

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study indicate that the Visual, Auditory, Kinesthetic (VAK) method has a highly significant effect on improving English vocabulary mastery among seventh-grade students in Mekkah class at MTs Nur Rahma, Bengkulu City. This is evident from the substantial increase in average vocabulary test scores before and after the intervention, where the pre-test score of 41.43 rose to a post-test score of 61.57, demonstrating a significant improvement in vocabulary ability following the implementation of the VAK method. This increase confirms that a teaching strategy involving multiple senses can have a meaningful positive impact on students' language skills.

One of the main factors contributing to this improvement was the students' active participation, enthusiasm, and concentration during the learning process. In the visual stage, students were introduced to pictures, illustrations, or other visual media that facilitated the recognition and memorization of new vocabulary. The auditory stage provided opportunities for students to listen, repeat, and pronounce vocabulary through audio, songs, or structured pronunciation exercises, significantly enhancing their listening and speaking abilities.

Meanwhile, the kinesthetic stage involved physical activities, such as word-pointing games, simple movements, or practical tasks related to vocabulary. The combination of these three learning styles made the learning process more varied, interactive, and enjoyable, enabling students to better understand, remember, and apply vocabulary in various learning contexts, both in the classroom and in real-life situations.

The Paired Sample T-test supports these findings, with a 2-tailed significance value of 0.001 (< 0.05), indicating that the alternative hypothesis (H_a) is accepted. This confirms a significant difference between students' pre-test and post-test scores after the implementation of the VAK method, proving its effectiveness in improving English vocabulary mastery.

Based on these results, it can be concluded that the implementation of the Visual, Auditory, Kinesthetic (VAK) method not only enhances students' vocabulary skills but also promotes active engagement, increases learning motivation, builds self-confidence, and creates a more enjoyable and meaningful learning experience. Therefore, this method can be considered an effective, innovative, and adaptive teaching strategy, enabling students to learn in a more holistic, interactive, creative, and practical manner, while preparing them to apply vocabulary in a variety of everyday contexts.

B. Implications

The findings of this study indicate that the Visual, Auditory, Kinesthetic (VAK) method is highly effective in improving English vocabulary mastery among junior high school students through a varied, interactive, and student-centered learning approach. This method not only accelerates the acquisition of new vocabulary but also significantly enhances students' motivation, self-confidence, and active participation at every stage of learning. As a result, the learning process becomes more dynamic, engaging, enjoyable, and meaningful, enabling students not only to understand vocabulary better but also to be more enthusiastic and actively involved in all learning activities.

Furthermore, the VAK method serves as an innovative and adaptive strategy, enabling students to learn multisensorially, strengthen memory, and apply the vocabulary they have learned in real-life contexts. By implementing this method, teachers can create a learning environment that supports balanced cognitive, affective, and psychomotor development, while fostering self-confidence, responsibility, and higher learning motivation. Consequently, the learning process becomes not only more effective, holistic, and meaningful but also helps students develop the skills, attitudes, and competencies necessary for comprehensive and sustainable English language mastery.

C. Suggestion

1. For English Teachers

Teachers are encouraged to routinely implement the Visual, Auditory, Kinesthetic (VAK) method in teaching vocabulary. By combining visual media, listening activities, and physical movements, teachers can create a more varied, interactive, and enjoyable learning environment, making it easier for students to understand and retain new vocabulary. Moreover, teachers are advised to design activities that align with students' needs, interests, and learning styles, as well as to adjust the level of vocabulary difficulty to ensure more effective learning. Consistent application of this method can also enhance students' motivation, self-confidence, and active participation, leading to a more dynamic and meaningful English learning experience.

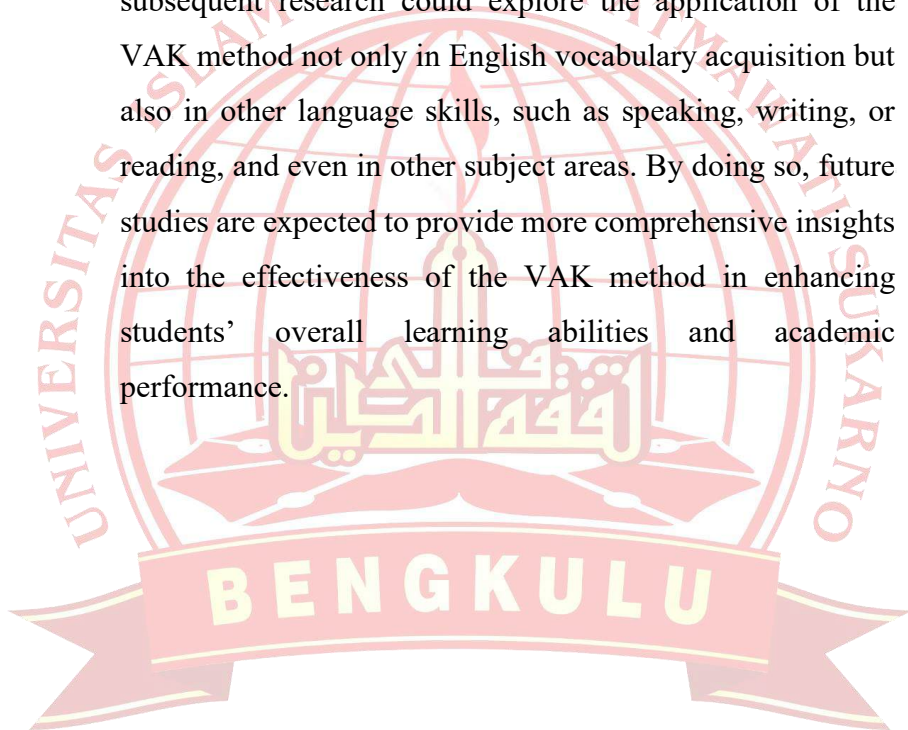
2. For Students

Students are encouraged to actively participate in all stages of VAK-based learning. They should fully engage not only in the visual and auditory activities but also in the kinesthetic stage, which helps strengthen memory and understanding of vocabulary. In addition, students are advised to carry out independent practice outside the classroom, such as creating vocabulary flashcards, listening to English songs, watching educational videos, or connecting new words with daily life activities. These supplementary activities can help students internalize vocabulary more

effectively, broaden their language knowledge, and develop consistent and productive learning habits.

3. For Future Researchers

Future researchers may expand on this study by involving a larger sample size or incorporating a control group to obtain more representative results. Additionally, subsequent research could explore the application of the VAK method not only in English vocabulary acquisition but also in other language skills, such as speaking, writing, or reading, and even in other subject areas. By doing so, future studies are expected to provide more comprehensive insights into the effectiveness of the VAK method in enhancing students' overall learning abilities and academic performance.



REFERENCES

- Abdikadirovna, Y. N. (2024). Teaching English to Preschoolers Through Kinesthetic Learning. *Journal Of New Century Innovations*, 53(4), 1–4.
- D. Jabonete, J., & L. Mejarito, C. (2021). Integration of Kinesthetic Approaches in the Core Academic Subjects: A Compendium. *International Journal of Research Publications*, 80(1). <https://doi.org/10.47119/ijrp100801720212048>
- Efendi, M., Sujarwati, I., & Harahap, A. (2025). The Effectiveness of Quizizz Application in Enhancing Students' Vocabulary Mastery based on Their Learning Styles. *JEELS (Journal of English Education and Linguistics Studies)*, 12(1), 277–299. <https://doi.org/10.30762/jeels.v12i1.4919>
- Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486–489. <https://doi.org/10.5812/ijem.3505>
- Hermansyah, S. (2022). Rectifying Students' Reading Skill Through Visual Auditory Kinesthetic (VAK) Method At English Classroom. *La Ogi : English Language Journal*, 8(1), 60–72. <https://doi.org/10.55678/loj.v8i1.603>
- Hidayatullah, H., Munir, S., & Tawali, T. (2022). Enhancing Vocabulary Mastery through Applying Visual Auditory

- Kinesthetic (VAK): A Classroom Action. *Journal of Language and Literature Studies*, 2(1), 43–52.
<https://doi.org/10.36312/jolls.v2i1.721>
- Listiani, F., & Yukamana, H. (2024). IMPROVING THE FOURTH GRADE STUDENT'S VOCABULARY MASTERY THROUGH APPLYING VISUAL AUDITORY KINESTHETIC (VAK) AT SDN 53 LUBUKLINGGAU. *Journal of English Study Programme*, 7(1).
- Masela, M., & Subekti, A. S. (2021). Auditory and kinaesthetic learning styles and L2 achievement: A correlational study. *Englisia: Journal of Language, Education, and Humanities*, 8(2), 41. <https://doi.org/10.22373/ej.v8i2.7529>
- Minda, S., & Perdana, P. R. (2023). Learning Styles and Vocabulary Achievement. *Lingua*, 19(1), 101–111.
<https://doi.org/10.34005/lingua.v19i1.2773>
- Mohajan, H. (2020). Quantitative Research: A Successful Investigation in Natural and Social Sciences. *Journal of Economic Development, Environment and People*, 9(4), 52–79.
<https://mpira.ub.uni-muenchen.de/105149/>
- Mohd Tahir, M. H., Safinas Mohd Ariff Albakri, I., Mohd Adnan, A. H., Syafiq Ya Shaq, M., & Mohamad Shah, D. S. (2020). The Application of Visual Vocabulary for ESL Students' Vocabulary Learning. *SSRN Electronic Journal*, 11(June),

323–338. <https://doi.org/10.2139/ssrn.3649330>

Mustapha, M. A. L. I., Bularafa, M. W., Bukar, M. G., & Sunday, J. Y. (2024). Effect of Visual Auditory and Kinesthetic Learning on Students' Reading Skills in English Language. *NIU Journal of Educational Research*, 10(2), 133–140. <https://doi.org/10.58709/niujed.v10i2.2063>

Nabila, L. N., Utama, F. P., Habibi, A. A., & Hidayah, I. (2023). Aksentuasi Literasi pada Gen-Z untuk Menyiapkan Generasi Progresif Era Revolusi Industri 4.0. *Journal of Education Research*, 4(1), 28–36. <https://doi.org/10.37985/jer.v4i1.113>

Nguyen, T. T., Nguyen, D. T., Nguyen, D. L. Q. K., Mai, H. H., & Le, T. T. X. (2021). Quizlet as a Tool for Enhancing Autonomous Learning of English Vocabulary. *AsiaCALL Online Journal*, 13(1), 150–165. <https://doi.org/10.54855/acoj221319>

Ningsih, A., Yulianti, F., & Andhini, S. N. (2023). The Implementation of UFLESCON Application To Increase Students Vocabulary In Mega Islamic Boarding School (MIBS) Gunungpati Using Visual Audio Kinesthetic (VAK) Learning Method. *Undergraduate Conference on Applied Linguistics, Linguistics, and Literature*, 3(1), 116–128.

Rafiq, H., Aziz, S., & Shahzadi, I. (2024). Exploring the

Effectiveness of Fleming ' s Multi -Sensory Visual , Auditory Kinesthetic Technique to Teach Vocabulary at Primary Level. *Pakistan Languages and Humanities Review (PLHR)*, 8(3).

Rahmah, S. W. (2017). The Use of Visual Auditory Kinesthetic (VAK) Learning Styles To Increase Students' Vocabulary. *Didaktika Jurnal Kependidikan*, 11(2), 239–253. <https://core.ac.uk/download/pdf/230710399.pdf>

Ramadian, O. D., Cahyono, B. Y., & Suryati, N. (2020). The Implementation of Visual, Auditory, Kinesthetic (VAK) Learning Model in Improving Students' Achievement in Writing Descriptive Texts. *English Language Teaching Educational Journal*, 2(3), 142.

Retno Wiyati, & Feni Marlina. (2021). Teachers' Perception Towards the Use of Visual Learning Aids in Efl Classroom. *JELA (Journal of English Language Teaching, Literature and Applied Linguistics)*, 3(1), 14–25. <https://doi.org/10.37742/jela.v3i1.37>

Risnawati, N., Hidayat, M. T., Dewi, S., & Sharma, P. (2023). Efl Students' Perception on the Use of a Mobile Learning Application "English Vocabulary" in Vocabulary Learning. *English Education and Applied Linguistics Journal (EEAL Journal)*, 6(3), 173–184. <https://doi.org/10.31980/eeal.v6i3.79>

Rosyada-AS, A., & Apoko, T. W. (2023). Investigating English

Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students. *Journal of Languages and Language Teaching*, 11(3), 489.
<https://doi.org/10.33394/jollt.v11i3.8404>

Sugiyono, *Metode Penelitian Kuantitatif, Kualitataif, dan R&D* (Bandung: Alfabeta, 2013)

Sugiyono, *Metode Penelitian Kuantitatif, Kualitataif, dan R&D* (Bandung: Alfabeta, 2018)

Sunarno Alnovgada, V. R. (2024). The effectiveness of visualization, auditory, kinesthetic and guided inquiry learning models on students writing skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 10(2), 429–443.

Suryani, L., Nur, S., & Tahir, M. (2023). Students Vocabulary Mastery Based on Their Learning Style : Visual , Auditory and Kinesthetic. *Journal of Excelence in English Language Education (JoEELE)*, 2(1), 15–19.

Triwardani, H. R. (2022). Building Vocabulary Through Song As Effective Method in Learning English. *Lingua*, 18(1), 98–111.
<https://doi.org/10.34005/lingua.v18i01.1710>

Patrius Oieis Udju, J. (2022). Voicabulary Masteiry Throiugh thei Applicatioin oif Visual Auditoiry KINEiSTHEiTIC (VAK). *Jurnal Peindidikan Bahasan Dan Sastra*, 03(01), 107–113.

Permata Ningtyas, B. (2023). VAK (Visual, Auditory, Kinesthetic): Pedagogical Implications of Model Learning. 2nd International Conference on Education Faculty of Education and Teacher Training, 2(2015), 46–51.

V. R, T. K., Dollah, S., & Mahmud, M. (2023). Identifying Perceptual Learning Styles Preferences on Students' Vocabulary Mastery. *Celebes Journal of Language Studies*, 3(2), 241–250. <https://doi.org/10.51629/cjls.v3i2.149>

Yudha, H. T., & Mandasari, B. (2021). The Analysis of Game Usage for Senior High School Students to Improve Their Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 2(2), 74–79. <https://doi.org/10.33365/jeltl.v2i2.1329>

