able to communicate successfully with our reader through the medium of writing.[14]

The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen.The writing process includes prewriting, composing, revising, editing, and publishing.[15]It is an expression form of someone that pours it in form of letter.

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[12] Donn Byrne, (1988), *Teaching Writing Skill,* New York: Longman, p.1
[13] Sanggam Siahaan, (2008), *Issues In Writing*, Yogyakarta: Graha Ilmu, p.215,
[14] Donn Byrne, (2002), *Teaching Writing Skill*, Singapore: Logman, p.1,
[15] UtamiDewi, (2013), *How to Write,* Medan: La-Tansa, p. 2

Because of that, writing process need much time to think about what ideas that people will develops in their written and it's 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.[16]

Writing included the mental work or inventing ideas, thinking, about how to express them, and organizing them into statements and paragraph that will be clear.[17] Writing also used as one of way to communicate in our daily life. When we write we have the purpose of why we write. Writing is a productive skill. It can help the students learn English because it reinforces the grammatical structures, idioms, and vocabularies that they have learnt. Furthermore, learning English does not only mean to speak that language but also to communicate with other people in written form.

In Islam, writing is also one of the important skills that should be learnt. The writer is needed to make agreement about Islamic rules. This based on the verse in holy Qur'an (Al-Baqarah : 282) that says:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُسَمًّى فَاكْتُبُوهُ ۚ وَلْيَكْتُبْ بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ ۚ

وَلَا يَأْبَ كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ ۚ فَلْيَكْتُبْ وَلْيُمْلِلِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا

يَبْخَسْ مِنْهُ شَيْئًا ...ۚ

"Believers! Whenever you contract a debt from one another for a known term, commit it to writing. Let a scribe write it down between you justly, and the

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[16] Joyce Armstrong Carrol, Edward E, Wilson, Gary Forlini, 2001, *Writing and Grammar Communication in Action Platinum Level,* United Stated of America: Prantice Hall, p.3

[17] David Nunan, 2003, *Practical English Language Teaching, First Editing,* New York: McGraw-Hill, p.88

scribe may not refuse to write it down according to what Allah has taught him; so let him write, and let the debtor dictate; and let him fear Allah, his Lord, and curtail no part of it....” (Q.S. Al-Baqarah : 282)[18]

Based on the verse Al-Baqarah, described that even write debts is important in order there is no contradiction of each other, and two write everything do not perfunctory but must be used good manner. Allah also commands to write, because not all of people have strong memorized and the best reminder is writing. It is important as a learner to know how to write correctly because writing will use full in daily life.

In Hadits our prophet Muhammad SAW (peace be upon him) as explained by Albaaniy in Silsilah As-Shahihah no. 2026:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

“Tie knowledge with the book (by writing it)”.

In other hadits our prophet Muhammad

حَدَّثَنَا وَكِيعٌ، عَنْ أَبِي كِيرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ، قَالَ: " إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَئِطِ

“Have told us Wakii, from Abu Kiiran, he said: I heard Asy-Sya’biy said: “When you hear something (knowledge), record or write it even though in the walls.”(H.R Abu Khaitsamah in Al-Ilmu no.146)

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[18] Abdullah Yusuf Ali, (1987), *The Holy Quran (Koran),USA: King Fahd Holy Quran Printing Complex, p.21*

Based on the Hadits above described that the students should be spirit of remembering or memorizing what he has learned, either by rote in in the chest or by writings. Indeed, man is a place forgotten. Then if he was not eager to repeat the lessons he got, the science has achieved could be lost in vain or he will forget it.

At the time of Rasulullah even encouraged to write knowledge that he had heard, even though in the walls. In order that, they was not forgot and recalled. It means that writing has important role in human life.

The stages of writing process according to Gardner and Johnson namely: (1) Prewriting is planning and idea-gathering stage. Prewriting is anything you do before you write a draft of your document. It include thinking, taking notes, taking to others, brainstorming, outlining, and gathering information (e.g. interviewing people, researching in library, assessing data).[19] Prewriting includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.[20](2) Drafting refers to time spent composing a rough draft.[21] In the drafting phase, you fulfill the promise you make in the introduction where you state the main idea. You dive in and present your arguments and evidence in full, remembering that the first draft is rarely the last.[22](3) Revising is the process of improving the draft. Revising means rewriting a paper, building on what has been done, to make it stronger.[23] Revision requires critical thinking. Revision works best when you have some time to let your writing sit. You will be better able to

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[19] Dewi, *op.cit.,* p.12

[20] Platinum Level, (2001), *Writing and Grammar*, USA: Prentice-Hall, p.2

[21] Dewi*, lop.cit.,* p.13

[22] Capella University, (2011), *The Writing Process*, p.2. Accessed on April 11st 2018, 7.31 A,M. Retrieved from *(http://www,capella,edu/onlineWritingCenter/TheWritingProcess,pdf)*

[23] John Langan, (2004), *Sentence Skills Form B*, USA: McGraw-Hill, p.23

look at your writing with a reader's eye if you can put it aside for a day or two before working on it again. If drafting is for the writer, revision is for the reader. During revision you consider your writing from your audience's point of view. In fact, to revise means literally to "re-see" or "re-look" at your writing. You may need to change the order of your information, expand certain sections, or cut details in others. Often, you will need to go back to the drafting stage and re-word parts of your paper. Revising is NOT editing! Save the spelling, grammar and sentence fixes for later. Revision means looking at a paper like an outside critic and finding opportunity for cutting, adding to, reordering, or rewording a draft. It requires writers to reconsider the big picture of their drafts.[24] (4) Editing is the process of adding to and refining what you have written, rather than starting again. Editing will make your writing more precise and easier to understand (not necessarily shorter, but clearer). While revising focuses mainly on making your content clear for your readers, editing focuses on making your documents meet the following: grammar, sentence structure, word choice, punctuation, capitalization, spelling, citation and document format.(5) Publishing is accomplished in wide variety of ways when the work is in final form. The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book personal portfolio, or send their work to local newspapers or children's magazine for publication.

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[24]Capella University,*op.cit*, p.28

The one of product in writing skills is recount text. Recount text is a text which retells events or experience in the past the purpose of recount text is to list and describe past experience by retelling events in which they happened in chronological order. The events in the recount are the main element in composing the text. However, it just focuses on the events themselves. It does not include the conflict inside.

As a conclusion, it can be assumed that writing is a process of putting thoughts and ideas in words into sequence of words, combining sentences 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.

A.1.2.2. Recount Text

A recount text is retelling or recounting of an event or an experience or recount is a text that retells events or experience is what we do, feel, hear, read, even what we dream. Simply recount is defined as a type of text made in order to give information about the past activities. A recount retells past events in the order in which they happened.[25]

In terms of written text, the past activities are designed and wrapped as a recount text. It is not similar to narrative genre. Narrative tends to be fictitious while recount tells something real or factual in the past. It is stated that the recount

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[25] I WayanDirgeyasa, 2014, *College Academy Writing : a genre based perspective*, Medan: Unimed Press, p. 16

writing consist of orientation, setting the scene, sequence of events in the order which they happened, and (optional) a final personal comment or reflection.[26]

In line with the concept above, basically, the social function or purpose of recount is to inform and describe past experience by retelling events in the order which they happened. Recount is used to retell events for the purpose of informing or entertaining. Recount is written to tell events with the purpose of either informing or entertaining their audience (or both). In addition, the word 'event' here means something real and factual or even imaginative.[27]

In more comprehensive definition, recount text can be classified into three categories such as personal recount, factual recount, and imaginative recount. Each of them has specific characteristics and details.Personal recountis usually tells an event that the writer was personally involved in.Factual is records an incident, e.g. a science experiment, police report.Imaginative recountis writing an imaginary role and gives details of events, e.g. a day in the life of pirates; how I invented…

The text focuses on a sequence of events all of which relate to a particular specific event. Recounts generally follow a structure of:[28] (1) An orientation which gives the reader background that is needed to understand the text e.g. who, where, when, etc. (2) A series of events helps the recount unfold in a chronological sequence. (3) A reorientation or personal comment to conclude the recount (these personal comments may be throughout the text also especially in reflective writing).

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[26] Ibid,, p. 25
[27] Ibid,, p. 26
[28]Dewi Masitoh, (2017), *Buku Klasik Kekinian Lengkap Sistematik Bahasa Inggris,* Yogyakarta: Cakrawala, p. 2

Language use in recounts often varies depending on type. General features include: (1) Specific people or places. (2) Past tense. (3) Linking words to do with time

Comprehension can be affected by the following types of language use: (1) Personal responses (evaluative comments) on events in personal recounts. (2) Details are often included to add interest or humor but may make it difficult for a reader to follow the chronological order. (3) Factual recounts often select details and reconstruct a point of view from one perspective although mentioning personal feeling is not included (inferences and critical literacy skills are needed in these types of texts). (4) Descriptive details might load the sentence or link ideas together to make complex sentences and explanations and justifications may be littered throughout the text. (4) Historical recounts may contain information, terminology or expression that is assumed knowledge.

A. 2. The Visual, Auditory, Kinesthetic Learning Model

A.2.1. The Definition of VAK Learning Model

VAK learning model is a learning that emphasizes that must utilize the sensory tools that students have. Learning with visual, auditory and kinesthetic is a learning that utilizes the learning style of each individual with the aim is all the students' styles are fulfilled.VAK (Visual, Auditory, Kinesthetic) are the three modalities possessed by every human being. The three modalities are then known as learning styles. Learning styles are a combination of how one can absorb and then organize and process information.[29]

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[29]Bobbi DePorter & Hernacki, (1999), *Quantum Learning,* Bandung: Kaifa, p.112

This learning model assumes that learning will be affective by taking into consideration the potential of students that is utilizing students' potential by training and developing it. So the Visual Kinesthetic Visual Learning model (VAK) is a learning model that combines the three learning styles (seeing, hearing, and moving) of each individual by harnessing the potential they have possessed by training and developing it, so that all student learning styles are met.

Visual, auditory, kinesthetic or VAK learning model is a learning model that makes students easy to understand the material taught by the teacher because it optimizes the three learning modalities. Learning with this model emphasizes a direct and enjoyable learning experience for students. Experience learning directly by remembering (visual), learning by listening (auditory), and learning with motion and emotion (kinesthetic). Learning is done by exploiting the potential of students who have owned by training and developing it.

Brown states style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristic 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 student to another students 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.[30]

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[30] H, Douglas Brown, (2000), *Principle of Language Learning and Teaching, Fourth Edition, Longman*, p.112

Visual learning style learns through seeing and making mental images such as chart, graphs, maps, drawing, diagrams, display, demonstration and handouts.Brown state that visual learner tend to prefer reading and studying charts, drawing, and other graphic information.[31]

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.[32]

As relevance to explanation above, according to DePorter et al explain that auditory learners are better to teach by making the word they have to learn into rhymes, raps and songs. Using music and singing the concept that they have learned.[33]

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 like 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, process knowledge through bodily sensations.[34]

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[31]Ibid, p.122
[32] Brown, *op.cit,*, p.122
[33]Deporter, *op.cit,*, p.85
[34] Harmer, *op.cit,*, p.47

A.2.3 The Principle of VAK Learning Model

Due to the VAK learning model in line with the accelerated learning movement, the principles are also in line, as follows: (1) Learning involves the whole mind and body. (2) Learning means to be creative instead of consuming. (3) Cooperation helps the learning process. (4) Learning takes place on many levels simultaneously. (5) Learning comes from doing the work itself with feedback. (6) Positive emotions greatly help learning. (7) Brain-image absorbs information directly and automatically.

A.2.3. The Design of VAK Learning Model

VAK is a popular pedagogical approach centered on the use of three main sensory receivers that are visual, auditory and kinesthetic to determine the dominant learning style of an individual.

This learning models, provides an opportunity for learners to learn directly freely using the modalities it has to achieve effective understanding and learning. In the implementation of VAK learning model, allowing teachers to utilize various learning media that can make the learning process more attractive to learners.

Then, in learning with the application of VAK learning model, the activities are focused on providing direct experience with learning including visual, learning by hearing and learning with motion and emotion. This is in accordance with the characteristics of English subject where the learning process is not just rote to a collection of concepts alone but done with a simple investigation to find the concepts of learners itself that must be mastered. Thus learning will be more

meaningful so that learners are better able to understand the material as a whole is not limited to mere material memorization.

A.2.4. The Procedure of VAK Learning Model

VAK learning model can be planned and classified into four stages: (1) Stage of Preparation (Preliminary activities). In preliminary activities, teachers provide motivation to arouse students' interest in learning, give positive feelings about future learning experience to the students, and put them in optimal situations to make students better prepared for the lesson. (2) Delivery Phase (Core activity on exploration). In this activity the teacher directs students to discover new subject matter, independently, fun, relevant, involving the five senses, which is in accordance with the learning style of VAK. This stage is called by exploration. (3) Training Stage (Core activity on Elaboration). In this step, teachers help students to integrate and absorb new knowledge and skills in way that are tailored to the VAK learning model. (4) Phase Appearance of Result (Core activity on confirmation). The performance stage of the result is the stage of a teacher assisting students in applying and extending the new knowledge and a kills they acquire, on learning activities so that the learning outcomes increase

A.2.5. The Advantage and Disadvantages of VAK Learning Model

Advantages of VAK learning model follows: (1) Learning will be more effective, because it combines all three learning styles. (2) Able to train and develop the potential of student who had been possessed by each individual. (3) Bring up a better learning atmosphere, attractive and effective. (4) Provide hand-

on experience to students. (5) Being able to maximally engage students in discovering and understanding a concept through physically activities such as demonstrations, experimentations, observations, and active discussion. (6) Being able to reach every student's learning style (7) 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 learning model is that many people are not be 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.

B. Relevant Study

There are some researchers that conducted a research about writing used VAK learning model in their study. Here are relevant studies of Visual, Auditory and Kinesthetic learning model:

1. Sitorus[35] conducted a research about "Pengaruh Model Pembelajaran VAK (Visual, Auditori, Kinestetik) Terhadap Kemampuan Siswa Kelas VIII SMP Negeri 2 Porsea. The aim of this study is to know the significance effect of VAK learning model in teaching writing. In her study she found that the VAK learning mode was significantly affect the students' achievement in writing. The pre-test score was 66,83. After using VAK learning model, the post-test was 75,50. The statistical hypothesis was done by using "t-test". Based on the calculation, her study got t_{count} was $2,95 > t_{table}$ $2,04$ so the H_o was

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[35] Fenny Hermina Sitorus, (2012), Pengaruh Model Pembelajaran VAK (Visual, Auditori, Kinestetik) Terhadap Kemampuan SiswaKelas VIII SMP Negeri 2 Porsea, UNIMED Press, Published Thesis

rejected. It means that VAK learning model was effective in teaching writing. The students need to know their own learning style and also it hope could be improving their achievement in learning English writing.

2. Suhara[36] conducted a research about "Keefektifan Model VAK Dalam Pembelajaran Menulis Deskriptif Siswa Kelas X SMA Negeri 1 Lawang Kidul". The aim of this research is to shows the effectiveness VAK learning model in teaching writing descriptive text. In her study she found that mean score of experimental class is better than the mean score in control class. The statistical hypothesis was done by using "t-test". Based on the calculation, her study got t_{count} was 9,83>t_{table}2, 00 so the H_o was rejected. The result shows that VAK model is more effective in teaching writing especially descriptive text.

3. Husna[37] conducted the research entitled "The Effect of Using Visual, Auditory and Kinesthetic (VAK) Learning Model on Students' Achievement in Writing Recount Text". This study deals with the application of visual, auditory and kinesthetic learning model on students' achievement in writing recount text. It was conducted by using experimental research. The objective of this study was to find out whether the significantly effected VAK learning model in students' writing achievement. It is found that scores of the students in the experimental group were significantly higher than the scores of the students in the control group. Based on the calculation, her study got t_{count}2,39

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[36] Alfa Mitri Suhara, (2013), Keefektifan Model VAK Dalam Pembelajaran Menulis Deskriptif Siswa Kelas X SMA Negeri 1 Lawang Kidul, Published Thesis: UPI Bandung.

[37] Halimatun Husna, (2012), The Effect of Using Visual, Auditory and Kinesthetic (VAK) Learning Model on Students' Achievement in Writing Recount Text, Published Thesis: UNIMED

$>t_{table}$ 1,99, it means that VAK learning model has a significant effect on students' achievement in writing text.

C. Conceptual Framework

VAK learning model is effective than conventional learning model in teaching writing because it enables the students to maximally engage students in discovering and understanding a concept through physically activities such as demonstrations, experimentations, observations, and active discussion.

Mastering writing is not easy thing. Writing should be organized effectively and include aspects such as content, organizational, vocabulary, grammatical use and mechanical consideration such as spelling and punctuation. Indeed, when they have learnt skill of writing and felt confident about constructing a certain genre of the text, they can begin to develop writing in good phrases to communicate with people who will read and understand the message.

To get effective classroom the teaching strategies are needs. However not all teaching strategies are applicable for writing. Teacher should have known that individual students have particular strengths and weakness which can be built upon and enhanced through effective instruction.

The simplest and most common way of identifying different learning style is based on the senses namely VAK model. This framework described learners as visual, auditory and kinesthetic. Visual learners most effectively process visual information, auditory learners understand best through hearing and kinesthetic learners learnt by touch and movement.

VAK learning model are used to guide this study, particularly to help the students' understanding and increase the effectiveness in writing. The use of VAK learning model will assist students in developing knowledge/ideas about writing recount text based on students' way in learning.

In conclusion, by identifying students learning styles, it can help teachers understand how the students perceive and process information in different ways and complement his or her instruction to student's preferred way of learning which often become as predominant learning style. It is also important for teacher to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.

D. Hypothesis

Based on the theoretical and conceptual framework, the researcher formulated a hypothesis in this research:

H_0 : there is no significant effect of using VAK learning model on students' achievement in writing recount text

H_a : there is a significant effect of using VAK learning model on students` achievement in writing recount text

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of The Study

This research was conducted at Madrasah Tsanawiyah Al-Washliyah Medan Krio 2017/2018 academic year.

B. Population and Sample

1. Population

Population is a generalization region consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions.[38] Population of this research was second grade of MTs Al-Washliyah Medan Krio 2018/2019 year academic. There are 7 parallel classes, and total number of students 324 students.

2. Sample

Sample is the process of selecting a number of individual or group (objects of research) for a study such the individual or group (the object of study) is representative of a larger group on the selected object (population).[39]

In selecting the sample, this study will use Multistage Cluster random sampling that used with a lottery technique. This technique will be done by writing each class number on a piece of paper that placed in a box. Then the box

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[38] Sugiyono, (2017), *Metode Penelitian Pendidikan (Pendekatan kuantitatif, kualitatif dan R&D), Alfabeta,* p.117

[39] Sumanto, (1995), *Metodologi Penelitian Sosial & Pendidikan,* Yogyakarta: Andi Offset, p.39

shaken and slips are obtained from the box until the number of a class that selected.

After doing the random sampling technique, the sample of the research are class VIII-2 which consists of 21 students as the experimental group, while class VIII-1 which consist of 21 students as a control group taken to represent the entire population. The experimental group will be taught by using VAK learning model while the control group will be taught without using VAK learning model.

C. Research Method

Research method is strategy to arrange the setting of the research in order to get valid data. Creswell states that "research is a process of steps used to collect and analyze information to increase our understanding of a topic or issues."[40] From definition above, it is clear that research method is the way to conduct a research. Therefore, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

The method of this research is an experimental research method using Post test only. According to Ary et.al an experimental method is the general plan for carrying out a study with an active independent variable.[41] Experimental method may also be classified according to how well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design.

The experimental research is the way to find out a causal relationship between two factors that are intentionally made by the researcher by setting aside

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[40] John W,Creswell, (2012), *Educational Research*, Boston: Pearson, p.3
[41] Donald Ary, *opcit*, p. 301

other factors that influence. A quasy-experimental research design looks the same as true experimental research design, but it lacks the key ingredient random assignment.[42] It is the design which does not provide full control. As stated by Ary that full experimental research is not always possible to conduct a random selection of subjects in education research especially learning. This is because the subjects that have been formed are naturally in groups. Those are group of students in one class. In addition, it seems to be impossible for the researcher to manage all the students based on her desire.[43] There were two groups in this research; experimental and control group. Kothari stated that control group is the group which is exposed to usual condition while experimental group is a group which is exposed to special condition.[44]In this design, the subject could not be randomly assigned to either the experimental or the control group.

The designs as follow:

Table 3.1 Research Design

Sample	Treatment	Post-test
Experimental group	Using VAK learning model	✓
Control group	Without using VAK learning model	✓

In order to get this study, two procedures will take in this study namely: treatment (teaching presentation) and post-test.

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[42] William M, K, Trochim, *opcit*,, p.215

[43] Daniel Muijs, *Opcit*, p.1

[44] C,R,Kothari, (2004), *Research Methodology: Methods and Techniques, 2nd rev ed*, New Delhi : New Age International, p.30

1. Treatment

The experimental group was taught by using VAK learning model and control group was taught without using VAK learning model. The treatment has been giving to the experimental group for three meetings.

2. Post-test

Having given the teaching presentation (treatment), the post-test had be given to each students in both experimental and control groups in order to know their mean score of experimental group and control group. The post-test was used to know the effect using VAK learning model

D. Instrumentation

Instrument to measure on students' achievement in writing text, in this research the researcher will be used is essay test. For scoring the test, the researcher will use the procedure of Hughey et al.

This study uses test as the instruments of collecting data. Test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined.[45] According to Webster's Collegiate state that test is any series of questions or exercise or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group.[46]Test is instruments that measure behavior of performance of someone. The test will be doing by asking the students to make a recount text

The student asks to make an essay about text recount with the elements consisting of content, organization, vocabulary, language use and mechanical

[45]SuharsimiArikunto, 1987, Dasar-dasarEvaluasiPendidikan, Jakarta: PT BumiAksara, p.51
[46]Daryanto, 2010, EvaluasiPendidikan, Jakarta: RinekaCipta, p.33

skill. Test is done by makes the recount text, students asks to make a recount text included three paragraphs. Then, a text that was made by students must have contents of recount text that are orientation, events and reorientation. The test will be given is post-test only. The test will be given to experimental and control group. In this research, the test is done in form of essay test to measure on students' achievement at the eighth grade of MTs Al-Washliyah Medan Krioin writing a text. The experimental group by using VAK learning model and control group by using without VAK learning model. The researcher will distribute the test to the students.

E. Data Analysis

In this research, the data will be collected from the experimental and control group. The data will be analyzed by using "t-test for independent sample".

The formula of t-test is presented as follows:

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

In which:

M_1 : mean of experimental group

M_2 : mean of control group

S_1 : the deviation square of experimental group

S_2 : the deviation square of control group

N_1 : the number samples of experimental group

N_2 : the total number samples of control group

F. Statistical Hypothesis

The statistical hypothesis in this research is:

$H_0 : \mu A = \mu B$

$H_a : \mu A \neq \mu B$

In which:

A   : VAK learning model

B   : Direct learning model

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Findings**

The results of hypothesis data of this research showed that there was
significant effect between the students' achievement in writing recount text by
using VAK learning model and the students' achievement in writing recount text
without using VAK learning model.

A.1 Description of Data

The data of this research were obtained from the result of test from both of class, the
experimental class (VIII-2) and the control class (VIII-1). The experimental class and the
control class were taught differently. In the experimental class, the students were taught
by using VAK learning model, meanwhile, in the control class, the students were taught
by using Direct learning model. In order to see the effect of students' writing taught by
using VAK learning model and by using direct learning model, the data were needed to
be gathered. The data were collected from the results of post-test that were conducted in
the end of the research.

A.1.1 The Students' Writing Score of the Experimental Class

After analyzing the data through statistic description, the result showed that
the students were taught by VAK learning model got the score range was 40 to 89,
the mean of posttest was 80.19, the standard deviation of posttest was 10.7, the
lowest score of posttest was 40 and highest score was 89.

Table 4.1 The Calculation Of Mean And Standard Deviation

(Experimental Class)

No	Xi (Score)	Fi (Frequency)	XiFi	Xi²	FiXi²
1	40	1	40	1600	1600
2	68	1	68	4624	4624
3	75	1	75	5625	5625
4	76	1	76	5776	5776
5	77	1	77	5929	5929
6	78	2	156	6084	12168
7	80	1	80	6400	6400
8	81	1	81	6561	6561
9	82	1	82	6724	6724
10	83	2	166	6889	13778
11	84	1	84	7056	7056
12	85	1	85	7225	7225
13	86	2	172	7396	14792
14	87	1	87	7569	7569
15	88	1	88	7744	7744
16	89	3	267	7921	23763
TOTAL		**21**	**1684**		**137334**

a. Mean

$$\overline{X} = \frac{\Sigma fixi}{\Sigma fi} = \frac{1684}{21} = \mathbf{80.19}$$

b. Variant

$$S^2 = \frac{N\,(\Sigma fixi^2)-(\Sigma fixi)^2}{N\,(N-1)}$$

$$= \frac{21\ (137334) - (1684)^2}{21\ (21-1)}$$

$$= \frac{2884014 - 2835856}{21\ (20)}$$

$$= \frac{48158}{420}$$

$$= \mathbf{114{,}6}$$

c. Standard Deviation

$$S \quad = \sqrt{s^2}$$

$$= \sqrt{114.6}$$

$$= \mathbf{10.7}$$

From the calculation above, the mean of experimental class was 80.19, the variant was 114,6 and the standard deviation was 10,7.

Table 4.2 The Frequency Distribution of Students Score in Experimental Class

No	Score Range	Absolute Frequency	Relative Frequency
1	40 - 49	1	4
2	50 - 59	0	0
3	60 - 69	1	4
4	70 - 79	5	23

5	80 - 89	14	69
	Total	**21**	**100**

The score frequency distribution histogram of students' achievement in English writing were taught by using VAK learning model can be showed in the following figure:

Figure I. The Frequency Distribution of the Experimental Class
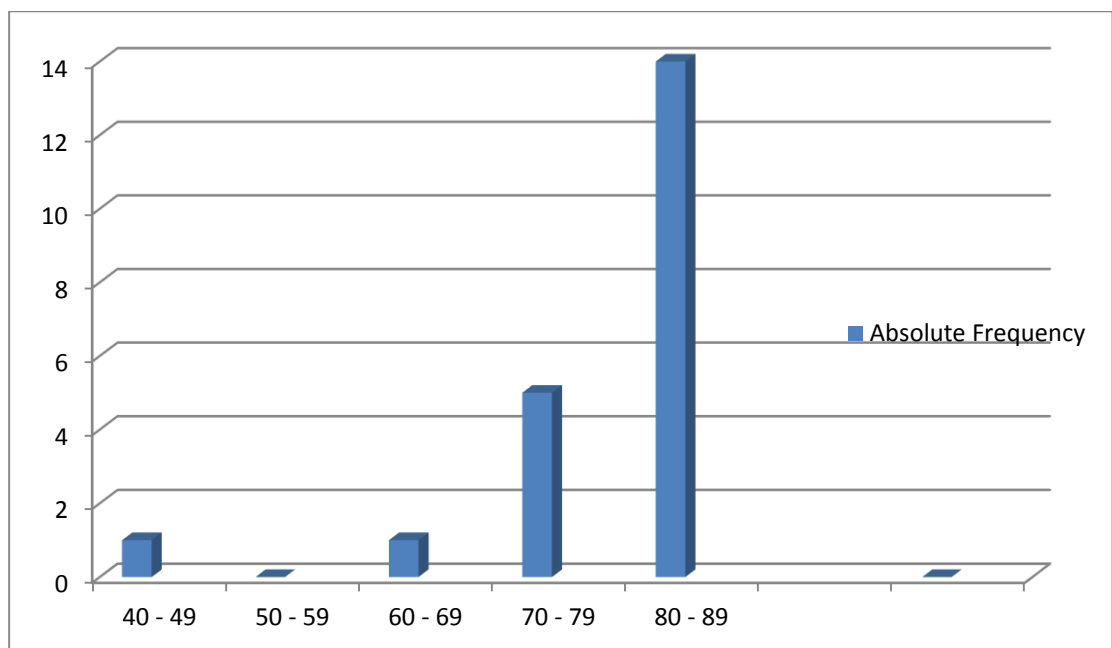
A.1.2 The Students' Writing Score of the Control Class

After analyzing the data through statistic description, the result showed that the students were taught by VAK learning model got the score range was 40 to 89, the mean of posttest was 80.19, the standard deviation of posttest was 10.7, the lowest score of posttest was 40 and highest score was 89.

Table 4.4 The Calculation Of Mean And Standard Deviation

(Control Class)

No	Xi (Score)	Fi (Frequency)	XiFi	Xi²	FiXi²
1	13	2	26	169	338
2	15	1	15	225	225
3	21	1	21	441	441
4	60	1	60	3600	3600
5	61	1	61	3721	3721
6	62	1	62	3844	3844
7	63	1	63	3969	3969
8	65	1	65	4225	4225
9	67	1	67	4489	4489
10	68	1	68	4624	4624
11	70	1	70	4900	4900
12	73	1	73	5329	5329
13	74	2	148	5476	10952
14	78	1	78	6084	6084
15	81	1	81	6561	6561
16	82	1	82	6724	6724
17	83	1	83	6889	6889
18	87	1	87	7569	7569
19	89	1	89	7921	7921
TOTAL		21	1299		92405

a. Mean

$$M = \frac{\Sigma fixi}{\Sigma fi} = \frac{1299}{21} = 61.85$$

b. Variant

$$S^2 = \frac{N\left(\Sigma fixi^2\right)-(\Sigma fixi)^2}{N\,(N-1)}$$

$$= \frac{21\,(92405) - (1299)^2}{21\,(21-1)}$$

$$= \frac{1940505 - 1687401}{21\,(20)}$$

$$= \frac{253104}{420}$$

$$= \mathbf{602{,}62}$$

c. Deviation

$$S \;= \sqrt{s^2}$$

$$= \sqrt{602.62}$$

$$= \mathbf{24.54}$$

From the calculation above, the mean of experimental class was 61.85, the variant was 602.62 and the standard deviation was 24,54.

Table 4.5 The Frequency Distribution of Students Score in Control Class

No	Score Range	Absolute Frequency	Relative Frequency
1	13 – 25	4	19
2	26 – 38	0	0

3	39 – 51	0	0
4	52 – 64	4	19
5	65 – 77	7	33
6	78 – 91	6	29
Total		**21**	**100**

The score frequency distribution histogram of students' achievement in English writing were taught by using VAK learning model can be showed in the following figure:

Figure II. The Frequency Distribution of the Control Class
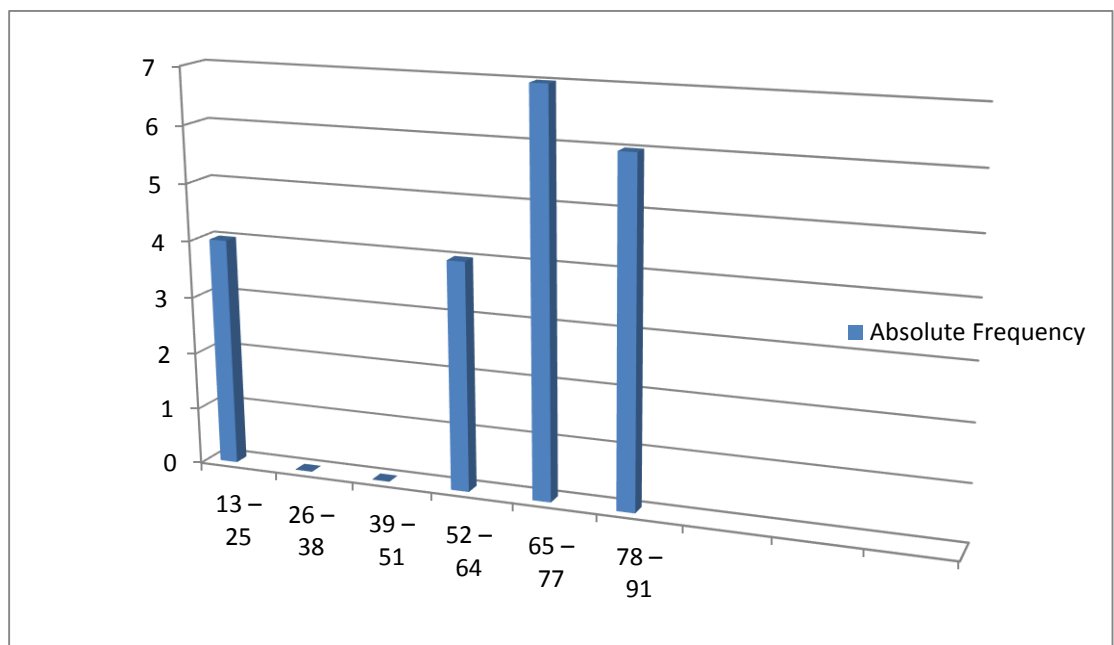
After giving the posttest to experiment group was taught by VAK learning model and control class was taught by using direct learning model, so obtained measurement data to English writing achievement as follow:

Table 4.6 Research Result Data

Statistic Source	Group of Learning Model	
	Experimental Class (VAK learning model)	Control Group (Direct learning model
N	21	21
$\overline{X}$	80.19	61.85
S	10.7	24.54

The table above shows that the mean of experimental class was 80,19 and control class was 61,85. The standard deviation of experimental class was 10,7 and control group was 24,54.

A.2 Analysis Requirement Testing

A.2.1 Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

After getting the calculation of mean, variant and standard deviation, then the next step is to found out the normality of the test. It means that the test was given

to the students is observed by Liliefors test. The calculation of normality writing

text can be seen in the following table:

Table 4.7 The Calculation of Normality Testing (Experimental Class)

No	Score	F	F_{cum}	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	1	1	-3.753	0.103	0.047	0.056
2	68	1	2	-1.136	0.127	0.095	0.032
3	75	1	3	-0.482	0.314	0.142	**0.172**
4	76	1	4	-0.388	0.349	0.19	0.159
5	77	1	5	-0.295	0.383	0.238	0.145
6	78	2	7	-0.201	0.420	0.333	0.087
7	80	1	8	-0.014	0.494	0.38	0.114
8	81	1	9	-0.078	0.468	0.428	0.04
9	82	1	10	0.095	0.537	0.476	0.061
10	83	2	12	0.265	0.604	0.571	0.033
11	84	1	13	0.358	0.639	0.619	0.02
12	85	1	14	0.452	0.674	0.666	0.008
13	86	2	16	0.545	0.707	0.761	-0.054
14	87	1	17	0.639	0.738	0.809	-0.071
15	88	1	18	0.732	0.767	0.857	-0.09
16	89	3	21	0.826	0.795	1	-0.205

From the data above, it can be seen that the Liliefors Observation or L_o= **0.172** with n = 21 and at real level (α) = 0.05 from the list critical value of Liliefors table, L_t = **0.1881**. it can be concluded that the data distribution was normal, because L_o (**0.169**) < , L_t (**0.1881**)

Table 4.7 The Calculation of Normality Testing (Control Class)

No	Score	F	F_{cum}	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	13	2	2	-1.990	0.023	0.095	-0.0717
2	15	1	3	-1.909	0.028	0.142	-0.11387
3	21	1	4	-1.664	0.047	0.190	-0.14194
4	60	1	5	-0.075	0.486	0.238	0.132107
5	61	1	6	-0.034	0.486	0.285	0.101439
6	62	1	7	0.006	0.502	0.333	**0.169394**
7	63	1	8	0.046	0.518	0.380	0.138345
8	65	1	9	0.128	0.551	0.428	0.122926
9	67	1	10	0.209	0.996	0.476	0.106776
10	68	1	11	0.250	0.598	0.523	0.075706
11	70	1	12	0.332	0.630	0.571	0.059055
12	73	1	13	0.454	0.675	0.619	0.056086
13	74	2	15	0.495	0.689	0.714	-0.0243
14	78	1	16	0.658	0.744	0.761	-0.01627
15	81	1	17	0.780	0.782	0.809	-0.0267

16	82	1	18	0.821	0.794	0.857	-0.06282
17	83	1	19	0.861	0.805	0.904	-0.09862
18	87	1	20	1.024	0.847	0.952	-0.10492
19	89	1	21	1.106	0.865	1.000	-0.13436

From the data above, it can be seen that the Liliefors Observation or $L_o =$ **0.169** with n = 21 and at real level (α) = 0.05 from the list critical value of Liliefors table, $L_t =$ **0.1881**. it can be concluded that the data distribution was normal, because L_o **(0.169) <** , L_t (**0.1881)**

Table 4.7 Normality Testing

No	Data	N	α	$L_{observed}$	L_{table}	Conclusion
1	Experimental Class	21	0.05	0.172	0.1881	Normal
2	Control Class	21	0.05	0.169	0.1881	Normal

After getting the normality of the data, we could see that all of the data distribution of experimental class and control class was normal. Based on the table above, it be concluded that all off data distribution was normal, because $L_o <$, L_t

A.2.2 Homogeneity Testing

Homogeneity test was done by doing Fisher test. It aimed to know whether the sample that used in the research is homogenous or not. The formula is as follows:

$$F_H = \frac{S^2{}_1}{S^2{}_2}$$

$$= \frac{114,.2}{602,62}$$

$$= 0,190$$

Where :

S_1^2 = The biggest variant of variable

S_2^2 = The smallest variant of variable

Then the homogeneity of the sample could be decided based on this following hypothesis:

If $F_o < f_t$ = data is homogenous

If $F_o > f_t$ = data is not homogenous (heterohenous)

Table 4.5 Homogenous Testing

Data	$F_{observed}$	F_{table}	Conclusion
Experimental	0.190	1.793	Homogenous
Control			

From data above the coefficient of $F_{observed}$ = 0.190 is compared with F_{table}, where F_{table} is determined at real level (α) = 0.05 and the same numerator dk = n-1 = 21-1=20 that was exist dk numerator 20. Then $F_{observed}$ can be calculated

$F_{0.05(20,20)} = $ **1.79384.** So, from the data we can conclude that $F_{observed} < F_{table,}$, it means that the data was homogenous.

A.2.3 Hypothesis Testing

Before doing hypothesis testing by using t-test, in this case is done by taken post-test score in experimental class and post test score in control class. The post test socore is taken because the score that have gotten after teaching learning process. The formula t-test used as follows :

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

$$= \frac{80.19 - 61.85}{\sqrt{\left(\frac{(21-1)(10.7)+(21-1)(24.54)}{21+21-2}\right)\left(\frac{1}{21}+\frac{1}{21}\right)}}$$

$$= \frac{18.34}{\sqrt{(226.7)(0.095)}}$$

$$= \frac{18.34}{4.63}$$

$$= \mathbf{3.95}$$

The result of hypothesis of this study can be shown from the table below

Table 4.6 T-Test Result of Post Test

Data	$T_{observed}$	T_{table}	Conclusion
Experimental			There is significant effect of VAK learning model on the
	3,95	2,024	students' achievement in
Control			writing recount text

The coefficient of $T_{observed}$ was 3,95 that was compared with T_{table}, where the coefficient of T_{table} at real level $\propto$ 0,05 with dk = 21 + 21 - 2 = 40 gained the coefficient of $T_{(0.05,40)}$, = 2,024. In fact , the coefficient of $T_{observed}$ (3,95) > T_{table} (2,024). It shows that $T_{observed}$ is in alternative hypothesis (Ha) was accepted. It means that the alternative hypothesis which is proposed by the researcher that there is significant effect of VAK learning model to students' Achievement in writing recount text is accepted.

B. Discussion

The result of finding research showed that there was a significant difference between students` achievement in writing recount text who learnt by using VAK learning model and those who did not learnt by using VAK learning model.

Based on quantitative data could be that the mean of the posttest in experimental class was 80,19 with the standard deviation was 10,7 while the mean of the posttest in control class was 61,85 with standard deviation was 24,54. It means that there is an difference about 32,43%. In other words, the students' achievement in writing recount text more effective by using VAK learning model.

In post-test of experimental class, it can be seen that the Liliefors Observation or L_o (0,172) <L_t (0,1881). It means that the data had normal distribution. In the post-test of control class, it can be seen that the Liliefors Observation or L_o (0,169) < L_t (0,1881). It means that data had normal distribution. It can be concluded that the data of pre-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

After variance of experiment and control group was found, the researcher was calculated homogeneity test to determined t-test formula. Based on the calculation of homogeneity test, it could be seen that the test is homogenous in both of classes. The results of t-test shows that t-value is higher than t-table. Thus, in this case, the null hypothesis (H_0) in this research is rejected and alternative hypothesis (H_a) is accepted. It means the treatment which was given to the experimental group by using VAK learning model was successful.

In addition, based on calculation of the t-test that Ho was rejected and Ha was accepted. The result of the data from the test was post-test the students that were thought by VAK learning model movie had higher score and those who were thought by direct learning model.

To sum up the data of the research had been conducted based on the procedures. As the research finding and discussion above, there is significance by using VAK learning model toward the students' achievement in writing recount text.

CHAPTER V

CLOSING

A. Conclusion

After carrying experimental and according to the result of students' post-test in the VIII grade of MTs Al Washliyah Medan Krio, the researcher found that the students who were taught recount text through VAK learning model got higher result than the students who were taught by Direct learning model. it can be proven that in the gained score from experimental class is higher that gained score from the control class.

The result of post-test both experimental class and control class was conducted after doing the treatment. Based on the data, it can be seen that there is a significant different between the experimental class and experimental class. The researcher was compared t_{count} and t_{table} to know whether using VAK learning model in teaching writing recount text is effective to improve students' achievement in writing recount text.

As the conclusion of the whole chapters, it could be interpreted that students' achievement in writing recount text is better taught by VAK learning model than Direct learning model, especially for the eight-grade students of MTs Al Washliyah Medan Krio.

B. Recommendation

Based on the conclusions above, the researcher proposes the following recommendations that will be directed for the English teacher, the students, and the other researchers. 1) The students, to improve their achievement on writing by

matching their own learning style and use appropriate ways to develop their skills by themselves. (2) The English teachers, as a reference to improve the students` achievement in writing recount text and give information about responding to students` learning style and strategies that plays an important role in the successful learning. (3) The headmaster is expected to suggest the teachers of English to use VAK learning model. (4) Other researchers, who are interested in doing further VAK Learning Model research so improve students` achievement in writing recount text

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant effect on the students' achievement in writing recount text between students are taught by using VAK learning model and they who are taught by using direct learning model. Moreover, this research implies that the use of VAK learning model is needed in teaching writing specially recount text.

Students are motivated and relaxed in learning writing when they are taught by using VAK learning model. Therefore, implies that the use of VAK learning model can keep students' interest and help them to master writing recount text.

In summary, the use of VAK learning model during the research can affect the students' achievement in writing recount text. Therefore, the application of VAK learning model needs to be applied continuously in teaching writing. It is because the use of VAK learning model can be affective learning model to help

the students' enthusiastic increased so that the standard competence of learning process can be achieved.

D. Suggestion

Based on the above conclusion, the researcher gives some recommendations. Firstly, English teachers are recommended to use VAK learning model in their teaching learning process in order to affect the students' achievement in writing recount text. Secondly, the researchers who are interested in doing a research related to this study should try to apply VAK learning model on different level of learners through different genre to prove the effectiveness of VAK learning model on the students' achievement in writing. Finally, the researcher considers that the study still needs validity from the next researcher that has the similar topic with this study.

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