

Improving Vocabulary Mastery by using Multisensory Method for Dyslexic Students in the Fourth Grade at Bianglala Home Schooling Banyuwangi

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ABSTRACT

The goal of the research is to know how a multisensory method assisted dyslexic students increase their vocabulary mastery. The low of vocabulary scores in preliminary study obtained by dyslexic students encouraged this research. This research was conducted at Bianglala homeschooling Banyuwangi. There were two cycles of this Classroom Action Research. Three meetings in cycle 1 and two meetings in cycle 2. Three dyslexic students were the subjects of this research. The data was collected through a vocabulary test in multiple choice form. The test consists of 10 items of abstract noun and concrete noun. The results showed that the students' test scores in cycles I and II increased significantly. The students' achievement in cycle I was 66.6% which achieved the minimum criterion, but in cycle II, it increased to 100% which assed the minimum criterion. In addition, the minimum score was reached. From cycle I to cycle II, students' vocabulary increased. The students' vocabulary mastery improved from cycle I to cycle II, according to the findings. It may be concluded that using the Multisensory Method can assist dyslexic students enhance their vocabulary mastery.

Keyword: *Vocabulary Mastery; Multisensory Method; Dyslexic Graders*

A. Introduction

English is the first foreign language taught in elementary school. This is consistent with Suyanto (2015: 2) who stated that since 1994 academic year, English has been officially taught in elementary schools as a local content subject programmed in grades 4, 5 and 6 of elementary schools. As a means of communication between nations, both oral and written, the mastery of English is expected to enable future generations of the nation to survive in the era of globalisation, and to compete with other nations. In addition to competing academically in schools that involve formal education, home schooling or informal learning activities may be pursued. Home schooling is regulated by the Division of Non-formal Education in the National Education System. Article 27 paragraph 1 of Law No. 20/2003 (Depdiknas, 2003)

mentioned that informal educational activities carried out by families and community are considered independent learning activities.

Vocabulary plays a very crucial part in mastering English. Vocabulary can be interpreted as a collection of words that someone has understood (Herlina, 2015). This indicates that the vocabulary is not just a collection of words that someone memorize, but also know their meaning. Without mastering adequate vocabulary, students are not only having difficulty communicating but also unable to communicate at all. Consequently, learning English in the classroom must take advantage of the right strategy, attractive and engage students, so that English skills can be mastered optimally (Ulya, 2016). Students are said to have good language skills, if they master vocabulary. According to Yulia (2013: 469), vocabulary mastery is the task of mastery or the ability to understand and use words contained in a language, both spoken and written.

Teaching special needs students, especially English, is challenging. When some of the students have not finished learning their mother tongue, it is tough situation. According to Padurean (2014) the students with special needs is difficult to adapt to the environment; they have to work extra hard to understand something, and the teacher may not be adequately prepared to deal with the situation. Teachers, on the other hand, are apprehensive about interacting with these students due to curricular demands. Oral communication problems, reading, and writing difficulties English teacher face. They do not have much training in teaching English to students with special needs, so they do not have the expertise or experience to teach foreign languages to students with special needs. Since most support teachers do not adequate English skills, they cannot take over the jobs of English teacher in inclusive schools.

Bianglala is a home schooling program run by Matahari Foundation, which is located at Jl.Ikan Layur Blok G 10-12 Sobo Taman Puring Asri Banyuwangi. There are both special needs and typical children among the students who attend this school. English material is offered by the tutor of each child according to their grade level in Bianglala home schooling. In English lessons, there are competencies that are some of the most difficult aspects for dyslexic students. Dyslexia is a learning disorder that makes it difficult to decode (read aloud) and spell (Margaret J, et al, 2020). It is a

language learning disorder that causes difficulties with reading, spelling, and, in some cases, writing. Then it becomes a barrier to their inclusion in English classes. More specifically in mastery of vocabulary. Based on observations at Home schooling of Bianglala Banyuwangi, dyslexic students' vocabulary mastery remains low, which has an impact on the process and outcomes of students' English learning. In fact, students' vocabulary mastery is low because reading and remembering English words is difficult for them. As we all know, English has different ways of writing words and pronouncing them than Indonesian. As a result of the above issues, students' score is low. It can be seen from dyslexic students' average achievement in the subject English at Bianglala Home Schooling Banyuwangi which was carried out during the preliminary study. Their average of vocabulary test score is only 60 out of KKM 70. The three dyslexic children who took the test each received a score of 50, 60, and 60. As a result, a solution to this problem is needed. The application of a multisensory method in the learning process is chosen by researcher due to the students' circumstance as special need students.

B. Research Method

Classroom Action Research used to conduct the research. Classroom action research is an action conducted by or with insiders into a class with a reflective method that is carried out intentionally and systematically using action research oriented to several actions which include planning, implementing, observing, and reflecting that have been taken, or need to be taken by class or group members to resolve such problematic situations (Herr and Anderson, 2014: 03-04).

The researcher uses this design to improve students' vocabulary by using multisensory method. The researcher is the teacher of Bianglala Home Schooling's on this research. She is familiar with the current condition in this classroom. The researcher acts as the practitioner, teaching vocabulary to the students using multisensory methods, while also acts as the observer, using observation checklists to track the application of action in the classroom, and assisting the researcher in formulating the action plan, assessing the method's implementation, and discussing the possibilities.

The research began with a preliminary study. The researcher determined what the students' real challenges and interests was, as well as the learning technique they used. Following that, a general plan was created with the aim of improving the students' vocabulary mastery through the use of multisensory methods. The general plan was then put into action and observed. Finally, the reflection is carried out in order to recognize all evidence, including the implementation's success and failure, as well as the effect. The outcome of the reflection was used to decide if a second cycle was needed. According to Kemmis and McTaggart (1988), this research has several stages, including planning, implementation, observation, and reflection.

- Preliminary study

The preliminary study was carried out to identify the real issues in the teaching and learning of vocabulary mastery. The outcome was used to create a proper action plan to address the issues. The researcher then gave the students a vocabulary test to see how well they understood their vocabulary. The test was given to obtain the information (score) that would be used as the study's baseline. The data was analyzed in this case to determine the students' issues. Then used as the primary factor in deciding on a strategy and action plan. The test was a multiple choice type of 10 questions. The students were given 40 minutes to complete the test.

- Planning the action

At this phase, the researcher created a strategy based on the preliminary study's findings. The preparation processed includes designing the method, creating the lesson plan, and determining the success criteria.

- Designing the procedure

For teaching vocabulary, the researcher applied a multisensory method. This method implemented in three meetings throughout Cycle 1. The researcher provided a visual-auditory activity in the first meeting. The researcher introduced the students to some of the noun vocabulary in the card and explains the pronunciation and meaning to the students. The researcher provided a kinaesthetic activity in the following meetings. The researcher used the three step stages while presenting the kinaesthetic activity to the students: tracing the word on the embossed card, writing the word in the sand, and making the word in the air. Also the next meeting, the

researcher asks the students to review the previous learning and relate the words that have been learned into a story. The researcher then shares the students' experiences with the entire class. Students were given a vocabulary test to complete independently at the end of the cycle.

- Designing the lesson plan

The lesson plans were created with the aim of offering instructions for teaching and learning activities. In this case, the researcher created a lesson plan based on the School Based Curriculum's syllabus, which emphasized the use of multisensory in teaching vocabulary. The basic competence, instructional goals, teaching and learning activities, instructional material and teaching media, and assessment were all included in the lesson plan. During this process, the researcher designing a Cycle 1 lesson plan that would be covered over three meetings. Cycle 2's lesson plan is created using the results of Cycle 1.

As previously mentioned, visual-auditory and kinaesthetic tasks were divided into three meetings for teaching and learning. Each meeting will have a 40-minutes time limit.

- The Assessment

The assessment was completed at the end of the cycle to determine whether or not the students' vocabulary mastery has improved. Achievement tests were the type of assessment used. After the three-meeting instruction in Cycle 1, the first achievement test was provided in the fourth meeting. The achievement test used in this study is a 10 question multiple-choice test. The second achievement test was required in case of cycle 2. After the two-meeting instruction in Cycle 2, the second achievement test, which also multiple choice provided. The test's content was created in accordance with the syllabus's specified aim for the teaching and learning process. The aim was for students to comprehend the meanings of English vocabularies and their use in context.

- The criteria of success

The success criterion is used in classroom action research to determine if students have improved after implementing a plan. The criterion was used in this research to examine if the implementation of a multisensory method in the teaching of

vocabulary is effective or not, and thus whether or not another period of action was needed. The success in this case determined by the students' improved score. If 100% of the students in the action research achieved at least 70 points, it was considered a success. If less than 100% of students achieved the target, then the cycle 2 would be implemented.

At the time of the action, the finding was produced. This stage dealt with the research data collection. Two types of data collected for this research: student achievement in the form of a score and recorded information on student engagement during the teaching and learning process. At the end of each period, a test was given to the students to determine their vocabulary achievement. Observation checklists were used to record the students' interactions during the teaching and learning process. The gathered information was used to confirm whether the success criterion had been reached. In addition, they were also used to define aspects of the method that needed to be changed in the next plan.

An achievement test was used in this research to assess the students' vocabulary mastery using a multisensory method. Meanwhile, according to Arifin (2016: 118), a test is a technique for carrying out assessment activities in which students must complete or answer a set of questions or tasks in order to assess aspects of student achievement. It is used to assess how well learners understand what they have learned. This test's achievement measure was the multiple-choice variety. At the end of the cycle, the students were required to complete a 10 item vocabulary test. They had 40 minutes to complete their mission. This method of testing was chosen by the researcher because it could demonstrate the students' vocabulary mastery.

Table 1. Test Item Distribution

Basic Competence	Indicators	Question Number	Total
	1. Concrete Noun		
Understand the meaning and the use of abstract and concrete noun in their proper	• About Room	1	5
	• About Food	3	
	• About Living Room	5	
	• About Human	7	
	• About Cutlery	9	

context	2. Abstract Noun	2	5
	About Concept		
	About Attributes	4	
	About Concept	6	
	About Feeling	8	
	About	10	
	Movement/Event		
Total		10	

- Observation checklists

Observation checklists were used to keep track of how far students had progressed through and level of learning. They were used to keep track of the students' actions as they related to the teaching and learning of vocabulary. Observation checklists were also used to record the teacher's interactions with the students, which reflected the method's implementation during the vocabulary teaching. The information conducted from the observation checklists that used as the results section as well as a base for assessing Cycle 2 preparation.

Table 2 The Specification of Teacher's Observation Checklist

Cycle	Meeting	Aspects	Number
1	1	• Pre-Teaching	1, 2, 3
		• Whilst-Teaching	4, 5, 6, 7, 8, 9, 10, 11, 12
		• Post-Teaching	13, 14, 15
	2	• Pre-Teaching	1, 2, 3
		• Whilst-Teaching	4, 5, 6, 7, 8, 9, 10, 11, 12,
		• Post-Teaching	13 14, 15, 16
	3	Pre-Teaching	1, 2, 3
		Whilst-Teaching	4, 5, 6, 7, 8, 9
		Post-Teaching	10, 11, 12

Table 3.3 The Specification of Student's Observation Checklist

Cycle	Meeting	Aspects	Number
1	1	Pre-Teaching	1
		Whilst-Teaching	2, 3, 4, 5,
		Post-Teaching	6, 7

	• Pre-Teaching	1
2	• Whilst-Teaching	2, 3, 4, 5, 6, 7
	• Post-Teaching	8, 9
	• Pre-Teaching	1, 2, 3
3	• Whilst-Teaching	2,3, 4, 5
	• Post-Teaching	6, 7, 8

- Reflecting

During the reflecting stage, all relevant data from implementation was evaluated and checked in order to determine if the action is successful or not by comparing the observation outcome to the performance criterion. In other words, the aim of the reflection was to determine if the actions taken in Cycle 1 were successful or not, as well as to identify the action's strengths and weaknesses. Cycle 2 was revised and planned using the weaknesses discovered in Cycle 1. Data processing was done while reflecting. The information that would be conducted during this study was classified and analyzed. The results of the vocabulary test were also analyzed, as well as their interactions during the vocabulary teaching and learning process.

C. Research Finding and Discussion

The use of multisensory methods in this study was done in cycle 1 consisting of 3 meetings, and Cycle 2 consisting of 2 meetings. The following provides a detailed description of the findings from preliminary, cycles 1, and 2.

a) Cycle 1 Result

Cycle 1 took place over three days, on Monday, August 16, Wednesday, August 18, and Thursday, August 19, 2021. The three meetings focused on teaching vocabulary through a multi-sensory method. The results of cycle 1 are described here using the success criteria which including the students' improvement in vocabulary achievement as measured by scores. Their participation in the classroom as well as the learning process is also described here. The teacher then conducted a test after implementing the multi-sensory method in cycle 1. The test was followed by three students.

b) Results of Test

The result of the vocabulary test indicated that students in cycle 1 were making progress. Each student received a score of 60, 80, and 70. For students who received

score of 60, he got 50 points for abstract nouns and 10 points for concrete nouns. For students who received a score of 80, she received 40 points for abstract noun, and 40 points for concrete nouns. The students who received a score of 70, receives 40 points on the abstract nouns, and 30 points on the concrete nouns. The test result was still not adequate. One students has yet to reach the KKM based on this result.

Results of Observing Stage

1. Meeting 1

The teacher used a multi-sensory method to teach vocabulary in this activity. In the first meeting, the teacher implemented the teaching learning process based on the lesson plan. In pre-teaching, the teacher activated the schemata and explaining the learning objective. In this stage, only two students who noticed the teacher explanation. In core teaching, the teacher taught the students about abstract and concrete noun. The teacher introduced the students to the vocabulary, especially noun, in English text and dialogues. The students asked to listen to the text read by teacher. The teacher gave the flash card to the students, and asked the student to listen the example of pronouncing noun. Then the teacher requested the students to pronounce the noun. In this stage, all of students noticed the learning activities, especially to the learning media, but two of them were not very good in pronouncing nouns. In post teaching, the students engaged in activities reflecting on what they learned by mention some nouns asking by teacher.

2. Meeting 2

In the second meeting, the teacher implemented the teaching learning process based on the lesson plan. In pre-teaching the teacher activated the schemata, explaining the learning objective, and reviewed the previous lesson. In this stage, only two students who could mention the some noun asked by teacher. The teacher asked students' understanding about previous lesson. The students asked to read the text and follow the teacher's guide. The teacher gave them embossed card and sand box, and asked the students to trace the embossed card according to example. Then the teacher asked the students to make a noun through the sand box and air. Same with the previous lesson, all of students noticed the learning activities, especially to the learning media in this stage. The students completed their assignments easily, but

they needed more guided in reading phase. In the post teaching, the teacher reviewed and asked the students to write nouns through sand box without looking at the card. In this stage, only one student who still had difficulty.

3. Meeting 3

The third meeting started with reviewing the material in pre-teaching. In core teaching stage, the teacher asked the students to mention some noun that they have learned in previous lesson. Teacher gave them the example of the use of noun in a context sentence. The teacher gave the students a worksheet and asked them to do the task (make their own sentence). All students finished their assignment, and have corrected their work with the teacher. Then, the students asked to do the final test in the cycle 1. For the reflection on the activity during cycle 1, the researcher noted that there were some issues as follows.

In vocabulary test, one of them got 60 scores (50 for abstract noun and 10 for concrete noun), one other get 80 scores (40 for abstract noun and 40 for concrete noun), the last one of the students get 70 (40 for abstract noun and 30 for concrete noun). There was one of the students that did not reach the KKM. During the teaching and learning process, it was noticed that one student remained passive, not completely participating in the classroom activities. He was not as engaged as other since he was still hesitant to try.

Based on the findings above, the teacher's responsibility to pay more attention to and motivate the students in order to pique their interest in the teaching and learning process. This could be handled by giving the reward for the students who respond and giving the right answer in the learning process. According to Schunk, et al (2012), individuals were motivated by awards because they believe that they behave in a certain way, they would rewarded. Repetition is required to provide learning for dyslexic students and reinforcing the earlier memories of the previous lesson.

c) Cycle 2 Results

The second cycle took place on August 27, & 28, on Friday, and Saturday 2021. This cycle implemented in two meetings. The researcher tried to address the prior cycle's problems and issues in this cycle. The teacher went through the prior lesson to see if the students remembered the previous vocabulary. The teaching and

learning processes were accomplished during this cycle. Learning media and reward boost the students' interest. They were more active this cycle than they had been in the previous. Here are the cycle 2 results.

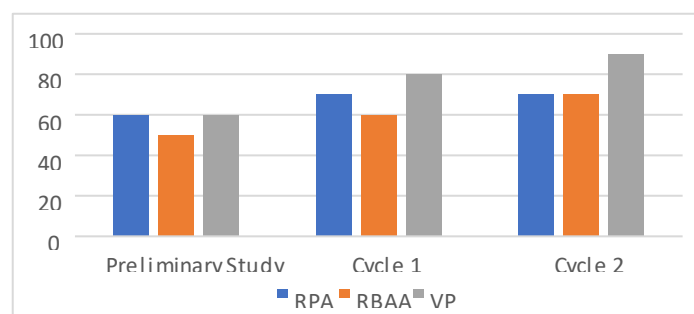
d) Results of Test

The result of the vocabulary test indicated that students in cycle 2 were making progress than the previous one. Each student received a score of 70, 70, and 80. For students who received a score of 70, he received 50 points for abstract nouns and 20 points for concrete nouns. For students who received a score of 70, she received 40 points for abstract noun, and 30 points for concrete nouns. The students who received a score of 90, receives 50 points on the abstract nouns, and 40 points on the concrete nouns. All of the students have reached the KKM based on this result.

Discussion

After implementing the multi-sensory method for teaching vocabulary to fourth grade students at Bianglala home schooling, the researcher acquired data from whole cycles. The researcher presented the improvement of the complete test result from all cycles in the diagram below.

Diagram of the whole cycles' test result



It can be concluded from the diagram of the overall observation results from cycles 1 and 2 that multi-sensory can boost students' interest and activeness in the teaching and learning process. It can be seen from the diagram score that two students who reached the KKM in cycle 1 and improved to three students in cycle 2. Then, based on the diagram of result scores over all cycles, it was determined that multi-sensory could assist students in improving their vocabulary mastery. According to Jasmine and Connolly (2015), multisensory activities may help students improve their spelling

accuracy on spelling words. In their study, multisensory activities were one of the aspects that helped students spell words correctly.

These learning activities made use of multisensory learning media, and the students were actively participated in activities. Students could engage in physical exercises while learning about the meaning and method of tracing the form of nouns through this media, the students had to see the noun's visual on a flash card, this activity used engaging ways to introduce a noun. The student also tried to write the noun in sand and trace it with embossed card. It has the chance to generate the classroom more enjoyable for the students and prevent them from becoming bored. Due to one of the students in the classroom was passive, the teacher gave reward to the student who could pronounce and write the noun correctly, reducing the number of students who were passive in the classroom in the cycle 2. It could be seen by checking at the first step of cycle 1. There was one student who was passive in the classroom, he appeared to be too tired to pay attention to the lesson, but he still followed the activity. The researcher then assessed the students' ability to pronounce nouns. The researcher observed that students were able to pronounce the nouns as correctly as possible, but that just one student was particularly good at pronouncing the noun, and two students were unable to properly pronounce the noun. There was some improvement in cycle 2, with all of the students competing to answer the task. In this cycle, there were two students who could correctly pronounce the nouns and one student who could not.

D. Conclusion

The multisensory method could improve vocabulary mastery of the dyslexic students of the fourth grade at Bianglala home schooling Banyuwangi. All of the three students were able to reach the Minimum Passing Criteria (KKM) of 70 in the cycle 2. The students' motivation toward vocabulary learning activities have also improved. They were more active and enthusiastic.

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