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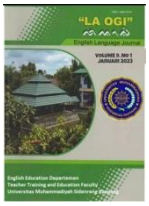

Rectifying Students' Reading Skill Through Visual Auditory Kinesthetic (VAK) Method At English Classroom

Sam Hermansyah[1],Hasyuni[2], Mansuarni[3],Haryanto[4], Jenni Pannaco[5], Jelma[6]

[1]Universitas Muhammaddiyah Sidenreng Rappang

[2]UPT SMP Negeri 2 Satap Baebunta Luwu Utara

[3]UPT SMP Negeri 8 Satap Maiwa,Kab.Enrekang

[4]UPT SMP Negeri Satap 8 Baraka Enrekang

[5]UPT SMP Negeri Satap 5 Penrang

[6]SMAS Muhammadiyah Pakue

ABSTRACT

The goal of this article incourage any improvement in the student reading skill in terms of discuss class after being taught by visual auditory kinesthetic method. With the use of experimental method this research design is quantitative. On September 2020, this research was conducted in two weeks. The subject of this article was english education students college consisting of 20 students in the first semester. Method of collection data was test of pre-test and post-test. Data analysis techniques were calculating jihad's test multiple choice by 20 question software and the spss statistical method.The result show that: Post test is higher than Pretest's. For Pretest Acquired, score means 74.5. In Post test grew to 90.5. Certainly there is an improvement in students ' reading skill trough visual auditory kinesthetic so that the dominant theory hypothesis is H1 (Alternative Hypothesis).It can be concluded that visual auditory kinesthetic method can improve students college reding skill.

Keyword: visual auditory kinesthetic method, reading skill

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**Correspondence:*
Sam Hermansyah

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INTRODUCTION

Nowadays, English is one of international language in the world. English used not only in education world, but also used in business and politics. However, English is very important to learn. There are four English skills: speaking, writing, listening, and reading which can be divided into two terms; productive and receptive skills. Learning is process of interaction to transfer knowledge and information between teacher and student. According to Brown (1980), learning language is to direct and express their feeling and communicate the feeling, ideas, and thought by using of conventionalized sign, sounds, gestures, or marks having understood meaning. In learning language, students learn speaking, writing, listening and reading. In speaking, students practice how to pronounce the words and conversing. In writing, students learn how to write idea, information and understand the writing to get information and knowledge. In listening, students study by hearing monologue, dialogue from video and tape recorder. In reading, students learn by understanding text, summarize information and thinking process. Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009).

For example if students want to make improves brain connectivity, so students must to reading. However reading is very important, many studentsdo not want to take risks by applying what they have learned.

One more reading can make increase vocabulary and comprehension, teachers must find students ' interest in learning reading by providing good teaching models and making them

feel happy to learn reading

There are so many strategies that can be used to improve students ' reading skill. "Visual Auditori Kineathetic method" is one of them. Visual Auditory Kinesthetic (VAK) method is a learning that emphasizes that must utilize the sensory tools that students have Making input comprehensible. 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.Providing opportunities for language output. 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.

1.1 Reading Skill

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009).) In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material. stated that reading is a process which is very much determined by what the reader‟s brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it. As presented by Brown (2004), these are the macro-skills ofreading as follows:

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
2) Recognize the communicative functions of written texts, according to form and purpose.
3) Infer context that is not explicit by using background knowledge.
4) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5) Distinguish between literal and implied meanings.
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

From the definitions above show that reading is an important in human because can improve brain connectivity and can make icrease vocabulary and comprehension.

1.1.1 elements of reading

Discovering the joy of reading is one of the most precious gifts that can impart to students, it is important to keep in mind the basic elements of reading that can help the students become a fluent and confident reader.

1) Phonics
   Phonics is the art of connecting the sounds of letters to their written form. It also includes bringing to your child's attention to how the sounds change when two letters come together.
2) Vocabulary
   Vocabulary is the tool box of words that your child understands and can use in their life. The larger their vocabulary, the more words they know, the better they become at reading, understanding, and expressing themselves. Vocabulary isn't quite a skill; it is a personal collection that your child amasses over years of reading
3) Fluency

   Fluency is the skill of reducing the gap between seeing a word and understanding its meaning. It is the ability to read with understanding, accuracy, and speed. Fluency is a skill that stems from strong phonics, phonemic awareness, and vocabulary. When a child is fluent, they can follow a text effortlessly – descriptions turn into images for them, and they can hear the pronunciation of words in their heads even when reading silently.

1.1.2 Factor of Reading

1) Background knowladge
2) Vocabullary
3) Fluency
4) Active Reading
5) Critical Thinking
6) Main Ideas
7) Text Structure.
8) Knowladge Integration
9) Text Complexity
10) Phonemics Awareness
11) Phonics
12) Vocabulary Development
13) Reading Fluency
14) Reading Comprehension

1.1.3 The Problem Of Reading

1) Issue with phonemics awareness

   Kids can have trouble reading words on a page for many reasons. It's possible that children suffer from a sensory processing disorder that affects the way the visually see the text on paper. Or it could be that kids struggle to make a connection between the letter sounds and the written word. Some common causes could be:

   - Dyslexia, which affects a child's ability to decode word sounds
   - Irlen Syndrome, which disrupts the brain's ability to process visual information
   - Autism Spectrum Disorder, which is a developmental disorder that can affect how the brain understands speech sounds

2) Comprehension Problems

   Interestingly, some children master word recognition and can read like pros! However, if your child is unable to tell you about what they've read, he or she may have a problem with comprehension. These children may face hurdles even when just listening to a teacher or parent read aloud, similarly facing the same difficulty when trying out a passage for themselves.

3) Mixed reading difficulties

   Children with mixed reading issues have multiple factors affecting their literacy lessons. For these kids, it's a mixture of problems which can include decoding words and difficulty with comprehension. These students face a double whammy when it comes to intervention. Not only do they have challenges with phonemic awareness, but once they are able to read the words on the page, retaining information and understanding it is a subsequent problem-area.

1.1.4 Purpose of Speaking

1) Pleasure and enjoyment

   This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you. However, this will rarely be the purpose behind the reading one needs to do for academic purposes.

2) Practical application

   Here the purpose is to gain information that you can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets and recipe books are all texts that you would consult with the purpose of gaining specific information.

3) To get an overview

   The point here is to get a general feel for the material, to determine whether it is relevant, useful, up·to-date, and to get a sense of how the topic is treated by the author.

4) To locate specific information

   To find this sort of information might mean that you have to consult several books or sources. In these circumstances, you will be reading with the aim of zeroing in on the information you are looking for.

5) To identify the central idea of theme

The purpose here is to extract the essence of what the written material is trying to convey. For example, you might want to identify the major finding in an experimental article in a journal, or the core issue of a discussion paper

1.2 Visual Auditory Kinesthetic (VAK)

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.

Huda (2014) states that the VAK learning method is a multisensory learning style that involves three learning styles namely seeing, hearing and moving. The teacher must encourage students not only to use one modality but also to combine three modalities to improve their achievement and cover their weaknesses in learning. In addition, Mackay (2011) claims that VAK learning method that students have a balanced and balanced mix of three sensory modalities through sight, sound and act to learn well to improve their abilities.

1.2.1 Behaviors and Characteristic of VAK learning stylse

1) According to Jensen and Nickelsen (2011), visual learners understand the need for information to see the teacher's body language, facial expressions, and appearance requirements. They like to sit in class to avoid obstructions. In addition, visual learners prefer to learn by using visual aids such as diagrams, illustrations, textbooks, overhead transparencies, videos, pictures, flipcharts and leaflets to absorb material. To accommodate these visual learners, the teacher must use pictures, diagrams, power points and charts to convey the material.
2) Jensen and Nickelsen (2011) state that listening students are the best learners by listening through lectures, sounds and music. Besides listening students like activities such as listening to sound recordings, discussing with friends, recording statements, conducting interviews, and arguing with each other in class. In the teaching and learning process the teacher must create appropriate learning by using a good and clear voice.
3) Jensen and Nickelsen (2011) claim that kinesthetic learners learn best through physical experiences such as moving, doing, acting, and touching. They feel bored when they have to sit long in class. They enjoy learning through role playing, exploring and doing tasks. In the teaching and learning process, teachers can apply 14 interactive learning such as role playing, playing creative simulations or games and projects to explore their physical potential.

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1.2.4 Implementation of VAK larning model of english

According to Dunn and Dunn (2012) as quoted by Gilakjani mention about how to apply VAK learning method in thed classroom by providing several techniques that can be used by teachers. Implementation of the English VAK learning method involves:

Using multisensory resources

Multisensory resources (visual, auditory and kinesthetic) in the teaching and learning process. For example pictures for visual students, videos for auditory students and role plays for kinesthetic students. At this point, the teacher uses videos in small group techniques. Then, the teacher asks students to present the assignments given by the teacher in front of the class. Descriptions of each point are explained below:

1) Videos

   Harmer states that (2007) the advantages of watching video in the class are students not only hear language but also see the materials. Moreover, by using video is interesting activity which allows students can take notes of the stories, the events, the settings and others. In addition, watching video will be useful for visual and auditory learners.
2) Role Play

   Huda (2014) states that role play is a way to bring situations from real life to classrooms. In the learning process, Role playing is interactive and effective learning, which is done by students can explore their skills. Meanwhile, role playing can involve kinesthetic learners to express their physical potential.
3) Using Small Group Technique

   The small group technique is the "circle of knowledge" in which students sit in a circle and discuss a subject collaboratively as well another technique. At this stage, the teacher divides students into small group consisting 3-5 students.

1.2.3 Advantages of VAK Learning Model

There are several advantages of the VAK learning model, including:

1) Students can learn in various ways.
2) Student attention and focus will be more easily involved
3) Learning will be more effective, because it combines three learningstyle.
4) The students become active.

1.2.4 Disadvantages of VAK Learning Model

The disadvantages of VAK learning is not many student are able to combine one learning style, only will be able to choose material that uses methods that focus more on one of the supported learning styles.Moreover teacher find hard thing to teach students, because they have different learning style in the study. Thus, teacher needs more energy in the teaching and learning process.

The researcher was explain the previous studies that have been completed by the previous researchers who have familiar subjects in this section.

First, Endang Utari Sitorus (2018) Department of English Education Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera in his research –The Effect Visual, Auditory, Kinesthetic Learning Model on The Students' Achievement in Writing Recount Text At Eighth Grade of Mts Al-Wasliyah Medan Krio‖ The result of this study 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 tcount and ttable to know whether using VAK learning model in teaching writing recount text is effective to improve students' achievement in writing recount text

Second, Yeni Wulansari (2016), English Education Department Of Teacher Training And Education Faculty State Institute For Islamic Studies (IAIN) Salatiga her research –The Use of Visual Auditory Kinesthetic (VAK) Learning Model to Improve Students' Reading Comprhension(A Classroom Action Research of the Eleventh Grade Students of SMA Muhammadiyah Plus Salatiga in the Academic Year of 2015/2016). With result 1) The implementation of VAK Learning model to improve students' reading comprehension runs successfully. It can be proven by the data such as observation result that shows active students' participation, students pay attention to the material and shows enthusiastic in the reading activity. 2) VAK learning model able to improve students' reading comprehension. It can be seen by from the data result that shows 95% of students' score had passed the KKM. The percentage of students' mean score of pre-test I is 31.18%, post-test I is 54.5%, pre-test II is 77.2% and post-test II is 95%. From the definition, it can be meant that 21 of 22 students can pass the KKM after learning by using VAK learning model. 3) There is improvement of the use VAK learning model toward students' reading comprehension of the eleventh grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016. It can be seen from the progression of the result of the research.

Third, Maulidia Tifani Alfin Nur Hardiana, Prof. Pujiati Suyata (2018) in their journal –The Effectiveness Of VAK (Visual, Auditory, Kinesthetic) Model In Learning Of Summary Writing‖. The conclusion of the journal is The VAK model is effective in learning to summary writing. This is proved by the t-test obtained t equal to 2.674 and significant with p ($p<0.05$). Based on these results, the VAK model is more effective than the conventional model in learning to write a summary.

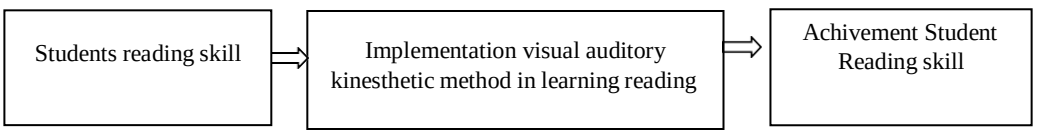
Fourth, Delta Rahwanda (2019) in a thesis The Effect of Learning Style Based Activities on Reading Achievement of Nursing AcademyStudents‖ a thesis from Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training And Education Faculty Lampung University Bandar Lampung. Result of the thesis is In general, every learning style gives positive impact on the students' reading achievement. This can be seen from the means of the students but the result may vary one to another. When the researcher conducts reading activities based on visual learning style, visual students show better score comparing to auditory and kinesthetic learners but the scores are not significantly different. When researcher conducts reading activities based on auditory learning style, auditory students show better score comparing to visual and kinesthetic learners but the scores are not significantly different. it can be concluded that learners actually can perform better when they learn through their learning styles, but they still can understand the materials through different learning style activities. Furthermore, the teacher should be able to prepare learning processes which are fun and communicative which can be based on students' learning styles.

Fifth, Rahmah Wahdaniati Suaib (2017) at Program Studi Tadris Bahasa Inggris Sekolah Tinggi Agama Islam Negeri (STAIN) Watampone her research –The Use of Visual Auditory Kinesthetic (VAK) Learning Styles to Increase Students' Vocabulary‖. The researcher concludes that: 1. The use of Visual Auditory Kinesthetic learning styles in teaching vocabulary improved the students' achievement, as the mean score of the experimental group in posttest was significantly higher than the control group ($82.40 > 58.80$). The result of t-test of the students' vocabulary achievement in experimental group was smaller than α. 2. The students' interest in the use of Visual Auditory Kinesthetic learning styles was categorized very high where the mean score was 88.40. Based on the conclusions above, it is strongly

suggested that The Use of Visual Auditory Kinesthetic learning styles use to avoid monotonous teaching technique especially in teaching vocabulary. Teacher are suggested to utilized Visual Auditory Kinesthetic learning styles in the classroom as it can give a new atmosphere in the classroom. The learning and teaching process presents in enjoyable and relaxing atmosphere will give the students a sense of joy in learning, especially to teach Junior High School students in order to attract their motivation in learning English to be more fun.

Last, Lista Litta, Haryanto and Kisman Salija in their journal –The Effects of Visual Auditory Kinesthetic Learning Style as Technique in Improving Students' Writing Ability‖. The use of VAK learning styles as a technique was effective to improve the students' writing ability. It is proved by the mean score of the students' posttest in the experimental group and control group which were significantly different. The mean score of the posttest in experimental group was higher than control group. It can be seen from the students' mean score of posttest was 73.2 for experimental group, while for control group the students' mean score of posttest was 58.1. The T-test of the students' writing ability improved in experimental and control group in posttest was significantly different. The inferential statistics supports this statement is which p-value 0.0001 < 0.05. The students' interest in experimental group was high interest to learn English writing by using VAK learning styles. It was proved by the mean score of the questionnaire was 91.63 categorized as strongly interested classification. Based on the conclusion above, the researcher put some suggestions and recommendation. In teaching writing especially in teaching writing descriptive essay, the teacher should be more creative for preparing their teaching writing material. They can use VAK learning styles as a technique to improve the students' writing ability. The teacher should give some enough opportunity and more chance for the students to practice their ability in writing by using VAK learning styles because it is easier to practice and enjoyable for students. The researchers also recommend that the teacher give various techniques in teaching English especially in writing based on the students' interest and need. To attract the students' attention, the teacher should be more creative in managing the class, so the students are fun and enjoyable in learning and teaching process.

It is suspected that using visual auditory kinesthetic method can improve reading skill, so it is necessary to clarify what variables are used by researchers as research material, the theorical framework underlying this research is presented in the following diagram.



The three variables above, input, process and output, are as follows:

1. Student activities in the learning reading by using visual auditory kinesthetic.
2. Teacher activity as a facilitator during the learning process by using reading.
3. Output refers to the achievement student reading skill by visual auditory kinesthetic method.

METHODS

2.1 Article Design

Quantitative research method is called the traditional method, because this method is already long enough to use so that it isn as a method for research. This method is called as a method of positivistic because it is based on the philosophy of positivism. This method as a scientific method/scientific because it has met the scientific norms of concrete/empirical, objective, measurable, rational, and systematic. This method is also called method konfirmatif, because this method is suitable for proof/confirmation. This method is called quantitative methods because the resesrch data in the form of numbers and using statistical analysis.So quantitative methods can be defined as analysis based on the philosophy of positivism, used to analyze the population or a specific sample, gathering data using analysis techniques, evaluating quantitative data / statistics in order to test the hypothesis formed:

O_1	X	O_2

Where :

O_1 :Pre-test

X :Treatment

O_2 :Post-test

2.2 Participant

The population of this article at the firdt semester of English Education Muhammadiyah of University Sidenreng Rappang in academic year 2019/2020. The total population is 24 students. The article choose this college because the location is near and know some of student college of the college and the article is really enthusiast in improving the quality of teaching and learning process in class.The sample of this article are 20 students college at the first semester of English Education Muhammadiyah of University Sidenreng Rappang in academic year of 2019/2020.

2.3 Instrument

A reading test was used by researchers as a data collection tool. The test is accurate before and after testing. The test is used to assess students' reading skill achievement prior to therapy and to assess the increase of their reading skill achievement after the test. The scientist selected the instrument because, according to him, the data could be obtained via the SPSS statistical application to respond to the first question and analyze it.

2.4 Procedure of Collecting Data

In conducting this article, the researcher does some steps. They are:

2.4.1 Pre-test

Before doing treatment, this researcher was given a pre-test to students. It aims to identify students' reading skill using multiple choice of narrative text.

2.4.2 Post-test

After giving treatment, the researcher gives a post-test to students to find out whether there is an increase in students' reading skill through visual auditory kinesthetic method..

2.4.3 Find out the increase student reading skill through visual auditory kinesthetic method in teaching using spss statistic app)

2.5 The Technique of Analisis Data

In this research, the data was analyzed based on the following steps:

2.5.1 In analyzing the data that the research get from the speaking test using spss statistic app.

2.5.2 The researcher counted the number of result of the answer will find and then convert it to percentage by using formula :

a. scoring the students answer

$$\text{Score} : \frac{\text{The students' gained scores}}{\text{maximun scores}} x$$

To know the there are improving students reading skill through visual auditory kinesthetic method.

2.5.3 Tabulated and classify the students score into the following clarification The score of the test were classified into six levels as follows :

NO.	Clasification	Score
1	Excellent	87-100
2	Very Good	73-86
3	Good	59-72
4	Average	45-58
5	Poor	30 - 44
6	Very Poor	<30

RESULTS AND DISCUSSION

Researcher were given tests which were a interview test in the previous chapter. The findings of this article deal with the score of the student college in pre-test and post-test, the classification of the score of the students, the mean score, the significant differences between the score of pre-test and post-test, and the hypothesis testing of the samples that have been fabricated.The table 4.1 shows the classification of frequency and percentage of student reading skil through visual auditory kinesthetic method by first semester of English education.

The frequency of the college students score of pre-test

No	Classification	Score	Frequency	Percentage
1	A = Very Good	85 – 100	5	25%
2	B = Good	75 – 84	9	45%
3	C = Fair	60 – 74	5	25%
4	D = Poor	50 – 59	0	0%
5	E = Very Poor	0 - 49	1	5%
Total			**20**	**100%**

Showed that showed that out of 20 students there where 1 (5%) very poor-level students, 0 (0%) poor-level students and 5 (25%) fair-level students, 9 (45%) good-level students, and 5 (25%) very good-level students.

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The frequency of the college students score of post-test

No	Classification	Score	Frequency	Percentage
1	A = Very Good	85 – 100	16	80%
2	B = Good	75 – 84	4	20%
3	C = Fair	60 – 74	0	0%
4	D = Poor	50 – 59	0	0%
5	E = Very Poor	0 - 49	0	0%
	Total		**20**	**100%**

Showed that , 0 (0%) students in very poor levels, 0 (0%) students in poor levels and 0 (0%) students in fair levels, 4 (20%) students in good levels and 16 (80%) students in very good levels were found among 20 students. Based on table 4.1 and 4.2, it can be concluded that in post-test of first semester english classroom rate percentage was higher than in pre-test.

The mean score college students in pre-test

The Test	Mean Score	Standard Deviation
Pre-test	74.5	12.87

The mean score college students in post-test

The Test	Mean Score	Standard Deviation
Post-test	90.5	7.4

Researcher discuss the results of student language proficiency achievements in this section. The data analyzed above can be dealt with in scope This research is as follows :

1) the results of college student scores on these findings, researchers used a t-test inferential statistics with the SPSS program for Windows evaluation version to test the hypothesis. In pre-test, researchers found that the t-test value was higher than the t-table (2.268> 2.093). which explains that H_1 is accepted and H_0 is rejected. Or at a significant level of $\alpha = 0.05$. This means that through visual auditory kinesthetic method provides an rectify in college students' reading skill at the first semester of Muhammadiyah University Sidenreng Rappang.
2) The mean value of high performance students gain in reading learning Using a visual auditory kinesthetic method. Accordingly, based on the mean score, may the hypotheses expressed in my Chapter 2 that there is an increase in students ' reading skill through visual auditory kinesthetic method.

   The above disscussion shows acceptance of the action hypothesis. Visual auditory kinesthetic can improve reading skill for students. Analysis The theory is supported by the data collected. Students become more enthusiastic than ever before. They responded to the research activity well. They were very active, not only in paying attention but also answering the question more correctly. This is also supported by the result of tests.

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CONCLUSION

1) Visual Auditory Kinesthetic method could increase students' reading skill. The students' reading skill showed an improvement from a pretest and posttest. Because visual auditory kinesthetic method gives many benefits related to students' reading skill. Visual auditory kinesthetic method make students' reading skill getting better.
2) the researcher would like conclude that the first semester english classroom of Muhammadiyah Uuniversity Sidenreng Rappang have rectify reading skill through visual auditory kinesthetic method. It was proved the mean score of post-test was higher (90.5) than the mean score of pre-test (74.5). It proved that the use of visual auditory kinesthetic method effective in improving college students reading skill.
3) So based on the result of mean score and t-test, the researcher concluded that visual auditory kinesthetic method can rectifying the college students reading skill.

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Peace and salutation be upon to the noble prophet of Islam Muhammad SAW, his families, her relatives, and her faithful followers.

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