DEVELOPING STUDENTS SPEAKING WORKSHEET USING VAK LEARNING MODEL AT ELEVENTH GRADE STUDENTS OF MAN 2 KOTA BENGKULU

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ABSTRACT

Speaking is a fundamental skill in English language learning that requires active, contextual, and student-centered instructional support. However, speaking instruction at the senior high school level often relies heavily on textbooks and teacher-centered methods, which do not adequately accommodate students' diverse learning styles. This study aims to identify the speaking material needs of eleventh-grade students and to develop a speaking worksheet based on the VAK (Visual, Auditory, Kinesthetic) learning model at MAN 2 Kota Bengkulu. This research employed a mixed-method approach, combining qualitative and quantitative methods. Data were collected through interviews with English teachers, classroom observations, student questionnaires, and document analysis. The needs analysis results revealed that students require interactive, contextual, and varied speaking materials that support visual, auditory, and kinesthetic learning preferences. Most students showed a tendency toward kinesthetic and visual learning styles, indicating the need for materials that involve active practice such as role plays, discussions, simulations, and visual aids. Based on these findings, a VAK-based speaking worksheet was developed to provide balanced activities that integrate visual stimuli, auditory interaction, and kinesthetic engagement. The developed worksheet is expected to enhance students' speaking confidence, fluency, and participation by providing more opportunities for meaningful oral practice. This study contributes to the development of adaptive speaking instructional materials and offers practical implications for English teachers in designing learning resources that accommodate diverse learning styles.

Keywords: *speaking skills, speaking worksheet, VAK learning model, learning styles, English language teaching*

ABSTRAK

Keterampilan berbicara merupakan kemampuan fundamental dalam pembelajaran bahasa Inggris yang membutuhkan dukungan pembelajaran yang aktif, kontekstual, dan berpusat pada siswa. Namun, pembelajaran berbicara di tingkat sekolah menengah atas masih sering bergantung pada buku teks dan metode pembelajaran

yang berpusat pada guru, sehingga belum sepenuhnya mengakomodasi keberagaman gaya belajar siswa. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan materi pembelajaran berbicara siswa kelas XI serta mengembangkan lembar kerja berbicara berbasis model pembelajaran VAK (Visual, Auditori, Kinestetik) di MAN 2 Kota Bengkulu. Penelitian ini menggunakan pendekatan metode campuran (mixed methods) dengan mengombinasikan metode kualitatif dan kuantitatif. Data dikumpulkan melalui wawancara dengan guru bahasa Inggris, observasi kelas, angket siswa, dan analisis dokumen. Hasil analisis kebutuhan menunjukkan bahwa siswa membutuhkan materi berbicara yang interaktif, kontekstual, dan bervariasi serta mampu mendukung gaya belajar visual, auditori, dan kinestetik. Sebagian besar siswa menunjukkan kecenderungan gaya belajar kinestetik dan visual, yang menandakan perlunya materi pembelajaran yang melibatkan praktik aktif seperti role play, diskusi, simulasi, dan penggunaan media visual. Berdasarkan temuan tersebut, dikembangkan lembar kerja berbicara berbasis VAK yang memadukan aktivitas visual, interaksi auditori, dan keterlibatan kinestetik secara seimbang. Lembar kerja yang dikembangkan diharapkan dapat meningkatkan kepercayaan diri, kefasihan, dan partisipasi siswa dalam berbicara melalui penyediaan kesempatan praktik lisan yang bermakna. Penelitian ini memberikan kontribusi terhadap pengembangan bahan ajar berbicara yang adaptif serta menawarkan implikasi praktis bagi guru bahasa Inggris dalam merancang sumber pembelajaran yang mampu mengakomodasi keberagaman gaya belajar siswa.

Kata kunci: keterampilan berbicara, lembar kerja berbicara, model pembelajaran VAK, gaya belajar, pembelajaran bahasa Inggris

A. INTRODUCTION

Speaking is a complex combinatorial skill, integrating cognitive, affective, and social interactions simultaneously to achieve fluency, accuracy, and complexity (Ericsson, 2024). In the context of learning English in schools, speaking is a key element of an interactive and collaborative process, allowing students to exchange ideas, ask for clarification, and convey new perspectives (Khurliman, 2024). These skills also help students express their ideas, thoughts, and feelings effectively (Benlaghrissi, 2024). Low speaking ability inhibits active participation, reduces confidence, and limits access to better academic and professional opportunities (Westrup & Baker, 2003; Alghmadi, 2024). In a competitive global world, speaking plays an important role in multilingual

interaction, accelerates cross-cultural communication, and supports student success in the 21st century (Agcaoili, 2024; Oliiyink, 2024).

There have been many previous studies that have discussed the topic of speaking skills. However, previous research has largely discussed strategies for teaching speaking skills in English. Research generally aims to explore the potential of specific methods or strategies in overcoming the challenges of learning to speak. The results showed that the experimental group that used innovative strategies experienced significant improvements in speaking skills compared to the control group. This strategy has been shown to improve the practical use of language and address the lack of oral communication development in traditional learning (Shi, Kassim, & Radzuan, 2024). Shin (2024) also reported a significant improvement in the fluency and accuracy of English-language communication as well as positive attitudes towards language learning. These findings underscore the importance of Innovative approaches to improve speaking skills effectively.

In addition to strategies, the research also highlights the importance of speaking skills in the context of English language education. The research aims to improve access to language learning through relevant design and content for educators, practitioners, and course designers (Köse et al., 2024). Nsengiyaremye (2024) identifies challenges such as limited quality learning resources, lack of access to teaching materials, and lack of extracurricular activities to practice speaking. This research emphasizes the need for curriculum reform, effective classroom management, and targeted teacher training. Alvarez (2024) underlines that learning to speak in EFL requires special attention to improve students' fluency and accuracy, which also has global implications in the context of language education.

B. Research Method

A. Research Design

This study applies a mixed methods approach, which is an approach that systematically combines quantitative and qualitative data in one study to obtain a more comprehensive understanding of the

problem being studied. In this study, this approach was used to identify students' needs in the use of multimodal texts in speaking learning and assess the effectiveness of the prototype teaching materials developed based on the results of the needs analysis.

The choice of a mixed method approach is based on a pragmatic paradigm, which emphasizes the importance of adapting research methods to the practical goals and complexity of the problems faced. This paradigm allows researchers to flexibly combine data collection and analysis methods from two approaches, namely quantitative and qualitative, as long as they can provide a comprehensive answer to the formulation of the problem.

B. Research Site and Participants

This research was conducted at the *MAN 2 Kota Bengkulu*, English teachers and grade XI students at MAN 2 Bengkulu City. This research also investigates the difficulties faced by teachers, problem solving carried out by teachers, and students' perceptions of the implementation of speaking learning and the teaching materials used for speaking learning

The research data was collected through interviews with English teachers at MAN 2 Bengkulu City, especially those who handled previous English subjects. In addition to the interviews, research data was also collected from open-ended questionnaires filled out by Grade 11 students and student interviews conducted by grade 11 students as well, who had undertaken English learning activities.

C. Data Collection Techniques

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The research design used is Explanatory Sequential Mixed Methods Design, as described by Creswell (2018). This design consists of two main stages that are carried out sequentially: the initial stage is quantitative data collection, then continued with qualitative data collection. The quantitative stage is intended to obtain empirical data on the influence of the use of teaching materials using the VAK learning model on the improvement of students' speaking skills, while the qualitative stage aims to clarify, deepen, and interpret quantitative findings in a broader and deeper context.

D. Data Analysis

Data analysis in this study was conducted using a mixed-methods approach, which systematically and integratively combines quantitative and qualitative data analysis. This approach was selected to obtain a comprehensive understanding of students' speaking learning needs based on Visual, Auditory, and Kinesthetic (VAK) learning styles, as well as to serve as a foundation for the development of relevant and contextual speaking instructional materials. The data analysis process was carried out through several main stages, namely quantitative data analysis, qualitative data analysis, and the integration of quantitative and qualitative findings.

Quantitative data were collected through a needs analysis questionnaire distributed to Grade XI students of MAN 2 Kota Bengkulu. The questionnaire consisted of closed-ended items designed to identify students' learning styles, their experiences in speaking instruction, and their perceptions of the effectiveness of the speaking materials currently in use. The quantitative data were analyzed using descriptive statistical techniques, including the calculation of frequencies, percentages, and

response tendencies. Each response was classified into specific categories and subsequently quantified to describe general patterns of students' needs and preferences in speaking learning. The results of the quantitative analysis were used to identify dominant learning styles (Visual, Auditory, or Kinesthetic), examine students' levels of interest and engagement in speaking activities, and reveal limitations of existing speaking materials from the students' perspectives. To facilitate interpretation and enhance the objectivity of the findings, the quantitative results were presented in the form of tables and figures.

Qualitative data were obtained through in-depth interviews with the Grade XI English teacher and classroom observations. The qualitative data analysis followed a thematic analysis procedure as proposed by Creswell. This process began with data reduction, in which raw data from interviews and observations were selected, focused, and simplified by transcribing, repeatedly reading, and marking information relevant to the research focus. The reduced data were then coded and categorized according to major themes, such as types of teaching materials used, the effectiveness of speaking instruction, the role of students' learning styles, and challenges encountered during the teaching and learning process. Subsequently, codes with similar meanings were grouped into broader themes that reflected the actual needs of both students and teachers in speaking instruction. These themes were interpreted to gain an in-depth understanding of the phenomenon under investigation. Conclusions were drawn based on identified patterns and relationships among themes and were verified by comparing data from multiple sources, including students and the teacher, to strengthen the validity of the analysis.

The final stage of data analysis involved integrating quantitative and qualitative findings to produce a holistic interpretation. Quantitative data provided an overview of students' learning tendencies and general needs, while qualitative data offered contextual explanations that enriched the interpretation of the results. The integrated findings indicated that most students demonstrated kinesthetic

and visual learning preferences and required speaking materials that were more interactive, contextual, and provided greater opportunities for authentic speaking practice. These findings were further supported by the teacher's interview, which confirmed that existing speaking materials were predominantly textbook-based and had not fully accommodated the diversity of students' learning styles. Therefore, the results of the data analysis served as a primary basis for designing and developing VAK-based speaking instructional materials that are aligned with the learning needs of students at MAN 2 Kota Bengkulu.

E. Research Duration

The research was conducted over a one-month period, from June 3 to July 3, 2025, during the active school acticity in MAN 2 Kota Bengkulu.

C. Result and Discussion.

A. Result

The results of this study were derived from quantitative and qualitative data collected through a student needs analysis questionnaire, an in-depth interview with a Grade XI English teacher, and classroom observations at MAN 2 Kota Bengkulu. Overall, the findings revealed a mismatch between students' speaking learning needs and the instructional materials currently used. Questionnaire results indicated that most students demonstrated kinesthetic and visual learning preferences and learned more effectively through hands-on activities, interactive tasks, and visual media than through text-based instruction alone. Although the existing speaking materials were considered sufficient for introducing vocabulary and basic sentence structures, they were perceived as inadequate for developing communicative competence, fluency, and speaking confidence due to limited opportunities for authentic oral practice. These results were supported by the teacher interview and classroom observations, which showed that speaking instruction was largely textbook-centered and dominated by reading or memorizing dialogues, with minimal use of interactive activities such as role plays or group discussions. Consequently, students tended to be passive and hesitant to speak spontaneously. The integrated

findings emphasize the need for interactive, contextual, and practice-oriented speaking materials aligned with the Merdeka Curriculum, providing a strong rationale for developing VAK-based speaking instructional materials to enhance student engagement and communicative performance.

B. Discussion

The results of the study show that the use of VAK Learning Model in the development of speaking materials can significantly increase student involvement. Through visual, audio, and kinesthetic integration, students not only understand vocabulary, but also internalize meaning in a real context. This supports the findings of Yuliani (2022) who explain that multimodal learning can improve the comfort and participation of EFL students. The concept of multimodality put forward by Jewitt (2008) is increasingly relevant in this context, as the combined sensory channels have been shown to strengthen classroom interaction and the effectiveness of English language learning.

Analysis of interviews and observations revealed that students spoke more confidently when given the opportunity to use visual and audio media, as well as engaging in hands-on activities such as role play. Bakri et al. (2019) found that the application of the VAK learning style contributes to improving the accuracy, fluency, and comprehension of speaking in adolescent learners in Indonesia. These results are in line with Vygotsky's (1978) theory of the Zone of Proximal Development, in which scaffolding from teachers and peer interaction facilitates students' linguistic development. Thus, VAK media effectively overcomes affective barriers and increases student confidence.

Improved speaking skills are also evident in the aspects of fluency, vocabulary mastery, and pronunciation clarity. The evaluation shows that students who were previously passive are now more active in discussions, presentations, and storytelling. This is in line with the study of Rahmanu and Molnár (2024), which affirmed that the integration of multimodality in language learning is able to improve oral communication competence authentically. Richards and Rodgers (2001) through Communicative Language Teaching

also emphasized that communication-based learning becomes more effective when students engage in real activities that reflect the use of language in daily life.

However, the research also revealed challenges, especially related to the limited understanding of auditory input. Some students have difficulty keeping up with the recording of native speakers due to differences in speaking speed and vocabulary limitations. This shows the importance of adjusting the difficulty level of the auditory material to the student's ability to remain challenging but not frustrating. Nation and Macalister (2010) emphasized that the suitability of the material with the learner's profile greatly determines the effectiveness of learning. Therefore, teachers need to adapt auditory input with gradual strategies, for example using simple recordings before moving on to more complex material.

Overall, the discussion of Chapter 4 emphasizes that the application of the VAK Learning Model is able to improve students' speaking skills as well as learning motivation. Visual, auditory, and kinesthetic integration encourages more participatory, fun,

and contextual learning. These findings enrich the literature on the development of English teaching materials by emphasizing the effectiveness of the multimodal approach. In line with Tomlinson (2011), teaching materials should be cyclical and always revised based on evaluation. The practical implication of this study is the need for teacher training to design and implement VAK materials so that speaking learning is more optimal in various educational contexts.

D. Conclusion

Based on the results of the research and development that has been carried out, it can be concluded that learning media in the form of VAK-based worksheets (Visual, Auditory, and Kinesthetic) in English speaking skills at MAN 2 Bengkulu City has met the eligibility criteria. This is shown through validation tests by material experts and media experts who state that the products developed are in the category of very suitable for use. Thus, this worksheet is considered to be able to be an effective, interactive, and supportive

learning tool for achieving learning goals.

The development of VAK-based worksheets also makes a positive contribution to improving students' speaking skills. Through a variety of activities designed according to visual, auditory, and kinesthetic learning styles, students gain the opportunity to practice speaking in a more varied and enjoyable way. The results of limited and extensive trials showed that there was an improvement in students' speaking skills both in terms of fluency, vocabulary, and courage in expressing ideas. This proves that the products developed are relevant to the learning needs of students and the learning context in madrasah.

In addition to improving speaking skills, the existence of VAK-based worksheets has also been proven to increase student learning motivation. Varied activities encourage active engagement of students, so they feel more confident in using English. These findings are in line with communicative learning theories that emphasize the importance of active participation in

the learning process. Thus, the resulting products not only function as a medium to support language skills, but also as a means to create a conducive, fun, and student-oriented learning atmosphere.

In terms of implementation, this study also shows that VAK-based worksheets can be easily applied in daily learning activities. Teachers can use it as additional teaching materials that are practical, flexible, and in accordance with the characteristics of students. The results of field trials prove that teachers feel helped in delivering speaking material, because the activities provided support the communication-based learning process. This shows that the resulting products are not only beneficial for students, but also relevant to the needs of teachers in teaching.

Overall, this research and development succeeded in creating a VAK-based worksheet that is valid, practical, and effective for use in learning English speaking skills at MAN 2 Bengkulu City. This product not only improves students' ability to speak, but also enriches the variety of teachers' teaching methods. This

research also provides a theoretical contribution to the development of learning style-based learning media, as well as a practical contribution in improving the quality of the English learning process in madrasas. Thus, the research objectives have been achieved in accordance with the formulation of the problem.

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