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IMPLEMENTING VAKT METHOD FOR TEACHING ENGLISH READING TO DYSLEXIA STUDENTS

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Abstract: There are four skills that should be mastered in English, namely listening, speaking, writing, and reading. People should do a lot of practice for mastering those skills, including the students with special needs. Dyslexia students usually have problems in reading, knowing, and pronouncing the words. This study aims to review the use of Visual, Auditory, Kinesthetic, and Tactile (VAKT) in teaching reading skill for students with dyslexia. The study is a library study that focuses on collecting the theoretical and empirical studies about VAKT for teaching reading skill to dyslexia students. Visual, Auditory, Kinesthetic, and Tactile (VAKT) is a method that is used to help dyslexia students in improving their reading skill. This study finds that the use of VAKT is effective teaching method to Dyslexia students because this method helps Dyslexia students to improve their reading skill.

Keywords: Reading Skill, VAKT, Dyslexia.

INTRODUCTION

English is an important language that people should comprehend because English is a language that is used by people around the world to communicate. According to Cimermanová (2015), English is one of the important languages that students should learn. Besides that, English is the language that important especially in professional fields later. The students who graduated from their schools have to be able to compete in finding a job. Most companies usually ask their workers to be able to use English fluently. According to Mahu (2012), learning English will make an individual learn about others' cultures and also will more understanding about the language. Therefore, it is important for the students to learn English.

In learning English the students need to master four skills namely listening skill, reading skill, speaking skill, and writing skill. In learning English the students can start from listening, if the students already mastered listening, it would be easier for them in mastering reading, speaking, and writing skills. If one of the skills is not mastered by the students, they will find difficulties in

learning English because they will be connected to each other. In reading skill, if the students difficulty in reading it will be more difficult to write. According to Fonyuyshey and Nsah (2019), reading is the process of automatizing word decoding in order to focus on understanding the meaning. In increasing English skill, the students need more practice.

It is different with students who have special needs especially Dyslexia students. They will be disturbed in reading especially in identifying the real words and how to pronounce it (Hoover and Gough, 1990 as cited in Troeva, 2015). Dyslexia is a learning disability caused by reading, writing, and spelling (Tatma, 2002 as cited in Apriani and Supardan, 2018). It means that the students have difficulties in an understanding the text that they read. Therefore, they will difficult in writing and pronouncing the words or phrases, or sentences that they see.

Teachers or schools that teach students with dyslexia should find an appropriate method for helping them. VAKT (Visual, Auditory, Kinesthetic, and Tactile) is one of the methods that are appropriate for teaching students with dyslexia. The VAKT method was

developed by Grace M. Fernald and it is a method of learning to read by watching and repeating readings. The assumption underlying this method is that in learning, to read, write, and spell words are seen as a series of letters. This method departs from the sound method, namely the sound symbolized by letters is seen as easy to learn by using the integration of the visual, auditory, kinesthetic, and tactile senses. Thus, when the child learns a word, the child sees the letter, hears the sound of the letter pointing with hand movements or finger tracing, and then writes it using visual, auditory, and kinesthetic in an integrated manner. VAKT is the method that used all modalities such as visual, auditory (hear), kinesthetic (movements), and tactile (touch), (Munawir, 2005 as cited in Arbi and Rianto 2019). Visual, Auditory, Kinesthetic, and Tactile (VAKT) is effective to be used for teaching students with dyslexia because this method combines several learning styles and will engage the students maximally. As a teaching method, VAKT has several advantages such as the learning will be more effective because it is providing a combination of some learning styles,

then it could develop and train the potential of each child, giving direct experience to children, able to involve children in finding and understanding a concept through physical activities such as experiments, active discussion, demonstrations and observation optimally, and able to reach every children style of learning (Arbi and Rianto, 2019). From this method, the teachers can develop the potential of the students.

Reading skill is one aspect of speeches that people should master in English. According to Tunmer and Greaney (2010, as cited in Smith, 2013), reading skill is the ability of the individual to recode the text into something that the reader can meaningfully adopt to spoken language. Reading also is not only for survival in the world of schools and for the life as well. According to Grabe and Stoller (2002, as cited in Apriani and Supardan, 2018), reading is the ability of a person in drawing the meaning from printed and after that interpret the information use their own words. Therefore, reading skill is the process of the reader understanding the information in written form and get the meaning based on their understanding.

Dyslexia is derived from the Greek language where dyslexia is divided into two parts dys and lexis. Dys means “poor” and lexis means “word or language” (Jeyasekaran, 2014). Dyslexia is a learning disability that usually having problems in reception oral or written work such in reading, speaking, spelling, writing, and listening. According to Akbasli, Sahin, Gurel (2017), dyslexia are a learning disability that is caused by a phonological aspect of language. It means that people with dyslexia have difficulties in accepting the information for long-term memory. Besides that, people with dyslexia is usually difficult in remembering vocabulary and also in reading. According to Witzel and Mize (2018), dyslexia is a common problem of learning disabilities that is usually used as difficulty in reading. Besides that, the students with dyslexia have difficulties in identifying real words and how to pronounce it (Lyon, 2013, as cited in Smith, 2013). Snowling (2014) also said that Dyslexia is a problem that will affect individual ability in reading and also spelling. The students with dyslexia are not less smart than others. The students with

dyslexia need the appropriate teaching method to teach them.

Visual, Auditory, Kinesthetic, and Tactile (VAKT) is an appropriate method for teaching dyslexia students (Jeyasekaran, 2015). The advantages of the VAKT method are that it is able to generate new motivation and interest in children, stimulate learning activities and bring psychological effects on children which can increase students' concentration to learn and understand lessons. This method is an appropriate to be used in teaching reading to students with dyslexia. Dyslexia students need to use various modalities of sensory devices such as vision, touch, hearing, and movement. Therefore, this method involves all the modalities in teaching reading. In applying the Visual, Auditory, Kinesthetic, and Tactile (VAKT) method, the teachers should use concrete tools (Jeyasekaran, 2015). This method will be appropriate for the students who have disabilities especially students with dyslexia in increasing the potential of students.

According to Basam and Sulfasyah (2018), the implementation of Visual, Auditory, Kinesthetic, Tactile (VAKT) in teaching reading for students with dyslexia can be effective because

this method uses all modalities of students. The teachers use all modalities of students such as Visual, Auditory, Kinesthetic, and Tactile (VAKT). It can be started from the teacher show the picture of letters A and the students give attention to the picture that holding by the teachers (visual), after that the teacher says the name of the letters and ask the students to follows what the teacher says (auditory), after that the teacher writes down the letter of A on the board and the students follow what the teacher writes (kinesthetic), the last is the teachers ask the students to touch the letter that they write down (tactile), after that the teacher ask the student to write down the same letter without seeing the example. This method should repeatedly until the students understand.

Some studies were already conducted to find out the use of Visual, Auditory, Kinesthetic, and Tactile (VAKT) in improving reading skills for Dyslexia students. The first study was conducted by Jeyasekaran (2015) with an article entitled "Effectiveness of Visual Auditory Kinesthetic Tactile Technique on Reading Level among Dyslexia Children at Helikx Open

School and Learning Centre, Salem". This study aimed to bring a positive outcome in reading by examining the effectiveness of Visual, Auditory, Kinesthetic, and Tactile (VAKT). The participants of this study were thirty subjects that were taken at random for 30 days. A Quasi-experimental one-group pretest-posttest group design was used in this study. The result of this study was that the use of Visual, Auditory, Kinesthetic, and Tactile (VAKT) improved memory and also emotional, physical, and societal dimensions.

The next study was conducted by Olofsson, Ahl, and Taube (2012) with an article entitled "Learning and Study Strategies in University Students with Dyslexia: Implications for Teaching". The purpose of this study was to find out how Dyslexia students' ability can benefit from higher education. The participants of this study were 53 students included 42 lectures (28 females and 14 males) and 53 students (38 females and 15 males). The data were collected by using a test. The study found that there was a significant knowledge gap in the education with the students who have Dyslexia.

The next study was conducted by Smith (2013) with an article entitled "Improving Reading Skills for Dyslexia students in the English Classroom". The aim of this study was to research what principles or approaches can be good to help Dyslexia students in improving their reading skills. This study used narrative research synthesis, where gathered other research and articles to gain more knowledge and can get the answer to the research question. The participants of the study were start from the ages 6- 15 years old. The study found that there were several approaches that can be used for Dyslexia students such as, visual, auditory, and kinesthetic to improved reading skills.

The other study was conducted by Ziadat (2021) about the impact of using VAKT as the teaching method on oral reading and reading comprehension skills of elementary students with Dyslexia. This study aimed at examining the desirable enhancing of oral reading and reading comprehension levels by testing the advantage of Visual, Auditory, Kinesthetic, and Tactile (VAKT). A Quasi-experimental approach was used in this study. There were 39 subjects as

purposive sampling (control N=19 and experimental N=20). The results of this study that in the control group showed enhancement in oral reading and reading, but it differs from the experimental group which showed a less significant increase in oral reading and reading. From the results, VAKT is an appropriate approach in increasing oral reading and reading comprehension. Besides that, VAKT is a strategy that can motivate Dyslexia students in reading.

Prasetyaningrum and Faradila (2019) also study about the application of VAKT (Visual, Auditory, Kinesthetic, and Tactile) in improving the ability to read for mild mental retardation. This study is aimed to improve early reading skills in children with mild retardation using the method of Visual, Auditory, Kinesthetic, and Tactile (VAKT). This study used a single-case experiment with A-B-A design. There are 3 mild mental retardation children class III or IV Primary School Extraordinary as purposive sampling. The results of this study showed that the Visual, Auditory, Kinesthetic, and Tactile (VAKT) method can be used to improve the early reading in mild retardation children.

The next study came from Wai, Chan, and Zhang (2014) about the effectiveness of spelling strategies for students with dyslexia in Hongkong secondary schools. This study is aimed to examine the effectiveness of five spelling strategies used to teach junior high school students with dyslexia. There were 30 teachers as participants in this study. The findings of this study showed that the five strategies have both weaknesses and strengths. The strategy is complementary, hence integration is suggested.

The other study came from Kasiyati, Zulmiyetri, Nurhastuti, and Iswari (2019) about teaching vocabulary by using visual auditory kinesthetic tactile (VAKT) for students with special needs. This study aimed to consider the influence of visual auditory kinesthetic tactile (VAKT) in improving the vocabulary of students with special needs. This study used an A1-B design and used quantitative research with experimental research. The participants of this study were the students with special needs in SLB. The results of this study indicated that visual auditory kinesthetic tactile (VAKT) had a significant influence to improve target behavior.

Koifman (2017) also conducted a study about teaching students with specific educational needs. This study is claimed that special education needs (SEN) get special teaching and treatment. Learning English in small groups gives students with special education needs (SEN) like important skills as working. The findings showed that SEN, kids, might be good at art, music, computer technology that can be used for classroom performance.

A study also conducted by Vlachos and Zamfirov (2017) about concept maps to teach dyslexic students science. This study provides valuable feedback on the use of concept maps in education. A questionnaire was used to collect the data and there were 100 teachers who complete an online questionnaire. In the results of this study almost 80% of the participants said that concept maps were useful. Meanwhile, 84% of the participants think that teaching using concept maps is more pleasant than conventional ways.

Eren (2017) also conducted a study about the use of instrument (piano) training with a child with dyslexia. This study is aimed to closely examine in a specific context on using

the instrument. Instrument training as an intervention that can help children with dyslexia. There were included various supplementary musical activities such as writing notes, rhythmic practices, public performing, and others. The sessions were recorded and analyzed in the form of descriptive analysis. The results of this study refer to positive progress to develop areas especially in social and emotional, then music has a significant effect to motivate dyslexia children in the learning process.

From the previous studies, there were some differences and similarities among them. The first difference between the studies was that the studies involved a different number of participants. The second difference was that studies used a different methods. The third study was different in the participants which consisted of gender. The fourth study was aimed to examine the effectiveness of spelling strategy. The fifth study used a different design which is used A1-B design. The next study was used quantitative research with experimental research. The last study was found that the children with special needs might be happy with art, music that can be used in the

classroom. Meanwhile, the differences from the fourth studies, there were 2 groups as the purposive sampling. For the similarities of these studies, that this study finds out that the use of Visual, Auditory, Kinesthetic, and Tactile (VAKT) was effective teaching method for students with Dyslexia.

BODY

Dyslexia is a problem in reading and pronounces words (Snowling, 2014). It means that an individual that has dyslexia will difficult in reading and spelling words. In school, the students with dyslexia will need special teaching techniques to teach them. The appropriate technique that can be used to teach Dyslexia students is Visual, Auditory, Kinesthetic, and Tactile (VAKT). VAKT is a technique that can be used to teach reading for students with Dyslexia (Arbi and Rianto, 2019). Basam and Sulfasyah (2018) implementing Visual, Auditory, Kinesthetic, and Tactile (VAKT) is effective to teach students with dyslexia because it uses all of the students' modalities. In the implementation, the VAKT method is carried out using assistive devices or media such as printed writing, cards,

highlighted, color pens, crayons, mirrors, sand, whiteboard, and other tools that are palpable (concrete). In its implementation, students learn words by looking at letters, hearing the sounds of letters, tracing with their fingers, then writing words with visual, auditory, kinesthetic, and tactile sensory input in a coherent manner. It represents the function of each sensory modality, learning instructions are quite simple, repeated and structured so that they can help children's learning process.

The procedures in implementing Visual, Auditory, Kinesthetic, and Tactile (VAKT) can be done in four stages. The first is the visual stage, where the teacher distributes letter cards to students and then asks students to pay attention to the shape of the letters that have been distributed. The second is the auditory stage, which asks students to imitate the letters spoken by the teacher according to the initial letters that have been distributed. The third stage is the tactile stage, which asks students to trace the shape of the letters from the word cards or letters that have been distributed so that students can understand how to write the letters.

The fourth stage is kinesthetic, that is, after the students understand the shape of the sound, the shape, and how to make it by tracing the shape of the letters, the teacher asks the students to rewrite the letters based on their memories.

The teachers should use concrete media to apply Visual, Auditory, Kinesthetic, and Tactile (VAKT) for teaching dyslexia students. The learning process is expected to be able to provide the same results for students with different types of learning because by involving several sensory modalities. In presenting and reinforcing the new information, the multisensory principle can be implemented by using multiple modalities. Visual aids, such as illustrations, flashcard, charts and diagrams, video recordings, mind-maps and spider grams will support memory, and provide structure. Audio recording as the auditory channel can be used to support the reading activities. Meanwhile, creating opportunities for the kinesthetic learner could be done by using mime and gesture, Role-play, and drama so they can get involved. Then, the tactile sensory can be stimulated by touching something like

letters or shapes, by following 'Doing is better than hearing it!' principle.

dyslexia especially in improving their reading skills.

CONCLUSION

English is a language that is usually used by people around the world to communicate. Besides that, English is one of the languages that is used by people widely, therefore it is necessary for the students with dyslexia to learn it. The students who have special needs like dyslexia, need more attention from the teachers. Dyslexia students are the students who have difficulties in reading and spell it. The teachers here have an important role to help students with dyslexia. The teachers have to prepare the learning method that is appropriate to teach them. Therefore, there is a method to help students with dyslexia in learning especially in reading it is Visual, Auditory, Kinesthetic, and Tactile (VAKT) method. This method will help the students with dyslexia improve their reading skills. From those explanations, it can be concluded that the use of Visual, Auditory, Kinesthetic, and Tactile (VAKT) method is an appropriate teaching method for teachers in to teach the students with

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