**IMPROVING THE FOURTH GRADE STUDENTS’ VOCABULARY MASTERY THROUGH APPLYING VISUAL AUDITORY KINESTHETIC (VAK) AT SDN 53 LUBUKLINGGAU: A CLASSROOM ACTION RESEARCH**

**Abstract**

 The objective of the research was to improve the fourth grade students’ vocabulary mastery through applying Visual Auditory Kinesthetic (VAK) learning model of SDN 53 Lubuklinggau. The total number of students was 27 at grade IVB of SDN 53 Lubuklinggau. The method of the research used the Classroom Action Research (CAR) and it was conducted with the collaborator English teacher of SDN 53 Lubuklinggau. This research was implemented in three cycles, which was two cycles carried out in three meetings and one cycle was held in two meetings. Each Cycle consisted of planning, acting, observing, and reflecting. The data were collected in this research used observation and test. The result of each cycle showed that there was significant progress increased of the fourth grade students’ vocabulary mastery through applying Visual Auditory Kinesthetic (VAK) learning model. Based on the finding of this research, it was found that the average score of the first cycle was 74,03. In the second cycle the average score was 81,48 and then the average score of the students’ vocabulary mastery in the third cycle was 89,66. The students overall were obtained a good score and achieved the Minimum Completeness Criteria (KKM) 75 of English lesson. Referring to the result, it can be concluded that the Visual Auditory Kinesthetic (VAK) learning model could improve the students’ vocabulary mastery and then stimulated the students’ motivation and concentration to become more interested in learning English.

**Keywords:** Visual Auditory Kinesthetic, Learning Model, Vocabulary Mastery