

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The first step to learn about English Foreign Language (EFL) is the students are able to master many vocabularies like Waring (2002) said that in order to learn a foreign language one needs to learn many words. As we know that vocabulary is the basic of a language but in fact, the students' ability to master vocabulary is very low. Grabe & Stoller (1997) said that as many teachers of foreign language (FL) reading comprehension showed, when their students are faced to an unfamiliar text in the foreign language, the first challenge seems to be its vocabulary. When the text had many new words, students are quickly in despair and discouraged. Laufer and Sim (1985) show that Foreign Language learners seem to rely more on word meaning than on knowledge of the subject or syntax. It happens especially in elementary school as like Call (1983) said that weak vocabularies were causing our students' comprehension to suffer, and difficulties in comprehension were causing their vocabularies to remain weak .This problem could hamper the students to improve their vocabulary achievement. A common problem was faced by EFL teacher when the students could not answer the simple question, for example; 'How old are you?', 'Where do you live?', 'What is your hobby?'. The students could not answer directly because they did not know the meaning of the questions or sometimes they answer the questions with their mother language. This condition challenges for the teacher to solve this problem and to find out the best solution of the problem.

The teacher usually uses many techniques to teach their students and one of the new techniques to improve vocabulary achievement is multisensory technique. Furthermore, multisensory technique had three pathways as strong point to learn EFL. According to Gillingham and Stillman (1997) multisensory technique is “The use of visual, auditory, and kinesthetic-tactile pathways to reinforce learning in the brain”. It had four steps to learn English Foreign Language. First, learning by seeing or the teacher had to give some media visual. Second learning by listening or the teacher had to give some media auditory. Third, learning by saying and learning by doing or the teacher gave some stimulus for the students to practice the lesson. It means that multisensory technique was included of all skills and also the step is continuity.

This technique was very appropriate for lower level learners because the teacher could make the students interested active, creative, and more quickly to catch the material. According to Rawson (2000) dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and thoroughly, the basic elements of their language-- the sounds and the letters which represent them -- and how to put these together and take them apart. They have to have lots of practice in having their writing hands, eyes, ears, and voices working together for the conscious organization and retention of their learning. It means that a normal child will be easily to use multisensory technique when they learn EFL because they could use many visual and auditory media then, they tried to practice it. Automatically, the students could more enjoyable to learn EFL in classroom. Moreover, multisensory technique was suitable to use in fourth grade of elementary school because in that

class the students to begin discussion with other friends and tried to present the result.

In fact, many students have disability to master vocabulary especially in SDN Karangkering Gresik, they always forget about meaning of some words. Eventhough, the teacher gave the material in a week before, the students could not remember many words. The researcher thinks that this problem was caused by teaching technique which the teacher has been given to the students. Actually, the researcher as the teacher itself used Grammar Translation Method (GTM) especially in memorization technique and Audiolingual Method especially in repetition drill to teach the students before this research project or in detail, the researcher emphasizes to teach the students about grammar (tenses), vocabulary and never gave some media as the material in the lesson. In this situation, especially when the teacher use GTM to teach english, the students focused in grammar and usually they would feel bored because they must memorize many tenses. Then, when the teacher uses Audiolingual Method to teach english, the students could not concentrate on memorizing some vocabularies. Because of that, their vocabulary did not develop, the teacher always repeat the last material so the students could not get new word in every meeting. It could be showed from the result in mid test semester II, many students got bad score in English test, the data was in appendix 1.

Based on the data above, the students' scores were below KKM (Minimum Completeness Criterion) for English is 60 or above. This research was successful if most of students got score 60. This result challenges for the researcher to change the technique when she teaches the students in the future.

The researcher hopes by multisensory technique the students could improve their vocabulary achievement in English.

1.2 Problem Statement

Based on the background of the study, the researcher realizes that the students could not answer simply question directly because they always forget the meaning of some words so it was appeared a question: “How multisensory technique can improve vocabulary achievement of fourth grade student in SDN Karangkering Gresik?”

1.3 Purpose of The Study

Related to the problem statement above, the researcher decides the purpose that was whether the multisensory technique can improve vocabulary achievement.

1.4 Assumption

Based on the information above, the researcher decides an assumption that multisensory technique can improve student’s vocabulary achievement.

According to Orton (1920) when taught by a multisensory approach, children have the advantage of learning alphabetic patterns and words by utilizing all three pathways. Orton suggested that teaching the “fundamentals of phonic association with letter forms both visually presented and reproduced in writing, until the correct associations were built up” would benefit students of all ages.

Furthermore, by giving new technique the students could be more interested and enjoyable to learn EFL. Then, the students and the teacher could get their target language.

1.5 Significance of The Study

Improving vocabulary achievement in elementary school was the goal of this project and the researcher used multisensory technique to get the target. However, from this research there are many significaces that would be gained. First, the research would give good contribution to the students. They could get knowledge and new spirit to learn EFL. Second, the research would become a good contribution to the teacher. The teacher would get information about a new technique to teach EFL. Third, It also give some informations to readers that improving vocabulary achievement by multisensory technique could train their eyes, ears, voices, and hands to do something. Fourth, this research result would be usable for the next research.

1.6 Scope and Limitation

In order to made the discussion more specific, the researcher wanted to limit the topic and focused on English vocabulary on simple oral or conversation activities in the classroom. The researcher thinks that conversation was the important thing to practice all the material has been given. It means that the students could become success learners when they could practice English well.

1.7 Definition of Key Term

To guide this study more easily to be investigated, it was necessary to define the key terms of this study, those are;

First, *Vocabulary* is list of words with their meanings (Oxford Dictionary, 1991).

Second, *Multisensory technique* is the use of visual, auditory, and kinesthetic-tactile pathways to reinforce learning in the brain (Gillingham and Stillman, 1997).