CHAPTER 1
INTRODUCTION

A.   Background of the Study

English, as an International language, has played its role as a medium of communication for aspects of life such as in commerce, sport, science, education and technology. English itself is taught as a foreign language in Indonesia and has been taught to every level of education.

There are four skills in learning English namely listening, speaking, reading and writing. Writing is one of English skills that is should be mastered in language learning. Peoples need to learn writing in English, for occupational or academic purposes (Harmer, 2004, p. 31). In fact, writing, particularly academic writing is not easy. It takes study and practice to develop this skill. It is important to note that writing is a process, not a product. This means that a piece of writing, is always possible to review and revise, and revise again (Oshima and Hogue, 1999, p. 3).

In the *Kurikulum Tingkat Satuan Pendidikan*, "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, the purpose of writing for the Junior High School is to encourage the students to write some some kinds of texts in the form of functional texts (advertisements, brochures, personal letters, announcements and notice and simple monolog texts are descriptive, recount, narrative, procedure and report.

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 (2005:223) recount text has a basic form of sequencing units of information or a series of events.

In the process of writing, students need to be 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-1 of SMP Negri 1 Tg.Morawa and by interviewing the English teacher, from 38 students it is found that there are 12 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.

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 didn't have any ideas and information, and minim vocabulary. In this kind of situation, the teacher has important role to assist the students 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, teachers are suggested to know how his or her students learn to find teaching method that create fun-learning activity and suitable for the students.

To get effective classrooms the teaching strategies are needed. However not all teaching strategies are applicable for writing. According to Beck (2001:56), as teachers, we have to aware of our students' learning style preferences, they are more likely to make an effort to accommodate these differences.

One of the approaches which is able to overcome the complication of students' writing achievement is VAK learning model. VAK learning model is an approach and development from *Quantum Learning*. This VAK learning model consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitve skills such as situation analysis, self-pacing, and self-evaluation to produce a learning outcome based on the difference of students' learning style.

Dunn and Dunn in DePorter (2007:89) suggest that learning styles are categorized as visual, auditory, and kinesthetic. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures. Kinesthetic learners learn by doing, touching, working and movement.

Previous research had been conducted by Sitorus (2012) shown that there is significant effect of using VAK learning model on students' achivement in writing poetry. It is also stated that the students' achievement who are taught by using VAK learning model is better than the the students' achievement who are thought by using without VAK learning model in SMP Negeri 2 Porsea.

Suhara (2013) conducted a study that investigated the effect of VAK learning model on students' achivement of senior high school in SMA Negeri 1 Lawang Kidul in writing descriptive text. She found that mean score of experimental class is better than the mean score in control class.

Vaishnav (2013) found that there was positive correlation between visual, auditory and kinesthetic learning styles on students' academic achievement among secondary school students from various schools of Nagpur City in Maharashtra states. Susilawati (2013) also did investigation to find out the correlation between university students' learning style and their writing achievement in English department of Jambi University. She found there was a positive correlation between learning style and writing achievement.

Ahmed (2012) investigated the effectiveness of using different learning styles on developing EFL Saudi students' writing skills. The findings of the study showed that the perfomance of the experimental group was far better than the control one in the writing skills.

According to Gilakjani (2012), a better knowledge and understanding of learning styles may become important as classroom sizes increase. Teachers should accomodate students' learning style to improve students' learning results, increases both motivation and efficiency.

The writer conducted this study based on previous researchers. Yet, this study was different in the aspect of media and material used. Hopefully, the using of visual, auditory, kinesthetic (VAK) learning model can be one of effective learning material than can significantly improve students' achievement in writing recount text.

B.   The Problem of the Study

Based on the background of the study, the problem was formulated as the following: "is there any significant effect of using VAK (visual, auditory and kinesthetic) learning model on students' achievement in writing recount text?"

C.   The Objective of the Study

In relation to the problem above, the objective of the study was intended to derive whether there is a significant effect of using VAK (visual, auditory and kinesthetic) learning model on students' achievement in writing recount text.

D.   The Scope of the Study

There are many types of writing texts namely narrative, descriptive, recount, procedure, explanation, discussion, exposition, news item, report, anecdote, spoof and review. This study focuses on investigating the effect of using VAK (visual, auditory and kinesthetic) learning model on students' achievement in writing recount text.

E.   The Significance of the Study

This research hopefully gives contributions to:

1. English teacher, as a reference to improve the students' achievement in writing recount text and give information about responding to students' learning styles and srategies that plays an important role in the successfull of learning.

2. Students, to improve their achievement on writing by matching their own learning style and use appropriate ways to develop their skills by themselves.

3. Other researchers, who are interested in doing further VAK (Visual, Auditory, Kinesthetic) Learning Model research to improve students' writing achievement.