

CHAPTER II

LITERATURE RIVIEW

A. Conceptual Description

1) VAK Learning

The Visual Auditory Kinesthetic (VAK) learning method integrates three main learning styles: visual, auditory, and kinesthetic, to create a more personalized and interactive learning experience. By tailoring instruction to individual student preferences, this method enhances their motivation and learning outcomes. Students with a visual learning style find it easier to understand information through images, auditory learners through hearing, and kinesthetic learners through hands-on experiences. The application of VAK in education creates an engaging and enjoyable learning environment, improves students' writing skills, and helps them develop creativity and a deeper understanding of the material. Research shows that the VAK model can yield better results compared to conventional methods, making it an effective tool for enhancing academic performance holistically (Sunarno Alnovgada, 2024).

The VAK learning model is a primary pedagogical approach and a dominant learning style that was initially proposed by psychologists in 1920 to categorize the ways and methods people learn. VAK is essentially an acronym for three words: visual, auditory, and kinesthetic. A variation of

the original acronym was added by Neil D. Fleming in 1992 and called VAK. Dreeben (2010) stated that the empirical perspective of the VAK assessment model, along with the channels through which individuals acquire information, forms the basis behind its educational effectiveness (Permata Ningtyas, 2023).

The concept of Visual, Auditory, and Kinesthetic (VAK) is a learning style model that shows that each individual has different preferences in perceiving and processing information. This model is based on the idea that everyone has a dominant sensory modality that they use most effectively to understand and retain information. The VAK model categorizes these modalities into three main types: visual, auditory, and kinesthetic. A meta-analysis (Brown and Jones, 2018) confirmed the effectiveness of multisensory teaching across age groups. Overall, this study suggested that VAK learning strategies help enhance students' phonemic awareness. Davis and Wilson (2018) found consistent positive effects of VAK instruction in various educational settings, highlighting its benefits for students of all levels (Mustapha et al., 2024).

Rambe and Zainuddin (2014) state that the VAK approach is a development of quantum learning that integrates various essential aspects of the learning process, such as motivation, active engagement, and students' cognitive processing habits. This approach not only focuses

on the delivery of material but also on how students process information according to their individual learning styles. Through the implementation of the VAK approach, students are encouraged to use metacognitive skills such as analyzing learning situations, regulating their own learning pace (self-pacing), and evaluating their abilities and understanding. Thus, this approach helps students achieve optimal learning outcomes that align with the unique characteristics of their visual, auditory, and kinesthetic learning styles, making the learning process more effective, enjoyable, and meaningful (Ramadian et al., 2020). Visual

According to Widharyato & Binawan (2020), visual learners find it more enjoyable to see what they are learning. Images or visualizations help visual learners better understand ideas by presenting information in a visual form. In this regard, the teaching methods used should focus more on demonstrations or media, involving students with objects related to the lesson, or directly showing teaching aids to students or illustrating them on the whiteboard (Minda & Perdana, 2023).

Wright (1990) argues that the language learning experience becomes more meaningful and significant when visual media are used in the learning process, as students can more easily grasp and understand the meaning conveyed through pictures, illustrations, or graphics. Visual media help students connect words or expressions with

concrete representations, facilitating the comprehension of abstract language concepts. Moreover, Wright emphasizes that the use of visuals is not only engaging and motivating but also plays a crucial role in helping students understand the language context more clearly. Visuals provide reference points or specific stimuli that enable students to remember information better and relate learning materials to real-life situations, making the learning process more effective and meaningful (Mohd Tahir et al., 2020).

Zewary (2011) states, "Visuals are teaching materials that can be used at all levels of language instruction." This emphasizes that visual media can be applied across various levels of language learning, from beginner to advanced. Therefore, the use of visual aids becomes an essential component in English language teaching, as it can enhance the effectiveness of classroom instruction. Visual media not only help students understand the material more clearly but also increase engagement, motivation, and make it easier to remember the concepts or vocabulary being taught (Retno Wiyati & Feni Marlina, 2021).

1. Auditory

Oluremi (2015) states that when auditory learners want to recall something, they can listen to others speak or repeat the information, and they will be able to remember it better. They learn better through interaction

with others by listening and speaking, and they tend to whisper to themselves while reading. They are also good at summarizing orally what they have read, as this helps them understand and remember the information more effectively. Auditory learners may struggle to absorb more through other means than listening (Masela & Subekti, 2021).

According to Deporter and Hernacki (2000), individuals who have an auditory learning style tend to achieve better learning outcomes through listening activities. They are able to absorb information more easily when it is delivered orally, such as through teacher explanations, discussions, songs, or audio recordings. The process of hearing becomes the primary channel for them to understand the concepts being studied. The information received through sound is then processed in memory, enabling them to recall and master the material more effectively (Minda & Perdana, 2023).

2. Kinesthetic

Jensen and Nickelsen (2011) state that kinesthetic learners learn most effectively through physical experiences such as moving, doing, acting, and touching. They tend to get bored when required to sit still and prefer learning activities that demand active participation, such as role-playing, exploration, and completing tasks or projects hands on. Teachers can

optimize the potential of kinesthetic students by implementing interactive learning, such as role-playing, simulations, or practical projects, which not only deepen conceptual understanding but also enhance student engagement, creativity, and motor skills (Hermansyah, 2022).

Chenfeld (2004) argues that the use of movement, music, and kinesthetic experiences is the most effective way to learn, understand, absorb, and master knowledge. This approach emphasizes the physical involvement of students in the learning process, so they do not rely solely on cognitive abilities but also engage their bodies as part of learning. Kinesthetic activities, such as moving, dancing, or conducting hands-on experiments, can help students internalize the concepts being taught, improve memory retention, and make the learning experience more enjoyable and meaningful. Furthermore, Chenfeld suggests that educators integrate movement into all aspects of the curriculum, as movement can be linked to thinking processes, understanding the material, and various concepts being taught (D. Jabonete & L. Mejarito, 2021).

As quoted by Favre (2009), kinesthetic learning is defined as learners who use their entire body movement to process new and challenging information, and this type of learning is particularly suitable for younger students.

Young children, in turn, learn quickly, represent the material provided, and we must consider that they can become bored quickly, so classroom activities should be designed in various ways, including different learning styles. It is undeniable that every lesson requires a special approach, significant costs, as well as responsibility and attention (Abdikadirovna, 2024).

2) Vocabulary

Suyitno and Fadhilawati (2024) state that vocabulary serves as the primary foundation for strengthening the four English language skills: listening, speaking, reading, and writing. With a strong vocabulary, students can more easily understand material, convey ideas, and communicate effectively in English, making vocabulary one of the most crucial components in achieving English language proficiency. Vocabulary refers to the words and expressions known and used by an individual, playing a key role in understanding texts, expressing ideas clearly, and developing complex language skills (Efendi et al., 2025).

Surmanov and Azimova (2020) explain that to successfully use a second language (L2), vocabulary is essential, and students cannot fully utilize the structures and skills they have learned to communicate effectively. Vocabulary consists of two types: receptive vocabulary and productive vocabulary. Receptive vocabulary is necessary for developing receptive L2 skills such as reading and

listening, while productive vocabulary is required for developing productive L2 skills such as writing and speaking (Rosyada-AS & Apoko, 2023).

According to Naufal (2018), vocabulary is a term used to describe words or groups of words that have specific meanings and are used in conversation and communication. Mastery of vocabulary is one of the main components of language skills because without knowing the meaning of words, a person will have difficulty expressing ideas, understanding messages, or interacting effectively. Vocabulary is also considered the foundation in the process of language learning in the English classroom, as the more vocabulary students master, the easier it is for them to understand the material and develop their speaking, reading, writing, and listening skills (Triwardani, 2022).

According to Richards (2002), vocabulary is a core component of language proficiency and serves as the primary foundation supporting a person's ability to speak, listen, read, and write effectively. Without adequate vocabulary mastery, learners will face difficulties in understanding meanings, conveying ideas, and interpreting messages in English communication. In other words, vocabulary functions as the main foundation that underpins all language skills (Suryani et al., 2023).

Therefore, it can be stated that vocabulary is one of the most crucial aspects of English language learning and

forms the basis for comprehensive language mastery. The more extensive and varied the vocabulary students acquire, the greater their ability to understand contexts, express ideas accurately, and communicate fluently and effectively in various situations.

B. Previous Study

Several previous studies have examined the Visual, Auditory, and Kinesthetic (VAK) learning method in improving students' vocabulary mastery. One of these studies was conducted by Hidayatullah et al. (2022) entitled "Enhancing Vocabulary Mastery through Applying Visual Auditory Kinesthetic (VAK): A Classroom Action," and published in the Journal of Language and Literature Studies, Volume 2, Issue 1, in 2022. This study employed a Classroom Action Research (CAR) design, which is a systematic inquiry carried out by researchers within the classroom setting to understand and improve the teaching and learning process. The findings indicated that the implementation of the VAK method and the use of instructional media in vocabulary teaching successfully enhanced the vocabulary mastery of seventh-grade students at SMP Islam Al-Badriyah, particularly in understanding abstract nouns. The study was considered successful because 84% of the students achieved the minimum passing score of 70, thereby meeting the criterion of classroom action research, which requires at least 75% of students to reach mastery. In addition, a

pleasant and conducive learning atmosphere contributed to increased students' interest and participation in the teaching and learning process. The similarity between the two studies lies in the fact that both involved a single class as the research subject. The difference, however, is found in the research methodology: the previous study employed a mixed-methods approach, whereas the present study uses a quantitative research method.

The second study was conducted by Ningsih et al. (2023) entitled "The Implementation of UFLESCON Application to Increase Students' Vocabulary in Mega Islamic Boarding School (MIBS) Gunungpati Using Visual Audio Kinesthetic (VAK) Learning Method," and was published in the Undergraduate Conference on Applied Linguistics, Linguistics, and Literature, Volume 3, Issue 1, in 2023. This study employed an evaluative and qualitative research design to assess the implementation of the UFLESCON application in improving students' vocabulary at Mega Islamic Boarding School Gunungpati. The research procedures included planning the application implementation, conducting the application-based learning using the VAK method, collecting data through questionnaires, documentation, and observation, and systematically analyzing the data to evaluate the effectiveness of the application and users' perceptions. This study demonstrates that the UFLESCON application is effective in improving students' vocabulary mastery and learning motivation. The user-friendly design of the application, the

moral values embedded in the stories, as well as features such as break time, quizzes, and games help reduce students' boredom and encourage them to be more active and motivated in the learning process. There are no similarities between the previous study and the present study. The differences lie in the research instruments used. The present study employs observation, vocabulary tests, and documentation, whereas the previous study utilized questionnaires and interviews to collect data on students' perceptions of the UFLESCON application and its effectiveness in improving vocabulary mastery and learning motivation.

The third study comes from Rahmah Wahdaniati (2017), titled "The Use of Visual Auditory Kinesthetic (VAK) Learning Styles to Increase Students' Vocabulary" (published in *Didaktika Jurnal Kependidikan*, Volume 11, Issue 2, in 2017). This study aims to explore the effectiveness of the Visual Auditory Kinesthetic (VAK) learning styles in improving students' vocabulary and assess their interest in learning English using this method. The study uses a quasi-experimental design to evaluate the effectiveness of the VAK learning styles in enhancing students' vocabulary, with cluster random sampling techniques to randomly assign students to experimental and control groups. Data were collected using written tests to measure vocabulary achievement and questionnaires to assess students' interest in the VAK method. The results show a significant difference in the average vocabulary scores between

the experimental group (82.40) and the control group (58.80), as well as a very high level of student interest in the VAK method, indicating that this approach is effective in improving vocabulary while also capturing students' attention and motivation in English learning. The similarity between the two studies is that both employed a pre-test administered to students before the treatment and a post-test given after the treatment to evaluate students' vocabulary achievement in the learning process. The difference in this study lies in the sampling technique used. The present study employs a non-probability sampling technique in selecting the sample, whereas the previous study used cluster random sampling to choose participants from a population consisting of seven classes, allowing the researchers to randomly select one group of students as the research sample.

The fourth study was conducted by Listiani and Yukamana (2024) entitled "Improving the Fourth Grade Students' Vocabulary Mastery through Applying Visual Auditory Kinesthetic (VAK) at SDN 53 Lubuklinggau." This study employed a Classroom Action Research (CAR) approach conducted in several cycles, which included the stages of observation, testing, and reflection. The results of the study showed that the implementation of the VAK learning model significantly improved students' vocabulary mastery, as indicated by the increase in the percentage of students who achieved the Minimum Mastery Criterion (KKM), rising from

the initial stage to more than 85% at the end of the study. The similarity between the two studies is that both utilized pre-test and post-test stages to measure the improvement of students' vocabulary mastery. The difference lies in the research instruments used: the present study employs observation, vocabulary tests, and documentation, whereas the previous study used questionnaires, tests, and observation sheets.

The fifth study comes from Rafiq et al. (2024) with the title "Exploring the Effectiveness of Fleming's Multi-Sensory Visual, Auditory, Kinesthetic Technique to Teach Vocabulary at Primary Level". This study aimed to investigate the effect of Fleming's VAK (Visual, Auditory, Kinesthetic) method in teaching English vocabulary at the primary level in public schools in Pakistan. In addition, the study sought to determine the extent to which the use of this multisensory approach could improve students' vocabulary mastery and to explore the effectiveness of this technique compared to traditional teaching methods. The study employed a quasi-experimental design with control and experimental groups to test the impact of Fleming's VAK technique in primary-level vocabulary learning. The results showed a significant increase in the post-test scores of the experimental group, with a p-value of 0.000 and a large effect size (Cohen's $d = 0.97$). This confirms that the VAK multisensory approach is effective in enhancing students' vocabulary mastery. The similarity between the two studies is that both employed a quantitative approach and used pre-tests

and post-tests. The differences lie in the research instruments and sampling techniques. The present study uses observation, tests, and documentation, whereas the previous study utilized questionnaires and observation sheets. In addition, this study applies a non-probability sampling technique in selecting the sample, while the previous study employed stratified sampling.

Based on this research, the influence of the Visual Auditory Kinesthetic (VAK) Learning method is highly effective in helping to improve students' vocabulary. The VAK Learning method also helps foster students' interest in learning.

C. Theoretical Framework

This study consists of two variables: the independent variable (X) and the dependent variable (Y). The dependent variable is the Visual Auditory Kinesthetic (VAK) Learning method, while the independent variable is improving English vocabulary. In this case, the researcher assumes a hypothetical cause-and-effect relationship between the VAK Learning method (dependent variable) and improving English vocabulary (independent variable) to address the research hypothesis. The Visual Auditory Kinesthetic (VAK) Learning method for enhancing English vocabulary involves student engagement in interactive activities where they are grouped and shown images. They will collaboratively analyze what the images represent.

Afterward, they will mimic movements and repeat words using songs, as the combination of movements and songs helps students remember the vocabulary they hear and

pronounce. This is followed by the kinesthetic method, where each group of two students will point to what is said to assess their memory skills. This method aims to provide a hands-on experience that can assist students in improving their vocabulary. The researcher hopes that the application of the VAK Learning method will have a positive impact on students' vocabulary acquisition, making it easier for them to improve their English vocabulary.

The conceptual framework of this research is as follows:



Figure 2.1 Conceptual Framework

D. Research Assumptions

Based on the research assumptions or basic assumptions, each student has a dominant learning style, whether visual,

auditory, or kinesthetic. Therefore, the Visual, Auditory, Kinesthetic (VAK) Learning method is considered effective because it can accommodate this diversity. The VAK method is assumed to improve the understanding and retention of English vocabulary because learning tailored to the students' learning styles is believed to make it easier for them to understand and remember the material. Additionally, the multi-modal interaction, combining visual (such as images), auditory (such as discussions), and kinesthetic (such as physical activities), is considered capable of strengthening information processing. A diverse and interactive learning environment is also expected to enhance student motivation, as the VAK approach creates a fun and non-monotonous learning atmosphere. The researcher also assumes that vocabulary mastery is a key element in learning English, so focusing on improving vocabulary through the VAK method is believed to have a significant impact on the students' overall language skills.

E. Hypothesis

The formulation of the hypothesis for this research can be explained as follows:

1. Alternative Hypothesis (H_a): There is a positive and significant influence of the Visual, Auditory, Kinesthetic (VAK) Learning method (X) on the improvement of English vocabulary mastery (Y) among 7th-grade students of Mekkah class at MTs Nur Rahma Bengkulu City.

2. Null Hypothesis (Ho): There is no positive and significant influence of the Visual, Auditory, Kinesthetic (VAK) Learning method (X) on the improvement of English vocabulary mastery (Y) among 7th-grade students of Mekkah class at MTs Nur Rahma Bengkulu City.

