

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Teaching

In global era English is very famous and important for our live. As we know that English is international language. Almost our activities have correlation with English, especially in education aspect. Some lessons in school use English as a media to show knowledge from other countries. Because of that, an English teaching is a very important thing for the students. As a foreign language in Indonesia, English has to be improved in classroom by teachers and students. Usually teachers use many methods to teach English for their students. In teaching a foreign language, it seems difficult to use a single method all the time. The suitability of a method to language learners depends on many factors. The most common factors that affect the choice of the method are age, aptitude, second language level, interests, the time he can devote to language learning, the size group with whom he practices the language, and the culture group to which he belongs (Mackey, 1975).

By knowing the factors above, teachers can choose the best method or technique for their students to make condition of classroom more interesting, active, creative, and enjoyable.

2.2 English Teaching in Elementary School

In Indonesia, English for the first time has been given in elementary school as a formal education in this country. It causing that children will learn a foreign

language more effectively under certain condition (Setiyadi, 2006). Students in elementary school consist of seven to twelve years old who are taught about some basic knowledge. So, English teaching learning can be more easily to be given in this level. Moreover, the technique for teaching students of elementary school should maintain the characteristics of themselves in order that the students can learn the target language optimally. In short, the teacher should be fun and natural when they teach English to their students.

The result of this research is to improve vocabulary achievement by multisensory technique in the classroom. So, the students of elementary school can get the basic of English language by this technique and the researcher hopes that the graduation of elementary school will be ready to continue their study in the next level of education.

2.3 Teaching Vocabulary for Young learner

The first step to learn about English Foreign Language is the students are able to mastery vocabulary. It is because vocabulary is the important part of language, the young learners cannot learn reading or grammar without vocabulary like Grabe & Stoller (1997) said that as many teachers of 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.

The process English learning should be fun and natural for young learners. In order for them to be successful in learning the target language, there must be the absence of stress. Then, the language should be first presented through sounds, not written symbols. And also, the young learners use their senses and even taste

if necessary to learn about language (Larsen-Freeman, 2000; Mackey, 1975; and Ricarda and Rodgers, 2001). Based on the statement above, the teacher should be able to choose the best technique for their students wherever the technique can help the students to enjoyable in classroom.

2.3 Multisensory Technique

A common problem faced by students who learn English as Foreign Language is about vocabulary. Many students have difficulties to remain the word and the meaning itself. Baced on this problem, the researcher want to improve vocabulary achievement by multisensory technique. Multisensory technique is the use of visual, auditory, and kinesthetic-tactile pathways to reinforce learning in the brain (Gillingham and Stillman, 1997). On the other hand, that four steps have a connection between the visual (what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read and spell. In other word, this technique has four steps to learn EFL those are: learning by seeing, learning by saying, learning by listening, and learning by doing.

Moreover, four steps above has some strategies those are: first, *visual techniques* include strategies such as: text or pictures on paper, posters, models, projection screens, computers, film, video, multi-image media, augmentative picture communication devices, and sign language, adaptive reading materials, use of color for highlighting, organizing information, imagery, graphic organizers, and outlining passages, and student-created art, images, text, pictures, and video. Second, *auditory techniques* include strategies such as: computerized text readers, augmentative picture communication devices, auditory trainers; hearing aids;

books on tape, podcast, and peer-assisted reading, video, film, or multi-image media with accompanying audio, and use of music, song, instruments, rhymes, chants, and language games. Third, *tactile methods* involve the sense of touch such as: computerized text readers, augmentative picture communication devices, auditory trainers; hearing aids; books on tape, podcast, and peer-assisted reading, video, film, or multi-image media with accompanying audio, and use of music, song, instruments, rhymes, chants, and language games. Fourth, *kinesthetic methods* involve fine and gross motor movement such as: preschool and primary games involving jumping rope, clapping, stomping or other movements paired with activities while counting, and singing songs related to concepts: all tactile activities mentioned above, and any large motor activity for older students involving dancing, beanbag tossing, basketball, or other such as activities involving concepts, rhythmic recall, and academic competition such as current events quizzes, flashcard races, and other learning games.

In this research project, the researcher will use multisensory technique in some meetings and consist of three theme, those are: What are you doing?, Symbol and Color. As like as the four steps in multisensory technique, for the first, the researcher will give explanation about the material to the students and the students try to answer some questions with the clue from their teacher, for example; mention the color of uniform and the meaning of the color. Then, the student tries to find the answer by hear the explanation from the teacher, look their picture, discuss with other friend or group, and present the answer in front of class. At the last activity, the researcher will give test to know the result of the technique. It is show to us that the researcher not only transferring some materials

but also the students has to practice it. However the strategies of multisensory technique has many variations the researcher here suggests that when students are thought using techniques consistent with their learning styles, they learn more easily, faster, and can retain and apply concepts more readily to future learning.