

TEACHING PRODUCTIVE SKILL THROUGH VARK**Samsi Rijal, M. Pd⁽¹⁾, Nurdiana Arifah⁽²⁾**Universitas Islam Madura Pamekasan⁽¹⁾Email : samsirijal83@yahoo.com)

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*Teaching English as foreign language to Indonesia learners is rather difficult. It can be seen from most of learners who graduated from university, they cannot use English as their language for communication; written or spoken communication. In addition, Most of teachers use traditional method or strategy that focus on teacher or **teacher center**. So, students are not only active in joining the class but also feel bored. Dealing with this problem, the teachers must change their teaching from **teacher center** to **learner center**. Furthermore, teaching productive skill; writing and speaking, the teacher must use the suitable strategy to achieve goal of teaching and learning process. VARK (visual, auditory, read/write, and kinesthetic) which is developed by Neil Fleming in 1987 is one of the strategies which can be used to teach productive skill, because it invites learners more active in joining the class. It also helps learners in understanding the materials easily.*

Key terms: *Productive Skill, VARK***INTRODUCTION**

Language is one of the most important tools in the social communication among the people in many countries, and one of the languages which most of the people use in the world is English language. In Indonesia, English language is still foreign language and becomes compulsory subject from elementary school up to university. In fact, most of them cannot use English language as their communication; written or spoken communication.

Talking about English language, there are four skills, they are listening, speaking, reading and writing. These skills can be divided into two types; productive and receptive skill. Productive skill is writing and speaking skill, and reading and listening skill are categorized as receptive skill. Based on the observation and researchers' experience, productive skill more complicated because the teacher must use the suitable strategy to make the class very effective.

Concerning with the statement above, VARK (Visual, auditory, read/write, and kinesthetic) was one of the strategies that developed by Neil Fleming in 1987 can be one alternative strategy for teacher. This strategy is used to know someone's preference in learning process, visual, auditory, and kinesthetic but it also can be used in teaching English especially teaching productive skill. In addition, it lets learners more active in joining the class and make them easy in understanding the class, and the most important thing, it changes the old strategy that teacher became a center of learning to the learners center.

PRODUCTIVE SKILL (WRITING AND SPEAKING)

English has four basic language skills. They are listening, speaking, writing, and reading. According to Ahmad (1998: 16) speaking and writing involve language production, so they are regarded as productive skills. On the other hand, Harmer (1989:15) listening and reading involve receiving message, so they are regarded as receptive skills.

SPEAKING AS PRODUCTIVE SKILL

Speaking is a crucial part of second language learning and teaching. Despite its importance, for

many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In addition, speaking skill is one of basics English skill that should be taught and practiced in the language classroom (Harmer: 2008). Because the language course truly enables the students to communicate in English, so speaking skill needs the special treatment. In the reality, in our daily life most of us speak more than we write; yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Based on the statement above, there should be a good balance to practice in classroom.

In teaching speaking, the teacher should be able to make interesting topic and apply suitable technique. This can motivate them to

speak more because speaking skill emphasizes students' ability to speak as much as possible. Interesting and meaningful topics can relate to their environment and life. In addition, the teacher has to give good interaction and does not give correction to their speaking directly. It fosters them to be confident to explore their idea, so that the students are not afraid of making mistakes in speaking class.

WRITING AS PRODUCTIVE SKILL

Writing is communicating in a verbal way, it is also an action or a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Therefore, writing can be said as one of the ways to produce language in particular situation. Furthermore, writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Oshima and Hogue (1997: 2) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step-action; it is a process that has several steps.

Based on definition above it can be concluded that writing is one of the way to produce language that comes from our mind. We can allocate our ideas, feeling or anything that is in our mind on a paper or computer screen by using writing. Writing can be read by people whenever the writer is not present. And then writing is also a skill to make a form of word that have a higher value.

VARC (VISUAL, AUDITORY, READ/WRITE, AND KINESTHETIC)

VARC (visual, auditory, read/write, and kinesthetic) was developed by Neil Fleming in 1987. This strategy is used to know someone's preference in learning process, visual, auditory, and kinesthetic (Huda, 2013: 287).

The first is visual, it is for someone or a learner who understands easily about what they learn by using picture, and he or she also feels easy to remember it. There are some characteristic who has this way in the process of learning, they are :1) he always keeps his performance; 2) he remembers something or lesson with picture, and likes reading than to be read; and 3) he need the whole description to remember what he sees.

The second is auditory, this modality is used for learners who prefers learning with listening to reading, dialog. Someone who has this modality in learning will have some characteristics; 1) he feels difficult to keep his attention; 2) he speaks with intonation; 3) and learns with listening.

The third is reading/writing, learner who has this preference will get the information easily in the form of words. He also likes the input and output based the text.

The forth is kinesthetic, this modality is used for students who likes learning by doing. Learner who has this modality will have these characteristics; 1) he learns while doing something, 2) he remembers

something easily by walking and seeing.

From the four modalities above, most of people have all these modalities but they will have one modality to be their preference. In teaching and learning process, the teacher can use all these modality to teach learners because they can combine all their modalities that they have to increase their learning in the class (Huda, 2013: 287)

TEACHING PRODUCTIVE SKILL THROUGH VARK

In teaching learning process, teacher has a big role in teaching learning process. The teacher can be as facilitator, participant, and observer. The first is as facilitator of communication, the teacher may need to perform in a variety of specific roles, separately or simultaneously. These include the language instructor, organizer of the classroom, error corrector and consultant.

The second is as participant, there is no reason why the teacher should not participate as an equal in the activity. He can offer his information, and at the same time stimulate and present new language, without taking the main initiative for communication away from the

students themselves. Harmer (2007:109) states that there are also times when teacher may want to join in activity not only as teacher but also as participant in his or her own right. When engaging in such activities, the teacher has to be clear in mind that he should act as one equal in position to the students and one only authoritative and superior in language ability and language teaching skills.

The third is as an observer. When the independent activity is in progress he may move about the classroom in order to monitor the strengths and weaknesses of the students, as a basis for planning future learning activities. He can use the weaknesses as signs for learning needs which he must cater for later, probably through more controlled, pre-communicative activities.

Related to the explanation above, VARK (visual, auditory, read/write, and kinesthetic) can accommodate the function of teacher as facilitator, participant, and observers. There are some steps in teaching productive skill; writing and speaking by using VARK. The first is V (Visual), in this step a teacher prepares the material that related to the topic, it can start from something

which learners can watch such short movie, cinematography etc. By watching, it helps learners to focus to the subject, this activity also can stimulate the students' to follow the teaching and learning process.

The second activity is A (auditory). When the teacher play video to be watched by learners, he also gives opportunities to them to listen the movie.

The third is R (read/write). After watching and listening to the short movie, a teacher can go to the following step, it is writing. He asks learners to write all the things which they get or understand from the video or movie that they watched before. By doing this activity, it helps learners to understand the materials easily.

The last step is K (Kinesthetic). This activity the teacher can train his learners speaking activity by asking students to present, perform or act in front of the class. For example, the teacher opened the door, then after opening the door, he asked the students "what has a teacher done?". Next activity, the researcher pointed one of students, and the student answered "you have opened the door". The following activity, the researcher asked student to act an

action and the other said what he has done. Another activity, the teacher can ask students to act in a group what

they have written before based on their understanding from what they watched.

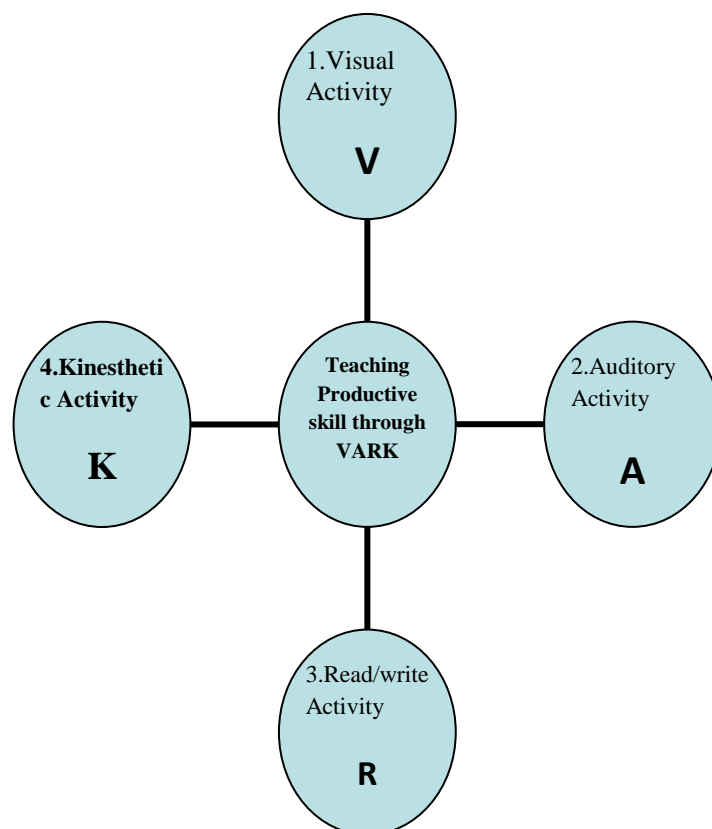


Figure 1. Teaching Productive Skill through VARK

CONCLUSION

VARK (visual, auditory, read/write, and kinesthetic) is one alternative strategy in teaching learning process. Teacher can use all these types of modality to teach productive skill; writing and speaking. There are four steps to teach productive skill by using VARK; 1) teacher prepares the material that related to topic by preparing short movie,

cinematography etc to be watched by learners, in the middle of watching the material, the teacher can stop the short movie to ask some questions; 2) teacher gives some opportunities to the learners to listen the material; 3) giving opportunities to the learners to write all the things from what they watched and listened. To make students easy in writing, teacher can give some instructions to write; 4) the last step, the teacher

asks students to perform what they wrote before. By doing these activities, the teacher has combined all types of modality; visual, auditory, read/write, and kinesthetic in the teaching and learning process, and it also give some benefits to the learners, they do not only learn with one type that they have but they can learn with all modalities. So, it will make them more understand the topic easily.

Rusdi Ahmad Thuaimah, 1998.
Ta'lim Al- arabiyah lighairi an-Nathiqina biha. Ribat.

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