

**THE USE OF VAK (VISUAL, AUDITORY,
KINESTHETIC) LEARNING STYLE OF NLP AS
PSYCHOLOGICAL APPROACH IN LEARNING
SPEAKING SKILL**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree
of Bachelor of Education in English Language Education



By

AHSIN MAHBUBI

1403046112

ISLAMIC EDUCATION AND TEACER TRAINING FACULTY

UNIVERSITAS ISLAM WALISONGO

SEMARANG

2021

THESIS PROJECT STATEMENT

I am, the students with the following identify:

Name : Ahsin Mahbubi

Student Number : 1403046112

Department : English Education Department

Cerify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion of findings included in final project are quoted in accordance with ethical standards.

Semarang, March 9th 2021

The Researcher,



Ahsin Mahbubi
1403046112



KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax.
7615387 Semarang 50185

RATIFICATION

Thesis with following identity:

Title : **THE USE OF VAK (VISUAL,
AUDITORY, KINESTHETIC)
LEARNING STYLE OF NLP AS
PSYCHOLOGICAL APPROACH IN
LEARNING SPEAKING SKILL**

Name of Student : Ahsin Mahbubi
Student Number : 1403046112
Department : English Education Department

had been ratified by the team of final project examiner of Education and Teacher Training Faculty of Universitas Islam Negeri (UIN) Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor Degree in English Language Education.

Semarang, March 9th 2021

THE BOARD OF EXAMINERS

Chair person,

Secretary

Nadiah ma'mun, M. Pd.

NIP. 197811032007012016

Examiner I,

Dra. Hj. Ma'rifatul Fadhilah, M.Ed

NIP. 196208031989032003

Examiner II,

Siti Mariam, M. Pd.

NIP. 196507271992032002

Advisor I,

David Rizal, M. Pd.

NIP. 197710252007011015

Advisor II,

Nadiah ma'mun, M. Pd.

NIP. 197811032007012016

Sayyidatul Fadlilah, M. Pd

NIP.198109082007102001



ADVISOR NOTE I

Semarang, March 9th 2021

To
The Dean of

Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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Name of the Students : Ahsin Mahbubi
Students Number : 1403046112
Department : English Education Department

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic University, to be examined at Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Advisor I,



Nadiah Ma'mun, M. Pd
NIP. 197811032007012016

ADVISOR NOTE II

Semarang, March 9th 2021

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The Dean of

Walisongo State Islamic University

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Wassalamu'alaikum Wr. Wb.

Advisor II,



Sayyidahul Fadlillah, M. Pd
NIP. 198109082007102001

MOTTO

Connecting with Yourself and
Knowing Yourself
is Life Changing

DEDICATION

The final project is dedicated to:

My beloved parents (Fatah Yasin & Mufatichah) who always support me in life, My beloved wife (Zahriatus Shifa Ulya) who always beside me in every moments

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Bismillahirrahmaanirrahim,

All praises be to The Almighty Allah Who always gives His blessing upon the researcher in his life and enables him to accomplish this thesis entitled “The use of VAK (Visual, Auditory, Kinesthetic) learning style of NLP as psychological approach in learning speaking skill”. The prayer and salaam are always offered to the prophet Muhammad, the noblest creature ever. In this opportunity, the researcher extends his gratitude to:

1. Sayyidatul Fadlilah, M.Pd and Dra. Nuna Mustikawati Dewi, M.Pd, as the Head and Secretary of English Language Education Department for guidance and advices during the years of my study.
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6. The last but not least, those who cannot be mentioned one by one, who have support the researcher to finish this thesis. Thank you. Finally, the researcher realizes that this thesis is far from being perfect. The researcher always expects that this research may be helpful for everyone. Amiin.

Semarang, March 9th 2021

The writer,

A handwritten signature in black ink, appearing to read 'Ahsin Mahbubi', written in a cursive style.

Ahsin Mahbubi
1403046112

ABSTRACT

Title : **THE USE OF VAK (VISUAL, AUDITORY, KINESTHETIC) LEARNING STYLE OF NLP AS PSYCHOLOGICAL APPROACH IN LEARNING SPEAKING SKILL**

Writer : Ahsin Mahbubi

Student Number : 1403046112

The aim of this research was to explain the use of VAK (visual, auditory, kinesthetic) learning style of NLP as psychological approach in learning speaking skill. The research was taken at English plus conversation, conversation course. In analyzing collected data researcher uses descriptive qualitative research, researcher collects data, arrange data, and present data. in order to get resources related to this research, the techniques of collecting the data used by the researcher are interview, observation, documentation. After several meetings with different learning style applied researcher found that the way learners act in getting new information or knowledge are different. Visual learner need to visualize something,. While auditory learner will directly asking for verbal explanation to recall something, learning using VAK learning style proved declining psychological issues feelings of fear and anxiety and lack of confidence in speaking they tend to be easier learning on their perceptual system. In other view their perceptual systems have strong relation with their company position background, for example kinesthetic learner work as engineer which they will be easier to learn and make their job finish kinesthetically. Knowing their own characteristic or learning style will help teacher to plan learning method used in students learning activity, and students will know the way they accelerate themselves in learning based their characteristic.

Keywords: Neuro Linguistic Programming, Visual Auditory Kinesthetic, learning style, speaking skill.

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CHAPTER I

INTRODUCTION

In this chapter researcher will show foundation of this research as background of study, research question and significance of this research

A. Background of the Study

English for Indonesian students is still a big problem to master, there are several factors that influence why English is still difficult, especially in its use as communication tool. Some interviews are conducted to find out their problems, the writer asked what problems they have to some 12 grade of senior high school students. From the data that gets answers , feelings of fear and anxiety make mistakes dominate besides their weak in understanding of English grammar and vocabularies weakness.

To overcome this problem, education developers have been conducting research on teaching techniques and methods, as what Hadist said for studying and developing knowledge from cradle to the grave “أَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّهْدِ” Here the researcher focused on the NLP technique used in learning process. From several studies that have been done, NLP brings positive effects on learning outcomes

Grammatical skill EFL students of Iranian increased after NLP treatment applied in experimental group, Quantitative experimental study by Fatemeh Pournahreini Titled “The Effect of Neuro-Linguistic Programming Technique on Enhancing Grammatical Knowledge of Iranian EFL Learners at Intermediate Level” it concluded Neuro-linguistic Programming technique might enable the EFL teacher to teach structure or grammar more efficiently¹.

Still with Iranian, in the same study environment, but here NLP was applied to listening comprehension subject, 12 NLP treatments were applied to the experimental class, and after the post test the result NLP proved to have a very positive impact on class participants. This research suggests that accelerated learning is much more dynamic and has a significant effect on listening comprehension, detailed listening and, different learning styles.²

In another study, a descriptive study titled “Effective Ways of Teaching and Learning English through NLP Techniques” that discussed learning using the NLP concept. NLP

¹ Fatemeh Pournahreini, ‘The Effect of Neuro-Linguistic Programming Technique on Enhancing Grammatical Knowledge of Iranian EFL Learners at Intermediate Level’, *English for Specific Purposes World*, 44.16 (2015).

² Chnour Khalandi and Rashideh Zoghi, ‘The Effect of NLP (Accelerated Learning) on Iranian EFL Learner’s Listening Comprehension’, *Theory and Practice in Language Studies*, 7.11 (2017), 1139
<<https://doi.org/10.17507/tpls.0711.25>>.

provide a variety of activities that will assist learners to experience the benefits of NLP techniques both in their learning process and their personal life³.

VAK is the part of NLP, it is representational system, In NLP the system we use to experience the world are called Primary representational system, depending to some extend on context. Most people naturally tend to use one more than other two, or one system before the others either when noticing things around them, and when learning something new, in NLP it called preferred primary representational system.

After being applied in learning processes from several different English skills, NLP is believed to earn variety of learning activities that will assist learners in their learning process better and to be able to make a positive contribution in the classroom. Then this study wants to explain the process on VAK learning based, how it helps teacher and learner when it's implemented.

B. Research Questions

The problem of this research is: how is the use of VAK (visual, auditory, kinesthetic) learning style of NLP as

³ Sevin ŞAMAN, 'Effective Ways of Teaching and Learning English Through Nlp Techniques', 2006.

psychological approach in learning adult class' speaking skill of English plus Conversation course.

C. Objectives of the Study

The objective of the study is to explain VAK (visual, auditory, kinesthetic) learning style of NLP usage as psychological approach in learning adult class' speaking skill of English plus conversation course.

D. Significances of the Study

Researcher hopes this study will fulfill the gap from several NLP in teaching research conducted, so it can give contribution to improve the efficiency both the teachers and learners in teaching and learning activities, as the part of problem solving of certain problems found among learners in learning processes. In other side this study also expected to give information about NLP itself as a technique of personal excellence. And how this approach is implemented in learning processes. This research may useful for a further research in this field by extending it to other level, other subject, and different setting.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents previous study and review of related literature used in this study. the purpose of this discussion is to set the theories, research report, and review concerning to Neuro Linguistic Programming (NLP) in language learning which specified to learning of Speaking skills.

A. PREVIOUS STUDY

There are many previous researches that relevant to the present study:

- a. International Journal by Chnour Khalandi “The Effect of NLP (Accelerated Learning) on Iranian EFL Learner’s Listening Comprehension” this research used pre and post-test method. There were 30 students as the subject of research they were divided in to two groups experimental and control group in experimental group they took VAK (visual, auditory, kinesthetic) test, then NLP treatments were implemented the result of NLP implementation made

post-test result is higher than pre-test, after 12 sessions of treatment processes had conducted.

This journal stated Neuro linguistic programming treatment is proved to make better improvement of Iranian listening skills by experimenting those treatments. Result of each visual, auditory and kinesthetic learner's listening comprehension is 87, 93 and 85 percent more than they are which in control group. Although "Neuro-Linguistic Programming" (NLP) is not considered a teaching approach, it is a new technique. The purpose of NLP is that expected to build effective learning outcomes in the area of SLA.⁴

There are number of experimental researches which prove that Neuro Linguistic Programming brings positive impact in learning and teaching activities. That's why in recent study researcher use qualitative research method which more focus on describing how NLP is implemented in teaching and learning activity.

⁴ Khalandi and Zoghi.

- b. Journal by Maulidia Tifani Alfin Nur Hardiana “The Effectiveness of VAK (Visual, Auditory, Kinesthetic) Model in Learning of Summary Writing. The aim of this study is to see how successful the VAK model is at teaching summary writing. This study was designed as a quasi-experiment with a pretest-posttest control group. There were 331 students from SMP Negeri 15 Yogyakarta's class VIII.

This journal article explains that visual, auditory, and kinesthetic learning styles (VAK) are multi-sensory learning styles that include sight, hearing, and movement. This model aims to incorporate these three components in the development of students' skills in learning activities, resulting in the VAK model being able to train students' self-esteem and maintain a critical attitude. The students present the results of their work in this task, and the other students offer their opinions on the results of the submitted summary. This encourages students to express themselves democratically about their comprehension of the text's substance.⁵

⁵ Maulidia T.A.N Hardiana, ‘The Effectiveness of VAK (Visual, Auditory, Kinesthetic) Model in Learning of Summary Writing’, *International Journal of Research and Review*, 2.6 (2015), 343–47
<http://www.gkpublication.in/IJRR_Vol.2_Issue6_June2015/IJRR0066.pdf>.

The similarity with the present study is researcher using the same model which is VAK learning style, but this study implement VAK in writing skills. While present study is focusing on speaking skill. This study is experimental qualitative while present study is descriptive quantitative.

- c. Research was conducted by Mildan Arsdan Fidinillah “THE EFFECTS OF NEUROLINGUISTIC PROGRAMMING (NLP) METHODS TOWARDS STUDENTS’ SPEAKING SKILL”. The objective of this research is to investigate the effects of Neurolinguistic Programming (NLP) method towards students’ speaking skill at Madrasah Ibtidaiyah Sa’adatuddarain 2 Tangerang Selatan.

This study examines the differences in English-speaking students who are taught by conventional method with the students taught with NLP method. Conditions of average English-speaking students taught using conventional method is categorized as sufficient. Average conditions of the results of students speaking English taught using NLP method is categorized as good. The calculation result above obtained average value of students

speaking English taught using NLP method of 64.76 with a standard deviation of 9.43. Meanwhile the median and mode respectively are 63 and 58.5.⁶

The discussion of this study and recent study is almost similar, they both using NLP method in speaking skill subject. but Recent study focused on VAK learning style, which is the more specific part of NLP. Research method on this study is experimental qualitative while present study is descriptive quantitative

B. Neuro Linguistic Programming (NLP)

1. What is NLP ?

NLP (Neuro Linguistic Programming) is an attitude to life, it is also a collection of pattern and strategies for assisting effective communication, personal growth and change, and learning, its is based on a series of underlying assumptions about how the mind work and how people act and interact.

⁶ Mildan Arsdan Fidinillah, 'The Effects of Neurolinguistic Programming (NIP) Methods Towards Students' Speaking Skill', *Scope : Journal of English Language Teaching*, 2.01 (2018), 56
<<https://doi.org/10.30998/scope.v2i01.2273>>.

The name Neuro-Linguistic Programming breaks down into:

Neuro

which covers what goes on in the brain and in the nervous system.

Linguistic

referring to the way that we use words, and how this affects our perceptions of, and relationship with, the external world.

Programming

an interactive process which allows us to make very precise choices about the way we think, speak and feel. The exercise on sub modalities is a typical example of what we mean by 'programming'.⁷

NLP cannot be described in a single way on a global scale. There are numerous explanations. Each like a beam of light shining from a different angle., each explanation explains others, some perspective about definition of NLP came from expert figures, Joseph O'Connor stated in his book:

⁷ Jane Revell and Susan Norman, *In Your Hands NLP in ELT*, 1997.

1. NLP is an accelerated learning technique for detecting and using patterns in the real world (John Grinder)
2. NLP is the epistemology of reclaiming a world that has been lost to us (John Grinder)
3. NLP is whatever works (Robert Dilts)
4. NLP is an attitude and methodology, which leave behind a trail of techniques (Richard Bandler)
5. NLP is synthetic study of human communication (Alex Van Udhe)⁸

From definitions mentioned it is known that NLP has a large field. In this study, the researcher focused on VAK, the researcher chose it because in its implementation it is very relevant to be implemented.

2. NLP Presupposition

NLP has a foundation of thinking and acting called presupposition. NLP presuppositions form the basic beliefs and attitudes that effective NLP practitioners work and live by.

⁸ Joseph O'Connor, *[[Nlp Workbook A Practical Guide (b-ok.org)]]*-5, 2003.

1. Mind and body are interconnected

A positive mental attitude can keep people healthy while stress and tension can result a disease. Good emotional condition, good environment can impact to result of learning activity, leading students to have good emotional condition will make them easier to reach their outcomes.

2. The map is not the territory

Every people has different way to represent the world the believes in different things, what we belief impact to what happen to us, can be formed that map is our perception, and territory is reality

3. There is no failure only feedback

It is more about how we think in getting our outcomes, when we do something and it doesn't go the way we want. It is what called processing, make mistakes happened as sources of learning. Making mistake means making a progress, this presupposition lining teachers and students to learn from mistakes they made, rather than giving up on it

4. The map becomes the Territory

This is about power of belief, if you believe something to be true, you will make it true, positive belief is constructing, and negative belief tend to limit someone thinking. So give yourself as teacher, and other as students positive messages and stop thinking negative one or even just imagine it in your mind

5. Communication is Non-Verbal as well as Verbal

Have you ever heard someone said “Yes” but in reality is “No”? message conveyed in any communication by body language (posture, facial expression, etc.) By showing out our facial expression we can get the real answer whether it is “Yes” or “No”. In another implication like physical appearance and what we dress make big impact in our social communication. If you have bad impression it will be harder to change it after, so your first impression to someone could be the last impression too.

6. Communication is Non-Conscious as well as Conscious

This presupposition is rather hard to be proven in conscious condition. If you try making someone comfort

communicating by doing NLP approach. Unconsciously someone feeling comfort without any awareness, means you have done communicating to her or him consciously.

7. The meaning of my communication is the response I get
Not all of information we said to people are absorbed appropriately, so we have to constantly aware and understand about other's response, mismatch is sign of bad communication, so in order to make effective communication it requires active participation on both sides.

3. Pillars of NLP

NLP lies on four pillars these could be “Minds” of NLP, they can be classified to :

1. Outcomes:

Outcomes in NLP stand for goals and objectives. The more you know what you want, wider chance you get in order to achieve it. It helps you to organize and decide steps you take in every processes, so you are acting purposeful.

Outcome thinking has three basic elements

- Know your present situation – where you are now

- Know your desired situation – where you want to be
- Plan your strategy – how to get from one to other using resources you have or using other⁹

2. Rapport

Rapport is heart of successful communication with other people. It's about comprehending and accepting how another person interprets a word in the same way we do with our own. By maximizing similarities and minimizing differences at people at non conscious level. Without it communication will be failed, conflict can arise, everyone tends to lose out, with it communication will be positive and harmonious and everyone is more likely to be happy and to achieve their outcomes.

3. Sensory Acuity

Sensory Acuity the sensitivity of our five senses when seeing, hearing and feeling (calibration) what is conveyed by the other person through non-verbal communication. With Sensory Acuity you can have the ability to calibrate changes in the situation

⁹ J O'Connor, *The NLP Workbook: The Practical Guidebook to Achieving the Results You Want*, Neuro-Linguistic Programming (Thorsons, 2001).

4. Flexibility

Flexibility is doing something different is what you are doing is not working, it is action you should take if your way not leading you to your outcome, doing something else continuously if it is not working. Rita Dunn said “If the child is not learning in the way you are teaching then you must teach in the way the child learn”¹⁰ this statement is relevant with applying presentational system in teaching and learning activity which the way students experience knowledge may be different, then it’s important for teachers know and able to identify which presentational system students have, Visual, Auditory, or Kinesthetic (VAK)

C. Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

1. Definition of speaking

Speaking in wide scope can be defined in different point of view. Deborah Cameroon stated Speaking is using language actively to express meanings to get other people can make sense of them. It is recognized as an interactive, social and contextualized as event of communicative. learners need to be possession in speaking of knowledge about how to

¹⁰ Revell and Norman.

produce not only linguistically connect but also pragmatically appropriate utterances¹¹

Speaking ability, according to Harmer, is described as the ability to speak fluently while also having the ability to process information and language 'on the fly.'

This necessitates the ability to communicate and reflex non-verbal language in turn management. In this case it has little time for planning in speaking. Therefore, fluency is needed to achieve the purpose of the conversation.¹²

According to Pinter Speaking skill is communicating with others in spontaneous situations. So, fluent speakers can not only convey intentions but also knowing what is the right thing to say in certain situations. This is difficult and requires a long process to master all sub skills.¹³

From these explanations the writer concludes speaking skills is the skill in conveying the meanings by

¹¹ Deborah Cameron, 'Working with Spoken Discourse', 2001
<<https://ia902706.us.archive.org/18/items/0761957723/WorkingWithSpokenDiscourse.pdf>>.

¹² Jeremy Harmer, 'The Practice of English Language Teaching' (London: Longman, 2001).

¹³ Annamaria Pinter, *Teaching Young Language Learners* (Oxford University, 2006), xxxv.

verbal, and non-verbal, the easier the listener gets the purpose the better speaker's skill in speaking

2. Type of spoken language

1. Monologue

In monologues, is when spoken language used by speaker for any length of time, like in speeches, readings, news broadcasts, lectures, the hearer must not interrupt process long stretches of speech.

2. Dialogue

Dialogues are conversations between two or more people, and they can be divided into two types: those that foster social relationships (interpersonal) and those that communicate propositional or factual details (transactional). Participants may have a lot of common knowledge (background information, schemata) in each case. Therefore, conversations with more assumptions, implications, and other nuances concealed between the lines will result from the interlocutors' familiarity. To ensure effective comprehension in conversations between or among participants who are unfamiliar with each other, references and definitions must be clearer. When such

references aren't made clear, it's easy for misunderstandings to occur.¹⁴

3. Components of Speaking Skill

There are four components in speaking skill, the meaning by component here is what aspect influencing how well people speak English. According to Syakur they are: grammar, vocabulary, pronunciation, and fluency.

3. Grammar

According to Swan grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning¹⁵. Coghill and Stacy defined the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units¹⁶. In order to make good communication, correct arrangement of words is needed,

¹⁴ H. Douglas Brown, 'Teaching by Principles Teaching by Principles: An Interactive Approach to Language Pedagogy', *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000, p. 491.

¹⁵ Michael Swan, 'Practical English Usage' (New York: Oxford University, 2005).

¹⁶ Jeffrey Coghill and Stacy Magedanz, *English Grammar* (New York: Wiley Publishing, Inc., 2003).

4. Vocabulary

A vocabulary is a set of familiar words within a person's language. According to Merriam-Webster dictionary it defined as :

- a) a sum or stock of words used by a language, community, person, or function, or in a field of knowledge;
- b) a list or set of terms or codes available for use, usually alphabetically arranged and explained or described;
- c) a list or collection of terms or codes available for use, usually alphabetically arranged and explained or defined (as in an indexing system)
- d) d) a variety of expressive instruments or techniques (as of an art form)

5. Pronunciation

According to Oxford advanced learners dictionary it is the way how language is spoken. Dalton and Seidlhofer define pronunciation in general term as the production of significant sounds.¹⁷

¹⁷ Christiane and Barbara Seidlhofer Dalton, *A Scheme for Teachers Education: Pronunciation* (New york: Oxford, 2001).

6. Fluency

In composition, fluency is a general term for the clear, smooth, and effortless use of language in writing or speech

D. TEACHING SPEAKING

Teaching is the art and science whereby a lecturer or teacher conveys knowledge to students in a formal or informal setting where can be done inside or outside class, employing a variety of methods. And teaching speaking means speaking is being the object taught in teaching itself

1. Purpose of teaching speaking

Any teaching activities has their specific aim as the learner teaching speaking activity has specific aim for them, Students are expected to be able to :

1. Producing the English speech sounds and sound patterns
2. Using word and sentences stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.¹⁸

2. Reason for Teaching Speaking

There are three main reasons for student learning speaking skill

1. Speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of classroom.
2. The more students have opportunities to *activate* the various elements of language they have stored in their brains, as the result. Students gradually become autonomous language users, this means they will be able to speak fluently without very much thought.
3. Speaking tasks provide feedback for both teacher and students. Everyone can see how well they are

¹⁸ David Nunan, *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003).

doing: both how successful they are, and also what language problems they are experiencing.¹⁹

3. Principles for Teaching Speaking

1. Be aware of differences second language and foreign language learning context

English as Foreign language and English as Second language is different context that learners involve in the main difference can be described below

EFL is where the target of language is not the language of communication in society, for example learning English in Indonesia , learning Japanese in Russia , learning Korean in French. Here learning speaking skill is having more challenge because students have fewer opportunities to practice target language outside of class.

ESL is the opposite, where the target of language is the language of communication used in the society. For example Indonesian students who are learning English in New York , Malaysian

¹⁹ Harmer.

students who are learning Arabic in Egypt, or even American businessmen who are learning to speak Bahasa in Indonesia. They have more opportunities in using target language outside class, speaking skill should be easier to be mastered in this case.

2. Give student practice with both fluency and accuracy.

Accuracy can be understood by how far students' speech matches what people say when they use the target language. Fluency is the level at which speakers use language quickly and confidently, with little doubt or unnatural pauses, false starts, word searches, etc.

These two subject are related, as the students got their accuracy they will get practice in their fluency level, lots of practice is needed here, to get it teacher should give understanding that making mistakes is natural part in learning new language.

3. Provide opportunities to talk by using group work or pair work, and limiting teacher talk.

Normally teacher's speech is dominating in any teaching activity. The more teacher speaking, the less students active in practicing their speaking skill.

It's critically important as instructor of language to recognize how much teacher's talking time in class so students can have their time to practice their speaking.

Activities that increase the amount of time for students is like work pair and group activities. They will be more active taking pace in speaking role that normally filled by teacher.

4. Plan speaking task that involve negotiation for meaning

Speaker in communicating will try to make you understood and listener automatically he will try to understand this process is called negotiating for meaning. It involves in checking to see if listener has understood what someone has said, clarifying listener's understanding by making sure for their recognition, understanding, of every words during conversation.²⁰

²⁰ Nunan.

E. NEURO LINGUISTIC PROGRAMMING IN LANGUAGE LEARNING

NLP in Language learning can be described in some parts they are:

1. NLP as psychological approach in language learning

Psychology is the scientific study of behaviour. The behaviour can be studied through some techniques and approaches. The unconscious process of mind is observed through psychoanalytical approach. This approach analysis some psychological factors like anxiety, stress, fear and lack of confidence etc. Neuro-linguistic Programming is also one of the techniques to recognize the human behaviour. This approach observes the internal way of thinking and experience. The NLP studies the relationship between brain, language and behaviour. This method is considered natural approach in learning a new language. Language acquisition is given more criteria than language learning. The NLP can be divided into three segments. Neuro is the first segment which studies the relationship brain and language. It also studies the functioning of human brain. Linguistic is considered as second segment. This segment studies the functioning of second language learning. The third

segment is programming which studies the methods and techniques to attain the language.²¹

2. Representational systems

According to Stamford, learners are naturally born with a set of intelligence types, and their intelligences vary across different Individuals in a way that some learners, for example, may excel in one or more intelligence types while they may lag behind the other learners in some other types of intelligences²²

In NLP the system we use to experience the world are called Primary representational system, depending to some extend on context, most people naturally tend to use one more than other two, or one system before the others either when noticing things around them, when learning something new, in NLP it called preferred primary representational system²³

²¹ A. Delbio and M. Ilankumaran, 'Second Language Acquisition Through Neurolinguistic Programming: A Psychoanalytic Approach', *International Journal of Effective Communication*, 7.4.36 (2018), 624
<<https://doi.org/10.14419/ijet.v7i4.36.24212>>.

²² Nunan.

²³ Revell and Norman.

3. Part of Representational systems

1. Visual

People who experience the word primarily visually like to take in information through their eyes, they like to see things written down, read books, look at pictures, diagrams and so on, they take notes (usually neatly) in order to look at them again.

2. Auditory

People who experience the word primarily auditorily like to get information through their ears, they like to hear things being said, listen to cassettes, perhaps even have a chance to repeat things in their own head, they would rather record a lecture rather than take notes

3. Kinesthetic

People who experience the word primarily kinesthetically like to get information through their hands or bodies or emotions, they like to touch things, move their hands or feet, walk around room, they also take notes, not necessarily to look at them again, but because the movement of their hand across the page helps them to absorb the information²⁴

²⁴ Revell and Norman.

4. Sensory language

The language people use can show which representational system they are using at a particular moment

For example

1. When they are representing visually they tend to use visual language - they say things like : 'I see what you mean' or 'I get the picture' or 'I need different perspective of that'
2. When they are representing auditorily they tend to use auditory language - they say things like : 'That doesn't sound right' or 'I hear what you're saying but...' or 'His name rings a bell'
3. When they are representing kinesthetically they might say things like : 'I feel it's wrong' or 'That doesn't grab me' or 'I can't quite grasp that idea'²⁵

These sensory specific words are often referred in NLP as predicates

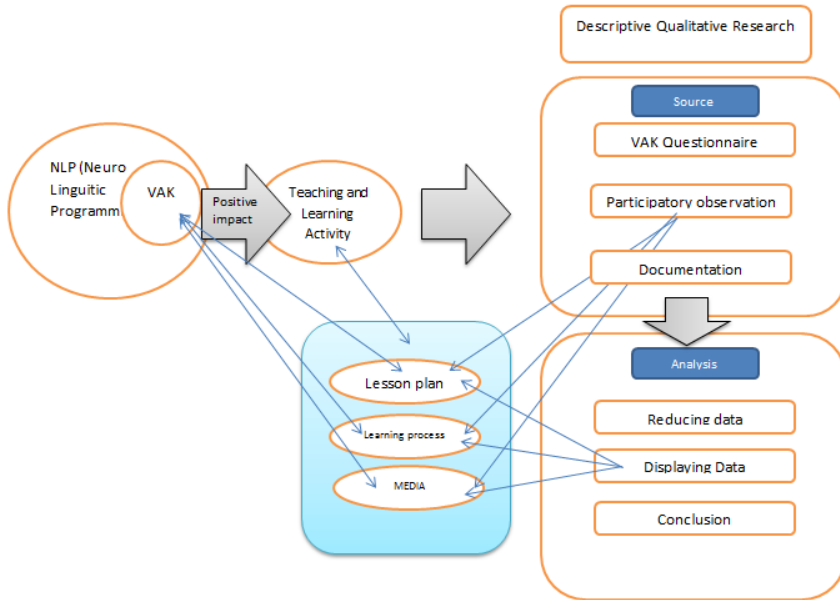
²⁵ Revell and Norman.

	Neutral	Visual	Auditory	Kinesthetic
Noun	Thing Experience Knowledge Understanding Description Representation	Picture Image Point of view View point Perspective Focus Insight Horizon Scene Sight Glimpse	Sound Tune Tone Voice Volume Discord Harmony Echo Accent	Feeling Sensation Stress Pressure Temperature Reaction Emotion Weight Attitude Posture
Verb	Think Believe Understand Remember Know Experience Describe Represent Explain Agree Disagree	See Look at Show Picture Focus Illustrate Visualize Reflect Dazzle Glance at Perceive	Hear Listen to Tell Say Speak Talk Shout Stress Tune in Ring Accentuate	Feel Touch Connect Move Support Grab Hold Sting Grasp Fit Catch

	Concentrate	Gaze		
Adjective	Great Wonderful Excellent	Blinded	Deaf	Closed
		Blank	Dumbfounded	Stunned
		Hazy	Out of tune	Heavy
		Blurred	Off key	Hard
		Revealing	Flat	Cold
		Bright	Sharp	Hold
		Graphic	Speechless	Knocked out
		Short sighted	Loud	Smashing
		Brilliant	Clear	Sensational
Clear	smashing	comfortable		

Source : In Your Hands, NLP in ELT by *Jane Revell, and Susan Norman*

F. CONCEPTUAL FRAMEWORK



NLP (Neuro Linguistic programming) is an attitude to life, it is also a collection of pattern and strategies for assisting effective communication, personal growth and change, and learning. VAK is the part of NLP, it is representational system. Most people naturally tend to use one more than other two. Researcher chose VAK because it's its relevant part of NLP to be implemented in teaching and learning activity. Speaking is the active use of language to express meanings so that other people can make sense of them.

From number of previous study NLP brings positive effects there, and why VAK? Because it's how people absorb the changes around them. Everyone has its characteristic in experiencing the world. The more teacher knows each students' characteristic the more teacher have chance to solve students problem in learning.

Lots of experimental studies told it brings positive effect in teaching and learning activities, so this study described how VAK learning based on NLP is implemented through descriptive qualitative study, collection of data is obtained from: (1) VAK Questionnaire, its structured questionnaire (2) Participatory observation (3) Documentation.

Researcher analyzed obtained using these steps

(1) reducing data – data obtained were filtered as getting things which is important, , pattern , themes and get the unnecessary out.

(2) displaying data

- a. from questionnaire obtained researcher display students' characteristic, - displaying lesson plan and describing VAK point and give important information about it
- b. Giving specific and important information about the media teacher used in each teaching session

c. Describing how is the class condition, how is students response when VAK learning style is implemented, and describing how is the response of each character. For example how is visual's students when teacher implementing kinesthetic style,

(3) From data have been displayed researcher drew conclusion about whole instrument of data analysis whether its positive or its negative.

CHAPTER III

RESEARCH METHOD

Methodology of the research is divided into several sub chapters:

1. Research Design

Considering the data and the aims, this research is included to the qualitative research. It is a type of scientific research that aims to understand human problems in a social context by presenting a thorough and complex image, documenting detailed views of information sources, and conducting research in natural settings without the involvement of researchers.²⁶ The researcher used phenomenological descriptive qualitative research to design this analysis. Phenomenological descriptive qualitative research is a form of qualitative research in which researchers collect data through participant evaluation to assess the basic phenomena of participants in their life experiences.²⁷ The data

²⁶ Dedi Royadi, Nancy Susiana, and Fina Andhara Khumaida, 'Effectiveness Management of Qualitative Research in Writing Scientific Papers', *Aptisi Transactions on Management (ATM)*, 3.1 (2019), 84–90
<<https://doi.org/10.33050/atm.v3i1.848>>.

²⁷ Mohajan Haradhan, 'Qualitative Research Methodology in Social Sciences and Related Subjects', *Journal of Economic Development, Environment and People*, 7.1 (2018), 23–48.

will be conducted from observation in teaching and learning activities. The writer described how condition of learning processes in teacher's and learners' view is.

2. Time and Setting

This research was conducted on second week of April 2020. The participants was evening class students or adult class or employee class of English Plus Conversation course Ngaliyan. The member of this class is 4 students Place and schedule of research activity is based on actual class schedule which started at 7.00 pm to 8.30 pm

3. Source of Data

Sources of data in this research are (1) Questionnaire of representational system learning styles (2) Utterances of sentences and phrases in Neuro Linguistic programming learning and teaching based, (3) and finally learning outcomes as evaluation

4. Technique of Data Collection

Data is the source of research, in order to get resources related to this research, the techniques of collecting the data used by the researcher are interview, observation, documentation.²⁸

²⁸ R. Burke Johnson and Larry Christensen, *Methods of Data Collection in Quantitative, Qualitative and Mixed Reserach, Educational Research:*

1. Questionnaire

Questionnaires are used extensively to gather data on current conditions, practices, opinions and attitudes quickly and in a precise way.²⁹ Use of questionnaire is one of the most common data collection tools employed in research works.³⁰

Type of Questionnaire

- a) **Structured Questionnaires:** Structured questionnaires are used to gather quantitative data. To collect accurate data, the questionnaire is carefully prepared and organized. It also initiates a systematic investigation, adds data, double-checks previously collected data, and assists in the validity of any previous hypothesis..
- b) **Unstructured Questionnaires:** Collecting unstructured data using unstructured questionnaires. They employ a simple framework and a few branching queries, but

Quantitative, Qualitative and Mixed Approaches, 2017

<<https://edge.sagepub.com/rbjohnson7e>>.

²⁹ J. A Orodho, *Techniques of Writing Research Proposals and Reports in Educational and Social Sciences, Kenya*. Kanezja HP Enterprises (Kenya: HP Enterprises, 2014), iv <<https://doi.org/10.1177/2158244014548178>>.

³⁰ C.R.Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International, 2004).

nothing that restricts a respondent's options. To gather relevant data from participants, the questions are more open-ended.

The aim of questionnaire in this research is for knowing each 4 students of this class whether visual, auditory or kinesthetic each student is, by knowing VAK result, researcher tended to have proper NLP treatment to be applied in class

2. Observation

Observation is a data collection technique regarding human behavior, work processes, natural phenomena and observed in certain scope of respondents

Observation methods can be grouped in several forms; they are:

- a) Participatory observation,
is a data collection method used to collect research data through observation and sensing, and researchers are involved in the informants' daily lives.
- b) Unstructured observations
They are observations without using observation guidelines, researchers develop their observations based on developments that occur in the field.
- c) Group observations

Observations by a group of research teams on an issue raised as an object of research³¹

In this study, researcher used participant observation where researcher were directly involved in teacher and students' activities in class, objects of observation is employee class also called evening class or adult class they are small group contain of 4 to 6 students

Researcher also use observation guidelines to obtain information and data easier and expected to describe how is class condition while NLP as psychological approach is applied.

3. Documentation

Documentation is the process of obtaining information for research purposes derived from data in the form of archives (documents). They can be formed as written language, photographs or electronic documents. The documentation method is aimed in completing the results of data collection through group observation and direct interviews. The data obtained is from Lesson plan used in

³¹ Malgorzata Ciesielska and Dariusz Jemielniak, 'Qualitative Methodologies in Organization Studies', *Qualitative Methodologies in Organization Studies*, 2.December (2017), 1–264 <<https://doi.org/10.1007/978-3-319-65442-3>>.

teaching, the number of students, personnel, photograph and other data.

Table 1.1
List of documentation

NO	DATA
1	LEARNING SCHEDULE
2	VAK FORM TEST
3	PHOTOS
4	PARTICIPANTS' NAME
5	FASILITATOR'S NAME

5. Technique of Data Analysis

In analyzing data, researcher uses narrative analysis it is used to analyze content from various sources, such as interviews of respondents, observations from the field, or surveys. It focuses on using the stories and experiences shared by people to answer the research questions.³² To know how

³² Andrew Brown and Edmund Thompson, 'A Narrative Approach to Strategy-as-Practice', *Business History*, 55.7 (2018), 1143–67 <<https://doi.org/10.1080/00076791.2013.838031>>.

NLP is implemented in learning process of conversation class it uses steps as follows

1. Data reduction. Reducing data means that summarize and chose things that are basic, focusing on things that are important, sought themes, pattern and remove the unnecessary.
2. Data Display Data Presentation After the data has been reduced. It can be presented in the form of a brief summary, a map, a relationship between groups, and so on. The past narrative is the most common way of displaying qualitative research results. Data is ordered and structured in a pattern of relationship that is easily understood by data show.
3. Conclusion drawing and verification The preliminary presented is still provisional. The result of qualitative research may or may not be able to answer the formulation of the problem that was formulated from the start; however, issues and problems in qualitative research are still preliminary and will be established after field

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher describes the finding and the discussion. The data obtained is expected to be able to answer the research problems mentioned in the first chapter.

Finding and discussion

1. Students' learning style

For knowing student's learning style researcher conduct VAK Learning style Questionnaire based on one of ASP's journal³³ to 4 evening class students. Before test begins teacher explains the about perceptual system of NLP and aim of this test clearly to make sure they answer the question naturally based on their daily life. The questionnaire contains 12 multiple choice questions, format of answer as follow :

- a. Visual learning style
- b. Auditory learning style
- c. Kinesthetic learning style

³³ Tengku Shahranaiza Bt Tengku Abdul Jalal and others, 'Using VAK Assessment to Diagnose Students' Learning Styles', *Advanced Science Letters*, 24.7 (2018), 5122–24 <<https://doi.org/10.1166/asl.2018.11283>>.

Result of VAK learning style each student as follow:

- Participant 1 (P1)

Student number : 190814

Age : 27 Years old

Company Position : Technical
Engineer

Test Result : Kinesthetic
Learner

No	Answer	Value
1	C	Kinesthetic
2	A	Visual
3	C	Kinesthetic
4	C	Kinesthetic
5	B	Auditory
6	A	Visual
7	C	Kinesthetic
8	C	Kinesthetic
9	C	Kinesthetic
10	B	Auditory
11	B	Auditory
12	A	Visual

- Participant 2 (P2)

Student number : 190815
Age : 28 Years old
Company Position : Technical
Engineer
Test Result : Kinesthetic
Learner

No	Answer	Value
1	C	Kinesthetic
2	C	Kinesthetic
3	C	Kinesthetic
4	A	Visual
5	A	Visual
6	A	Visual
7	A	Visual
8	C	Kinesthetic
9	C	Kinesthetic
10	B	Auditory
11	C	Kinesthetic
12	C	Kinesthetic

- Participant 3 (P3)

Student number : 190816

Age : 28 Years old

Company Position : Accounting

Test Result : Auditory

Learner

No	Answer	Value
1	A	Visual
2	B	Auditory
3	A	Visual
4	A	Visual
5	A	Visual
6	B	Auditory
7	B	Auditory
8	B	Auditory
9	B	Auditory
10	A	Visual
11	B	Auditory
12	B	Auditory

- Participant 4 (P4)

Student number : 190641

Age : 24 Years old

Test Result : Visual

Learner

No	Answer	Value
1	A	Visual
2	A	Visual
3	A	Visual
4	C	Kinesthetic
5	A	Visual
6	A	Visual
7	A	Visual
8	B	Auditory
9	B	Auditory
10	B	Auditory
11	A	Visual
12	A	Visual

2. Lesson plan and teaching media

Lesson plan used in teaching and learning activity is specially arranged using NLP as psychological approach with VAK learning style. Each lesson plan has different characteristic. There are 3 lesson plans for three meetings. In this research, based on observation researcher figured out what is inside these lesson plans with NLP applied

1st lesson plan

1st lesson plan (see appendix) is accommodating visual learning style. Activity in this teaching tend to lead students to use their visual sense. Teacher use lots of picture, using good in giving explanation. Students also have to use media to present their speaking practice, then another students can absorb any information visually or using their eyes.

2nd lesson plan

2nd lesson plan (see appendix) is accommodating kinesthetic and visual learning style, rule and media. In this lesson plan has general similarities with 1st lesson plan, but the way students get any information and practice their speaking should be followed by kinesthetic

activity or physical movement, they are not only speaking when practice , but also giving movement simulation

3rd lesson plan

3rd lesson plan (see appendix) is accommodating auditory learning style. Here teacher and students use audio as media. Students learn teaching material by hearing lots of example from audio teacher played, and by hearing example from their friends in class so they can correct each other, and knowing their deficiency.

3. Students' Learning Process

In this section researcher described whole learning processes. In order to make clear and structured description. Researcher would sequentially did it from first to third meeting, and condition of each student point of view (it may be vary, due to each perceptual system characteristic they have)

First meeting

First meeting before teacher got in to lesson, Visual, Auditory, Kinesthetic (VAK) test is held, it's important for knowing each perceptual system that students have for obtaining advance data. Here is the result

Name	Specific answer			Result
	V	A	K	
Participant 1 (P1)	3	3	6	Kinesthetic
Participant 2 (P2)	4	1	7	Kinesthetic
Participant 3 (P3)	5	7	0	Auditory
Participant 4 (P4)	8	3	1	Visual

First lesson is descriptive text with monologue based, after knowing the students' perceptual system teacher gets in to the lesson teacher begin the lesson with "Color clap activity" The aim of this activity is to make students focus back and ready to absorb the lesson. In this activity when teacher explains the rules visual learner looks focus to teacher explanation. While auditory learner keeps watching to her book and kinesthetic learners look not giving full attention to the teacher

Clear contrast seen in this activity that kinesthetic learners absorb the full information when they are doing the activity. By teacher explanation, they don't get full understanding, but after doing they know full understanding of activity rules, while auditory and visual learners have no problem with teacher brief explanation and fully understand with the activity rules.

Get to the main lesson teacher uses lots of paper after explaining what description text by PowerPoint slides

and oral explanation QnA (Question and Answer) session is given. Kinesthetic learners are asking more to the teacher, and the way they ask by moving their hand, move their knees, move their seat place, their speeches has irregular rhythm and they tend to not be able to keep their body quite when the don't understand well, it is happen to Participant 1 (P1) and Participant 2 (P2), Auditory learner ask some questions when teacher explain the point she doesn't understand she tend to keep her body quite and hearing teacher explanation well, it happen to Participant 3 (P3), and visual learner , Participant 4 (P4) has no question and stated that she has understood well.

Next step is from picture given students should look for vocabularies, here kinesthetic learner found fewest vocabularies, auditory learner follows up and the visual learner found the most. They share their vocabularies each other, and discussing unknown vocabularies with teacher guidance, they swap picture, with vocabulary and understanding of descriptive paragraphs they should make their own descriptive text, the visual and auditory learner doing this in silent way , while kinesthetic learner always move around and can't stop moving their bodies when trying to make their descriptive text, this phenomenon also happen when they present their

descriptive text to their friends, in their presentation visual learner tend to present something with detail explanation of visual appearances E.g. Its usually blue color, the surface is very soft, it has big body, while kinesthetic learners tend to describe what is something for or how is something used with less detail of visual appearances E.g. mothers is always like this place because its specialized for cooking, people use it for carrying books, stationaries, or their accessories for they work at office or school,

Result of assessment can be seen in table below, its proven that visual learning with NLP is more effective for visual learners.

Name	Sec-A	Sec-B	Sec-C	Grade
Participant 1 (P1)	C	A	B	Good
Participant 2 (P2)	B	B	C	Enough
Participant 3 (P3)	B	B	B	Good
Participant 4 (P4)	A	C	B	Good

Sec-A

Sec-A : Fluency

Sec-B : Self-Confidence

Sec-C : Pronunciation

(A : Excellent B : Good C : Need Improvement)

Second meeting

Second meeting is basically designed for Kinesthetic and visual learners, material of this lesson is procedure text, for giving explanation and example to students about what procedure text is. Teacher uses power point presentation, oral speech, and physical movement in order to make student understand. For example teacher shows steps on power point presentation of making potatoes chips. Beside showing power point presentation, teacher also demonstrate as if he was slicing potatoes, turning on the stove, frying, etc. in physical movement,

After explaining teacher opens QnA (Question and Answer) session for first is understanding of procedure text material and the second is steps of making potatoes chips, in first session kinesthetic learners have the most questions, inverse with visual and auditory learners which they have no question, and in second session they all have clear understanding.

Next is speaking practice activity, first teacher gave the role of activity, lots of electrical devices is prepared by teacher there are rice cooker, fan, emergency lamp, radio, loud speaker, etc. And students should choose one of them right after choosing. Teacher reminds of previous study that have been delivered in previous lesson which is descriptive text. They should look for vocabulary from

electrical devices they get, then after knowing they should make description of it, as what happened in previous lesson usage of verbs is dominating for kinesthetic learner, while visual and auditory learner tend to use noun and describe physical appearance.

After describing student are asked to make procedure text from those electrical devices teacher gave them 35 minutes to make it, and they are allowed to discuss each other, in this session kinesthetic learners look very active, they touch their electrical devices, imagining like they operate it then write the procedure text, they are also active in discussion each other, in contrast with kinesthetic learners, visual learner spends more time to see her electrical device and write the text, and auditory learner seems she doesn't care and not giving much intention to her electrical device, sometime looking to it but it's very seldom.

Their text are done and it's time to present their work, teacher gives them 10 minute to train themselves presenting in front of their friends followed with demonstrating physical movement or body language or could be physical expression. They are forbidden for only presenting orally, when presenting in front visual learners can't losing her eyes to look at thing she explain on, she doesn't face to audience. She seems nervous and less

confidence, her physical movement when demonstrating is less flexible. Auditory learner request to present in the last place. She told that she wants to observe her friend's performance first. Her oral presentation is fluent, but her physical movement sometime doesn't relate to her speech. She sometimes close her eyes for moment when trying to memorize thing she forget. Kinesthetic learners looks they have no burden in presenting and demonstrating. Although their speech are not as fluent as their physical movement. Their faces show natural smile, and they have good self-confidence their performance are better than auditory and visual learners,

Result of assessment can be seen in table below.

Name	Sec-A	Sec-B	Sec-C	Grade
Participant 1 (P1)	C	A	B	Good
Participant 2 (P2)	B	B	B	Good
Participant 3 (P3)	B	C	B	Enough
Participant 4 (P4)	B	C	B	Enough

e

c-A : Fluency

Sec-B : Self-Confidence

Sec-C : Pronunciation

(A : Excellent B : Good C : Need Improvement)

Third meeting

Third meeting is auditory based learning, activity in this meeting mainly used audio for the media. So actually it's designed to fit with auditory learners. In this meeting students will learn about daily activities that based on dialog practice,

First teacher only used oral explanation to make students understand about what daily activity is. Then teacher gave several monologue audio of daily activities as media then students listen to the media to make sure they fully understand about it. Then teacher gives them challenge, another daily activities audio will be played 3 times. Then they should make a note of daily activities mentioned in the audio, the fewest mention will be punished,

When audio played auditory learner has a steady view, focus position, only look her view down when she makes a note on her notebook. Visual learner also has a focus position, but she always looks for something when listening. And for kinesthetic learners they have different behavior when listening, sometimes they lay to the wall, have a steady position, and sometimes they lean on the sofa. However they can't keep themselves quiet and steady, and after the 3rd audio played they ask teacher to play it once again, they also have their own way to make a

note, visual learner writes their notes with a short sentence like when they want to note “have a breakfast at seven AM” they write “breakfast → 07.00 AM”. Kinesthetic learners use short sentence and another sentence. They think it will easy to remember, like when they want to note “have a breakfast at seven AM” they will write “eat → 7 morning”. While auditory learner uses full sentence as she listen although some of them are not exactly the same with the audio said, and the result is auditory learner gets the most and kinesthetic learner is the fewest.

Get to the next activity, teacher asks students to make their own daily activities. They are given 30 minutes to do it, after they finish, teacher asks students to work in pair, then every student is asked presenting their daily activities to pair 3 times. Students are not allowed to take a note, all they can is only listen and remember, after they done, they should present pair’s daily activity in front of class. Here when trying to remember kinesthetic learners their part of body can’t stop doing something like stepping forward or backward, spinning their pens or pencils with their finger, rubbing their hairs, etc. For visual learner when she is remembering she sometimes directing their view to her pair, and for auditory learner she acts calm like she gain the grip and when she is remembering she

usually closes her eyes ,finally auditory learner mentions
the most pair's daily activities

Result can be seen in table below.

Name	Sec-A	Sec-B	Sec-C	Grade
Participant 1 (P1)	B	B	C	Enough
Participant 2 (P2)	B	A	C	Good
Participant 3 (P3)	A	B	A	Excellent
Participant 4 (P4)	B	B	B	Good

Sec-A

P.S

Sec-A : Fluency

Sec-B : Self-Confidence

Sec-C : Pronunciation

(A : Excellent B : Good C : Need Improvement)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher draws the conclusion from the previous chapters which have been discussed. The conclusions are drawn based on the finding and discussion . Then the suggestions are made for student and teacher.

A. Conclusions

After being involved in teaching and learning activity, researcher has conclusions as follow:

1. In this small learning group at “English Plus Conversation” conversation course, students’ learning style were 50% Kinesthetic learner (2 students), and the rest of them are auditory (1 student) and visual learner (1 student). Kinesthetic learner is dominating the class, based on researcher view their learning styles have strong relation with their company position background they work in. Based on personal interview as technical engineer when new industrial engine released they should go for practical training with industrial engine vendor and this is the only and fast way to know about new industrial engine characteristic. That’s why kinesthetic learner is critically needed in this position.

2. The way learners act in getting new information or knowledge are different each other. Kinesthetic learners tend to not be able to be quite. They can't place their body in steady position, moving around, moving their feet and hand, playing their books or pens with finger. They keep their part of body moving, visual learner needs to visualize something, looking to some specific goods help them to remember something she forgets, almost when finding something important she note it on her notebook and back to their note when she recall it, moreover when she get verbal explanation making a note is the preferred act, and it will help her much. Auditory learner tend to process the information verbally, this is clearly seen when they are in a discussion. When recalling something they forget visual learner will back to the note , while auditory learner will directly asking for verbal explanation to recall something

B. Suggestions

From several research activities , researcher has suggestions and evaluation as follow :

1. For Students : hopefully, by knowing their perceptual system characteristic they will be aware and find their own effective ways. In practicing their speaking skills ability it's not only applicable in learning speaking, but in

learning everything, moreover they are already working in company then they can release their maximum potential ability in helping their company moving forward

2. For Teacher : By mastering VAK Learning styles strategies and knowing students characteristic teacher will find the most effective learning method applied to their lesson plan it can apply various activity appropriate to their students, then students can explore their learning strategies.

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Appendix

VAK Learning Styles Test

1. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook

2. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY

3. When I go shopping for clothes, I tend to:
 - a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out

4. When I am choosing a holiday I usually:
 - a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there

5. If I am choosing food off a menu, I tend to:
 - a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like

6. My first memory is of:
 - a) looking at something
 - b) being spoken to
 - c) doing something

7. I feel especially connected to other people because of:
 - a) how they look
 - b) what they say to me
 - c) how they make me feel

8. I really love:
 - a) watching films, photography, looking at art or people watching
 - b) listening to music, the radio or talking to friends
 - c) taking part in sporting activities, eating fine foods and wines or dancing

9. Most of my free time is spent:
 - a) watching television
 - b) talking to friends

c) doing physical activity or making things

10. If I am angry, I tend to:

- a) keep replaying in my mind what it is that has upset me
- b) raise my voice and tell people how I feel
- c) stamp about, slam doors and physically demonstrate my anger

11. If I was buying a new car, I would:

- a) read reviews in newspapers and magazines
- b) discuss what I need with my friends
- c) test-drive lots of different types

12. I first notice how people:

- a) look and dress
- b) sound and speak
- c) stand and move

Source : In Your Hands NLP in ELT, Susan Norman

1st LESSON PLAN

School	: English Plus Conversation
Subject/Skill	: English/Conversation
Level	: Intermediate 1
Time Allocation	: 1 x 80 Minutes
Material	: (Monologue based) Description
Text	
Representational system focus	: Visual

a. Learning Aim

In the end of teaching and learning process:

1. Students are able to identify the social function, generic structure, and the language feature well after observing the example of descriptive text.
2. Students are able to compose a descriptive text well after following the teaching and learning process.
3. Students are able to present descriptive text in front of pair orally after composing it well.
4. Students are able to respond by giving questions of descriptive text presented by pair.

b. Learning material

Police Office

Police office is a place for officer of police do they work everyday. There you can find services table, each service could be in different room, but some of them could be in same room. You can find service plates on each service desk, set of computers, printing devices and lots of papers contains important or unimportant documents. In the police office they have many services for civil, from civil problem until criminal case. It's complicated for ordinary people to know more about police office because in the office they need some privacy that ordinary people shouldn't know. If you have

any civil or criminal problem you can just go to the police officer to do the report.

c. Definition and social function of descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

d. Language features of descriptive text

- Specific participant : has a certain object, it is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

e. Generic structure of descriptive text

- Identification: (contains about the introduction of a person, place, animal or object will be described.)
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

f. Learning method

Approach : Collaborative Approach.
Method : Discussion, Cooperative Learning.

g. Learning media

1. Tools : Whiteboard, Board marker, and Laptop.
2. Media : Pictures.

h. Learning activities

Activity	Description	Time Allotments
Introduction	<ul style="list-style-type: none"> - The teacher enters to the class and greet the students - The teacher leads the prayer before teaching and learning begins. - The teacher leads students to colors clap activities that provide auditory and visual representational systems of NLP ,aim of this activity is to bring students' focus back . - The teacher presents motivation about the benefit that the students will get after learning. 	8 minutes
Core activities	<ul style="list-style-type: none"> -The teacher provides papers that contain a text and asks the students to read it in pairs. - The teacher explains about social function, generic 	10 minutes

	structure, and language features of description text.	
	<p>-The teacher provides a picture, each pair will get different pictures they should look for vocabularies exist in that picture.</p> <p>- The teacher leads students to look for vocabularies exist in that picture whether they know or not the vocabularies in English.</p> <p>- The students share their findings of vocabularies by showing picture in front of class and discuss unknown vocabularies they have.</p>	15 minutes
	-By showing another picture Teacher gives example of making description text at least 14 sentences in a paragraph.	10 minutes
	-The students work in pair to make description text of picture they have.	20 minutes
	-The Teacher moves every pair randomly in order to make students practice their monologue of description text to other pair member.	15 minutes

	-Listener should respond the speaker by giving question, then speaker answer what they know, practice of conversation skills are provided here	
Closing	-The students are asked to make a resume about what they have got in the teaching and learning process. -The teacher closes the meeting.	7 minutes

i. Learning assessment

Students Name	Anggara Edo	*checklist Current Score		
	Score			
Aspect	A	B	C	D
Fluency				
Self Confidence				
Pronunciation				

2nd LESSON PLAN

School	: English Plus Conversation
Subject/Skill	: English/Conversation
Level	: Intermediate 1
Time Allocation	: 1 x 80 Minutes
Material	: (Monologue based) procedure text
Representational system focus	: Kinesthetic, Visual

a. Learning Aim

In the end of teaching and learning process:

5. Students are able to identify the social function, generic structure, and the language feature well after observing the example of procedure text
6. Students are able to compose and do a procedure text well after following the teaching and learning process.
7. Students are able to present their handicraft procedure text in front of class orally
8. Students are able to respond by giving comments of handicrafts have been made

b. Learning material

How To Make A Pencil Box

What you need:

- An empty plastic bottle of water
- A sharp cutter
- A piece of white or colorful paper
- Some glue
- Some paint

Steps:

- Wash the plastic bottle and make sure it has been clean when you use it
- Cut the bottle into two halves
- Wrap the bottle with a piece of colorful paper
- If you use white paper, use a paint to color it
- Now, your pencil box is ready to use

Vocabularies Table

Vocabularies	
Noun	
Verb	

c. Definition and social function of procedure text

Texts that explain how something works or how to use instruction/operation manuals *e.g.* how to use the video, the computer, the tape recorder, the photocopier, the fax. Function of this text is to explain/tell (the reader) how to make/operate/do something through a sequence of actions or steps.

d. Language features of descriptive text

- Use adverbial of sequence / Using temporal conjunction (e.g: first, second, third, the last)
- Use command / imperative sentence (e.g : put the noodles on the . . . , cut the onion. . . , wash the tomatoes. . .)
- Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
- Using action verbs, e.g : make, take, boil, cook
- Using Simple Present Tense

e. Generic structure of descriptive text

- Goal : (e.g : How to make spaghetti)
- Material or Ingredient : (e.g : the material to cook omelette are egg, onion, vegetable oil, etc.)
- Step : (e.g : first, wash the tomatoes, onion, , second cut the onions becomes slice. . .)

f. Learning method

Approach : Collaborative Approach.
Method : Discussion, Cooperative Learning.

g. Learning media

1. Tools : Whiteboard, Board marker, and Laptop.
2. Media : Recycle goods, cutter scissors, glue, tape, mixed of papers, etc.

h. Learning activities

Activity	Description	Time Allotments
Introduction	- The teacher enters to the class and greet the students	4 minutes

	<ul style="list-style-type: none"> - The teacher leads the prayer before teaching and learning begins. - The teacher presents motivation about the benefit that the students will get after learning. 	
Core activities	- The teacher shows PPT on screen about example of procedure text and explains about social function, generic structure, and language features of procedure text	10 minutes
	<ul style="list-style-type: none"> -The teacher provides recycle goods and tools students need to make handicraft that can be used in class -The teacher divides students in to pairs and ask every pair to choose one recycle goods -The teacher leads student to think what handicraft they can make with that items -The teacher ask students to 	10 minutes

	<p>take every tools provided they need provided to make the handicraft</p> <p>-The teacher gives student paper of vocabulary table, they should fill both noun and verb they use in making the handicraft.</p>	
	<p>-The students do their handicraft, while doing that they should fill the vocabularies table, and arrange the procedure text.</p>	40 minutes
	<p>-The students present the procedure to make their handicraft orally in front of class</p> <p>-The teacher asks listener sequentially give comments about the presenter's handicraft</p>	20 minutes
Closing	<p>-The students are asked to make a resume about what they have got in the teaching and learning process.</p>	6 minutes

	-The teacher closes the meeting.	
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i. Learning assessment

Students Name	Anggara Edo		*checklist Current Score	
Aspect	Score			
	A	B	C	D
Fluency				
Self Confidence				
Pronunciation				

3rd LESSON PLAN

School	: English Plus Conversation
Subject/Skill	: English/Conversation
Level	: Intermediate 1
Time Allocation	: 1 x 90 Minutes
Material	: (Dialogue based) Daily Activities, Times
Representational system focus	: Auditory

a. Learning Aim

In the end of teaching and learning process:

9. Student are able to retell someone's daily activity from audio played
10. Students are able to tell their daily activities fluently
11. Students are able to ask question related to friend's daily activity based on wh-question
12. Students are able to respond questions given by their friends

b. Learning material

My Daily Activities

My name is Romie. This is my daily . I get up at five o'clock in the morning. I brush my teeth at five ten. I take a bath at five fifteen, and then I have breakfast at half past five every morning.

I go to school at six thirty in the morning. I arrive at school at seven o'clock. The school begins at quarter past seven every morning. And the school finishes at one fifteen in the afternoon. I arrive at home at two o'clock in the afternoon. I have lunch at ten past two in the afternoon.

At home, I take a nap at three o'clock. I watch television at a quarter to five in the afternoon. I have dinner at seven in the evening. I study at seven thirty. I go to bed at nine. On Sunday I help my mother in the kitchen.

c. Definition and social function of procedure text

Daily activity is an activity which carried out daily or also called our daily routine. This is practice of students real life and often be used daily

d. Learning method

Approach : Collaborative Approach.

Method : Discussion, Cooperative Learning.

e. Learning media

1. Tools : Whiteboard, Board marker, and Laptop.

2. Media : Sound, audio player

f. Learning activities

Activity	Description	Time Allotments
Introduction	<ul style="list-style-type: none">- The teacher enters to the class and greet the students - The teacher leads the prayer before teaching and learning begins. - The teacher presents motivation about the benefit that the students will get after learning.	4 minutes
Core activities	<ul style="list-style-type: none">- The teacher gives explanation about daily activities and give some	25 minutes

	<p>oral example</p> <p>-Teacher plays audio of someone's daily activity and students listen it carefully</p> <p>-Teacher asks students to take a note in their notebook activities in that audio while they listen it</p>	
	<p>-Teacher asks student to come in front of class sequentially to retell activities in audio. The most complete and fluently speech will get the prize</p>	15 minutes
	<p>-The teacher reminds students about times and wh-questions materials by discuss and asking them some example then tell them as listener they should give respond by asking about speaker's daily activities</p>	10 minutes
	<p>-Teacher asks students to</p>	30 minutes

	<p>make their own daily activities</p> <p>-The teacher divides students in to pairs and ask everyone to present in front their pair and after presenting, Teacher leads students to have a dialogue “QnA” (Question and Answer)</p>	
Closing	<p>-The students are asked to make a resume about what they have got in the teaching and learning process.</p> <p>-The teacher closes the meeting.</p>	6 minutes

g. Learning assessment

Students Name	Anggara Edo	*checklist Current Score			
Aspect	Score				
	A	B	C	D	
Fluency					
Self Confidence					
Pronunciation					

Documentation



Practicing daily activities



Presenting their work to friends



Presenting procedure



Discussion with pair



Demonstrate of procedure



Demonstrate of procedure



Demonstrate of procedure



Discussion with pair



Discussion with pair



Demonstrating procedure

CURICULUM VITAE

PERSONAL DETAILS

Name : Ahsin Mahbubi
Date of birth : 24th November, 1994
Place of birth : Blora
Gender : Male
Address : Wonolopo Rt 02 Rw 08 Mijen Semarang
Marital status : Married
Religion : Islam
Nationality : Indonesian
Phone : 085600089001
E-mail : ahsinmahbubi1@gmail.com

EDUCATION DETAILS

2000 – 2006 Ngadirgo 01 State Elementary School Semarang
2006 – 2009 23 State Junior High School Semarang
2009 – 2013 Darussalam Islamic boarding school Ponorogo