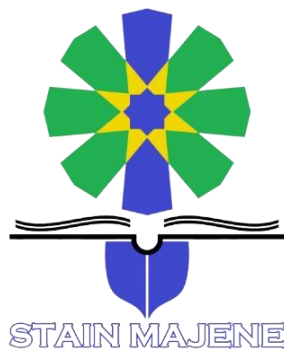


**THE EFFECTIVENESS OF MULTISENSORY METHOD TO ENRICH
VOCABULARY OF ELEVENTH GRADE STUDENTS AT UPTD SMA
NEGERI 1 SENDANA**



A Thesis

Submitted in Partial of The Requirements for the Degree of Sarjana Pendidikan
(S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
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TARBIYAH AND TEACHING TRAINING DEPARTMENT
STATE ISLAMIC COLLEGE OF MAJENE**

2025

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Skripsi yang berjudul, "The Effectiveness of Multisensory Method to Enrich Vocabulary of Eleventh Grade Students at UPTD SMA Negeri 1 Sendana", yang disusun oleh saudari Nurrezky Ramadhany Arsyad, NIM : 10256121004, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Jumat, 19 September 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

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ACKNOWLEDGEMENTS

Alhamdulillah Rabbil 'Alamin. All praise and gratitude are extended by the researcher to Allah SWT for His abundant grace, strength, and guidance. Thanks to His help, the researcher successfully completed the thesis “*The Effectiveness of Multisensory Method to Enrich Vocabulary of Eleventh Grade Students at UPTD SMA Negeri 1 Sendana.*” May blessings and peace always be upon the Prophet Muhammad SAW, the eternal role model whose teachings illuminate every step of life, including the researcher’s academic journey.

The researcher sincerely thanks and appreciates the various parties who have helped, guided, and supported the process of compiling this thesis, including:

1. **Murniaty** My first love, my mother, my paradise, and my everything. She is the reason behind every effort and achievement. The researcher always wants to make her proud, to become someone his mother can mention with pride when people ask about her children. May Allah always bless her with good health. I love you, Mom.
2. **Arsyad Rahman**, my beloved father for all the life lessons and love he gave before leaving this world too soon. His words and values will always be remembered and cherished as a guiding light.
3. **ABD Rahman Abu and Yustina Kidang**, my grandfather and grandmother, who are always there to lean on and support every path I choose.
4. **Prof. Dr. Wasilah Sahabuddin, ST.**, is the Head of STAIN Majene and responsible for leading this university.

5. **Dr. Ahmad Muaffaq N, S.Ag., M.Pd.**, Head of the Department of Tarbiyah and Teacher Training, for his support in creating a conducive academic environment.
6. **Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.**, as the Head of the English Education Study Program and also as the first examiner, for his guidance, encouragement, and motivating words during the researcher's study. His inspiring stories, light jokes, and positive energy have been a great source of motivation throughout this academic journey.
7. **Nihla Afdaliah, S.Pd., M.Pd.**, a wonderful lecturer known for her gentle and soft-spoken manner, who has provided kind guidance and encouragement throughout the researcher's studies. Just like Mam Rina, she is one the most fun and trendy lecturer.
8. **Uswatunnisa, S.Pd., M.Hum.**, My second advisor, for her constructive feedback and motivating advice. Her soft-spoken manner and motherly presence have always brought comfort during the writing process.
9. **Syamsinar, S.Pd., M.Pd.**, the first examiner, for her insightful and constructive comments as well as her warm smile and kind greetings that always make every meeting pleasant.
10. **Rina Marlina, S.S., M.Hum.**, one of the researcher's coolest lecturers, who has always been ready to listen, provide advice, and support. Her openness and friendly personality have made her like a big sister to the researcher, and of course, the most fun and trendy, just like a true Gen Z.

11. **Nur Fadillah Nurchalis, M.Pd.**, a remarkable lecturer who has always been an inspiration and provided help for the researcher. Though she speaks little, her words are always impactful and full of wisdom to me.
12. **Rabiatul Adawiah, M.Pd.**, another inspiring lecturer who has always shown care and given motherly advice, making the researcher feel supported and guided throughout this academic journey.
13. **Abdul Rajab, S.Pd,I and Drs. Budiman Idris, M.Pd**, Teacher and Headmaster of UPTD SMAN 1 Sendana, welcomed me kindly and gave me the opportunity to conduct research at the UPTD SMAN 1 Sendana
14. **Nurmawaddah. Asmarani and Rahmi R**, my beloved friends, For their support and assistance. They helped me work on my research proposal when I was feeling unsure about completing my final assignment.
15. **Sariana, Arby Syam and Ainun Rahma Nur Hamal**, My best friend, for all your help, efforts, and jokes that made my thesis research more cheerful.
16. **My classmates**, for their togetherness and support over the past four years. I hope this friendship will remain strong.
17. My beloved friends at **Lima Sidik**, who will always be part of her journey ahead, thank you for the stories, enthusiasm, and valuable knowledge you have shared.
18. The research participants, who willingly gave their time and insights to contribute to this study.
19. To me, **Nurrezky Ramadhany Arsyad**, the journey you've been through hasn't been easy. There were times when tears fell along the way, and migraines or

stomachaches felt like constant companions. Still, through it all, thank you for your effort and hard work; you made it this far.

The researcher recognises that this thesis is far from perfect. Therefore, the researcher humbly welcomes constructive criticism and suggestions for future improvements. May all efforts, good intentions, and hard work in compiling this thesis always receive the grace and blessings of Allah SWT. *Aamiin ya Robbal 'Alamin.*

Majene, 10 August 2025
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ABSTRACT

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Title : THE EFFECTIVENESS OF MULTISENSORY METHOD TO ENRICH VOCABULARY OF ELEVENTH GRADE STUDENTS AT UPTD SMA NEGERI 1 SENDANA

The problem in this study was the lack of vocabulary mastery among eleventh-grade students at UPTD SMA Negeri 1 Sendana. This research examines the effectiveness of the multisensory method in enriching the vocabulary of eleventh-grade students at UPTD SMA Negeri 1 Sendana. The teaching method that was implemented was still conventional and did not correspond to the students' learning needs. A quantitative method was employed with a pre-experimental design using one group pretest-posttest. The population in this study consisted of all eleventh grade students (218 students) at UPTD SMA Negeri 1 Sendana with the specific sample is XI 4 (33 students). The treatment was conducted in four meetings by integrating visual, auditory, kinesthetic, and tactile activities to support vocabulary learning. The findings revealed an improvement in students' vocabulary achievement, as indicated by the increase in mean scores from pretest to posttest. Although the overall improvement was relatively modest for some students, the results confirmed that the multisensory method had a significant effect on vocabulary acquisition. This was supported by the results of the t-test, which showed a significance value <0.05 or $0.001 < 0.05$; therefore, H_0 was rejected and H_a was accepted. This means that there was a significant difference between the pre-test and post-test results after applying the Multisensory method to enriching students' vocabulary in Grade XI at SMA Negeri 1 Sendana. This study suggests that the application of multisensory learning can provide a more engaging and effective strategy for teaching English vocabulary. Although the t-test results indicated that the alternative hypothesis (H_a) was accepted, meaning that the multisensory method was effective and produced a significant difference in improving students' vocabulary.

Keywords: Multisensory teaching method, enriching vocabulary, visual, auditory, kinesthetic, tactile.

ABSTRACT

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Title : THE EFFECTIVENESS OF MULTISENSORY METHOD TO ENRICH VOCABULARY OF ELEVENTH GRADE STUDENTS AT UPTD SMA NEGERI 1 SENDANA

Masalah dalam penelitian ini adalah kurangnya penguasaan kosakata di antara siswa kelas sebelas di UPTD SMA Negeri 1 Sendana. Penelitian ini mengkaji efektivitas metode multisensori dalam memperkaya kosakata siswa kelas sebelas di UPTD SMA Negeri 1 Sendana. Metode pengajaran yang diterapkan masih konvensional dan tidak sesuai dengan kebutuhan belajar siswa. Metode kuantitatif digunakan dengan desain pra-eksperimental menggunakan satu kelompok pretest-posttest. Populasi dalam penelitian ini terdiri dari semua siswa kelas sebelas (218 siswa) di UPTD SMA Negeri 1 Sendana dengan sampel spesifik adalah XI 4 (33 siswa). Perlakuan dilakukan dalam empat pertemuan dengan mengintegrasikan aktivitas visual, auditori, kinestetik, dan taktil untuk mendukung pembelajaran kosakata. Temuan tersebut mengungkapkan peningkatan pencapaian kosakata siswa, seperti yang ditunjukkan oleh peningkatan skor rata-rata dari pretest ke posttest. Meskipun peningkatan keseluruhan relatif sederhana untuk beberapa siswa, hasilnya menegaskan bahwa metode multisensori memiliki efek yang signifikan terhadap perolehan kosakata. Hal ini didukung oleh hasil uji-t yang menunjukkan nilai signifikansi $<0,05$ atau $0,001 < 0,05$; oleh karena itu, H_0 ditolak dan H_a diterima. Ini berarti terdapat perbedaan yang signifikan antara hasil pre-test dan post-test setelah penerapan metode Multisensori untuk memperkaya kosakata siswa Kelas XI di SMA Negeri 1 Sendana. Penelitian ini menunjukkan bahwa penerapan pembelajaran multisensori dapat memberikan strategi yang lebih menarik dan efektif untuk mengajar kosakata bahasa Inggris. Meskipun hasil uji-t menunjukkan bahwa hipotesis alternatif (H_a) diterima, yang berarti bahwa metode multisensori efektif dan menghasilkan perbedaan yang signifikan dalam meningkatkan kosakata siswa.

Kata Kunci: Metode pengajaran multisensori, memperkaya kosakata, visual, auditori, kinestetik, taktil.

CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is a fundamental aspect of learning English, as vocabulary forms the basis of listening, speaking, reading, and writing skills (Dameria 2024). Without adequate vocabulary, students will struggle to understand and convey information in English effectively. Therefore, language skills are closely related to how much a person can master and use vocabulary appropriately. (Karimovna & Dinara, 2020).

Choosing the correct teaching method is very important.. Mistakes in choosing a learning method will impact learning outcomes. (Budiasningrum et al., 2025). Numerous researchers have studied various methods to assess student learning effectiveness, including the multisensory method. This is also true in English language learning. A proper process is needed to improve students' vocabulary so that the vocabulary taught can be retained in their minds.

In reality, many students struggle to enrich their vocabulary when learning English. This problem arises from the limited teaching method, especially when teachers still employ conventional strategies such as memorising and translating directly. (Rodionova & Shalupin, 2021). These strategies are boring, decontextual, and ineffective in improving students' comprehension and long-term vocabulary retention. (Rodionova & Shalupin, 2021).

Memorisation and the direct translation method are easy to implement but do not stimulate students' active involvement in learning. Without active participation from students and a lack of sensory stimulation, information is difficult to store in long-term memory. Learning becomes boring, and students are not motivated to develop their vocabulary independently. (Poland & Kaldonek-Crnjaković, 2021).

A similar problem was also found at one of the schools in Sendana, namely the UPTD SMA Negeri 1 Sendana. Based on the results of the preliminary study with the English teacher at the school, researchers found obstacles in students' vocabulary. The teacher stated that the students' vocabulary was limited. It is because the teacher was still use conventional method to teching like reading converciation and memorized it. With a limited vocabulary, students will have difficulty understanding texts or words in English. That is why vocabulary issues are the main problem that must be addressed before tackling other issues, such as reading, speaking, or even understanding texts. How can a student read, speak, and understand a text without a good vocabulary. Nation (2001) emphasised that without adequate vocabulary, a language learner will encounter obstacles in understanding messages, both orally and in writing, and struggle to express ideas accurately. In the independent curriculum, there are six phases of student learning: A, B, C, D, E, and F. Students in eleventh grade are in phase F of the curriculum. In phase F, students use English to communicate with teachers, peers, and others in various situations and for multiple purposes. The demands of the Merdeka curriculum require students to be able to explore and understand different texts.

However, limited vocabulary knowledge will prevent students from meeting the learning outcomes in Phase F. The methods often used by teachers to increase students' vocabulary were conversation practice through memorisation and presentations

One method that can be implemented is multisensory learning to address this issue. Based on Orton-Gillingham theory (1997), this method simultaneously activates two or more senses, including visual, auditory, kinesthetic, and tactile, in Richey and Goeke (2006). Specifically, multisensory learning is a process that involves learning a new subject through the use of two or more senses, which can include visual, auditory, tactile, synesthetic, olfactory, and gustatory sensations (Esplendori et al., 2021) Students can build stronger associations with the material being studied, including English vocabulary, by engaging multiple senses. (Esplendori et al., 2021).

Multisensory learning offers a more engaging and enriching learning experience. Students can connect words more effectively with meaning and context through movement, colour, sound, and concrete objects. Using multisensory teaching methods means helping students learn vocabulary through more than one sense. (Al Adzillina & Hasanah, 2021). A study also investigated the impact of multisensory methods on letter identification skills in students with learning disabilities. This quasi-experimental study involved six deliberately selected participants divided into two groups. The study's results showed that the multisensory method is an effective and appropriate approach for children with

special needs, particularly in helping them recognise letters (Zulhendri & Warmansyah 2020).

Additionally, technological advances strengthen the application of multisensory learning through digital and interactive media. Multimedia-based learning applications such as educational videos, language games, and even Augmented Reality (AR) technology provide a learning experience rich in sensory stimulation. Weerasinghe et al. (2022) Students who used AR-based media for vocabulary learning showed better retention and higher interest in the subject matter.

Several studies have been conducted on the multisensory method, but most are used in kindergarten, elementary, and junior high schools. In this study, the researcher wanted to apply this approach to high school.

However, the implementation of multisensory learning is not evenly distributed across all educational units. In UPTD SMA Negeri 1 Sendana, vocabulary learning is still dominated by memorisation and direct translation methods. The minimal use of technology and the multisensory method result in low student active participation in education.

This research is essential, considering the need for variations in vocabulary learning strategies to make them more interesting and have a long-term impact. Therefore, this study aims to investigate the effectiveness of the multisensory method in improving the English vocabulary of eleventh-grade students of UPTD SMA Negeri 1 Sendana. This method allows Students to memorise vocabulary and understand and apply it in meaningful contexts. The

multisensory method is expected to create a fun learning experience, stimulate all senses, and encourage active student involvement in the learning process. In addition, this study's results are expected to significantly contribute to developing English teaching strategies, especially in vocabulary teaching.

Based on this background, the researcher will use a multisensory method in teaching. Therefore, the researcher is interested in conducting research titled "The Effectiveness of Multisensory Method to Enrich Vocabulary of Eleventh Grade Students at UPTD SMA Negeri 1 Sendana."

B. Research Question

Based on the research background, it is essential to formulate a clear research problem that directs the focus of this study. The problem formulation in this research is: "Is the multisensory method effective in enriching students' vocabulary at UPTD SMA Negeri 1 Sendana?"

C. Research Objective

Based on the research question above, the researcher then determined that the research objective is to determine whether the multisensory method is effective at UPTD SMA Negeri 1 Sendana. Specifically, this study aims to provide empirical evidence of the method's effect on students' vocabulary.

D. Research Significances

This research aims to figure out whether the multisensory method effectively enriches vocabulary. In this study, the researcher presents the theoretical and practical significance of the research.

1. Theoretical perspective

Theoretically, this study is expected to advance science in English language learning, particularly in applying a multisensory approach in vocabulary acquisition. This study enhances our understanding of how the involvement of multiple senses in the learning process can improve retention and foster a deeper understanding of vocabulary. Additionally, the results of this study can serve as a reference for future researchers interested in exploring innovative methods for teaching English vocabulary.

2. Practical Perspective

From a practical perspective, this study provides benefits for various parties. For students, this study offers an opportunity to engage in a more interactive, enjoyable, and meaningful learning experience through the involvement of multiple senses, including visual, auditory, and kinesthetic. This method is expected to enhance their vocabulary while promoting motivation to learn English.

a) For teachers

For teachers, the results of this study can serve as a reference for designing vocabulary learning strategies that are more effective and aligned with the learning styles of today's students, as well as a solution to the limitations of conventional methods, such as memorisation and direct translation.

b) For Future Researcher

For future researchers, this study can serve as a basis and reference for further research on multisensory-based learning in various contexts.

Meanwhile, for schools and education policymakers, the results of this study can be used as a consideration in supporting the implementation of more innovative and adaptive learning approaches that cater to technological developments and the needs of 21st-century students.

E. Research Scope

This study focused on applying a multisensory method in learning English vocabulary at UPTD SMA Negeri 1 Sendana. The scope of the survey included eleventh grade students as research subjects, focusing on developing vocabulary through a multisensory method that engaged multiple senses, including visual, auditory, and kinesthetic. The vocabulary material used was adjusted to the English learning curriculum applicable in the eleventh grade in that semester. This study employed a quantitative approach with a pre-experimental design to examine the effect of the multisensory method on improving vocabulary. This study did not encompass other English skills, such as speaking, listening, writing, or reading, but focused solely on vocabulary. Additionally, this study did not discuss implementing a multisensory method at other levels of education or for students with special needs. Still, it was limited to the context of regular high school students.

F. Hypothesis

A hypothesis is a tentative statement based on norms related to a phenomenon or research case and will be tested using an appropriate method or statistics. There are two hypotheses in this research:

1. Null Hypothesis (H_0): The multisensory method is not practical for enriching students' vocabulary.
2. Alternative Hypothesis (H_1): The multisensory method effectively enriches students vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Several previous studies related to this research, first a multisensory method to vocabulary learning can be supported by simultaneous movement and visual-based learning techniques. A study by Mathias et al. (2022) Titled "Twelve and Fourteen-Year-Old School Children Differentially Benefit from Sensorimotor- and Multisensory-Enriched Vocabulary Training," explored the effectiveness of foreign language (L2) vocabulary learning enriched with gestures (sensorimotor) and images (multisensory) compared to auditory-only learning. Using a quasi-experimental design, the study involved 75 12- and 14-year-olds who learned Spanish vocabulary for 8 days and were then tested 3 days, 2 months, and 6 months after the learning. The results showed that image- and gesture-based learning significantly improved vocabulary acquisition and retention compared to traditional learning. Interestingly, 14-year-olds benefited more from gesture-based learning than images, while 12-year-olds responded equally to both approaches. These findings highlight the importance of considering developmental age in implementing multisensory learning strategies to support long-term memory and vocabulary comprehension.

Second, the study by Al Adzillina & Hasanah (2021), entitled "The Impact of Multisensory Method on Students' Memorising Vocabulary at Halimah Kindergarten, Prenduan Sumenep," aims to measure the impact of the

multisensory method on English memorisation skills in early childhood. This study used a quantitative approach with a pre-experimental design through a pre-test and post-test on 11 kindergarten students. The multisensory method used involved four primary senses: visual (seeing pictures and letters), auditory (hearing pronunciation of words), kinesthetic (body movements while learning), and tactile (touching and tracing letters). The results showed that the t-value of 5.164 was greater than the t-table of 2.23, which indicated a significant increase in students' mastery of science after being given the treatment. This research emphasises that applying multisensory learning methods can simultaneously build visual, auditory, kinesthetic, and tactile memory, thereby creating a more effective learning process for children with diverse learning styles.

Third, the study by Esplendori et al. (2021), titled "Multisensory Integration Approach, Cognitive Domains, Meaningful Learning: Reflections for Undergraduate Nursing Education," is a theoretical investigation that explores the convergence between the Multisensory Integration Approach Model (MIAM), the Learning Assimilation Theory, Meaningful Retention, and Bloom's Cognitive Process Domain. Although the study is set in the context of nursing education, it highlights how teaching with a multisensory approach, which stimulates the senses of vision, hearing, touch, movement, and others, can enhance working memory, support long-term retention, and promote meaningful learning. The authors present MIAM as a seven-step instructional model that helps students connect new knowledge to prior understanding through sensory-rich and reflective classroom activities. This study supports the notion that multisensory learning can

foster deeper comprehension and more effective knowledge acquisition across disciplines when integrated with cognitive theories.

Fourth, multisensory learning technology can also be realised through active learning methods that involve more than one sense simultaneously. Algrni (2020) conducted one study that confirms this approach's effectiveness in her research entitled "*The Effectiveness of Using a Multisensory Approach in Enhancing Achievement and Retention of English Vocabulary Among Intermediate Female Students with EFL Learning Disabilities.*" Using a quasi-experimental design, this study involved 116 female students, divided into an experimental and a control group. The results showed that the multisensory approach significantly improved vocabulary mastery and retention in students with learning disabilities, compared to traditional teaching methods. The multisensory activities used included a combination of visual (pictures, flashcards), auditory (sound repetition, chanting), kinesthetic (air writing), and tactile (real media and physical activities). These findings highlight the potential of a multisensory approach in creating a more comprehensive, engaging, and practical learning experience for EFL learners with special needs.

Fifth, a study by Zuhendri & Warmansyah (2020), titled "*The Effectiveness of the Multisensory Method on Early Reading Ability in 6–7-Year-Old Children,*" investigated how the multisensory method impacts early reading skills among first-grade elementary school students. Using a quasi-experimental design with a posttest-only control group, the study involved 67 students from two Solok, West Sumatra schools. The experimental group received multisensory

instruction, while the control group used conventional methods. Results showed that students taught using the multisensory method scored significantly higher in early reading tests than in the control group. The researchers concluded that engaging multiple senses, visual, auditory, kinesthetic, and tactile, enhanced students' understanding and retention of letter symbols, making the multisensory method an effective alternative for early reading instruction.

The five studies described above revealed several similarities and differences compared to this study. The main similarity lies in the finding that a multisensory approach is an effective learning strategy for improving students' vocabulary skills, particularly in the context of English language learning. A study by Al Adzillina & Hasanah (2021) showed that engaging the four primary senses, visual, auditory, kinesthetic, and tactile, significantly improves vocabulary retention in early childhood, as evidenced by comparing pre-test and post-test results. Furthermore, a quasi-experimental study by Algrni (2020) also confirmed that a multisensory approach significantly improves vocabulary mastery and retention in students with learning disabilities by using learning media that simultaneously stimulate more than one sense. A similar finding was found in a study by Zuhendri & Warmansyah, (2020), which confirmed that multisensory methods positively impact elementary school students' early reading skills by integrating visual, auditory, kinesthetic, and tactile senses. Meanwhile, Mathias et al. (2021) extended these findings by demonstrating that enriching L2 vocabulary learning using gestures and visualizations resulted in better long-term retention than auditory-only approaches. It emphasized differences in effectiveness based

on students' developmental age. Finally, a theoretical reflection by Esplendori et al. (2021) strengthened the conceptual foundation of this approach by linking multisensory learning with cognitive theories such as Assimilation Theory and Bloom's Taxonomy. It introduced the Multisensory Integration Model (MIAM) as a guide for implementing meaningful learning that engages all the senses. Thus, these five studies consistently support the effectiveness of multisensory approaches in enriching vocabulary and improving the quality of learning across educational levels and contexts.

The differences between this study and the five previous studies lie in the focus of the study, the context of the learning implementation, and the characteristics of the students. These differences are shown in the following table.

Table 2.1 Differences between this research and previous research

No	Researcher and Year	Research Focus	Implementation Context	Significant Differences with this Research
1	Mathias dkk. (2022)	Twelve- and Fourteen-Year-Old School Children Differentially Benefit from Sensorimotor- and Multisensory-Enriched Vocabulary Training	Developed countries, in children aged 12–14 years	Considering developmental age factors, as well as the context in developed countries.
2	Al Adzillina & Hasanah (2021)	The Impact of Multisensory Method on Students' Memorizing Vocabulary at	Kindergarten (early childhood education)	Focus on early childhood education

		Halimah Kindergarten, Prenduan Sumenep		
3	Esplendori dkk. (2021)	Multisensory Integration Approach, Cognitive Domains, Meaningful Learning: Reflections for Undergraduate Nursing Education	Higher education (nursing)	Theoretical studies, not direct classroom research, are conducted at the higher education level.
4	Algrni (2020)	The Effectiveness of Using a Multisensory Approach in Enhancing Achievement and Retention of English Vocabulary Among Intermediate Female Students with EFL Learning Disabilities	High school in Saudi Arabia	The Saudi Arabian context with students with special needs
5	Zulhendri & Warmansyah (2020)	The Effectiveness of the Multisensory Method on Early Reading Ability in 6–7-Year-Old Children	Elementary schools in Indonesia	Focus on early reading skills, and student ages vary.
6	This research	The Effectiveness of Multisensory Method to Enrich Vocabulary of Eleventh Grade Students at the UPTD SMA Negeri 1 Sendana	UPTD SMA Negeri 1 Sendana	The context is in a school that still uses a conventional method and lacks vocabulary knowledge.

Based on the existing literature review, the multisensory method has great potential in improving students' vocabulary. However, three critical gaps still need to be filled through this study. First, there are still few studies that specifically examine the application of multisensory method for vocabulary mastery at the high school level. Second, most existing studies focus more on early reading skills or special education, and therefore have not addressed the context of regular classes in schools with limited resources. Third, although the theoretical benefits of multisensory method have been widely discussed, there is still a lack of experimental research that presents empirical evidence regarding improving vocabulary learning outcomes. Therefore, this study aims to provide empirical evidence regarding the effectiveness of multisensory learning in enriching high school students' vocabulary mastery, as well as offering practical insights for English teachers in designing more meaningful learning experiences that cater to students' current needs.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a collection of words in a language used by individuals or communities in various communication situations. According to the Ministry of Education (cited in Zheng, 2024), Vocabulary mastery is the primary key to acquiring a second language. Vocabulary is not just a list of words, but includes an understanding of their form, meaning, and use in both spoken and written contexts. The article defines

vocabulary as "knowledge about words and their meanings," encompassing characteristics such as pronunciation, spelling, and collocation, which enhance the ability to communicate effectively (Zheng, 2024). This shows that vocabulary mastery includes productive (speaking/writing) and receptive (listening/reading) aspects, which, if mastered thoroughly, will facilitate understanding and expression of language.

b. The Role of Vocabulary in Language Skills

Vocabulary is the primary foundation of the four language skills: listening, speaking, reading, and writing. Nation (2001) Emphasized that without adequate vocabulary mastery, a language learner will encounter obstacles in understanding messages, both orally and in writing, and struggle to express ideas accurately. This indicates that vocabulary mastery is not merely memorizing words, but is closely tied to the ability to comprehend and produce language as a whole. With a sufficient vocabulary, students can more easily understand the learning context in written texts and oral communication.

Research by Karimovna & Dinara (2020) Also supports this view. They stated that "vocabulary is a significant indicator of the overall language competence," meaning that vocabulary mastery is important in assessing a person's overall language ability. The results of their study also showed that students with low vocabulary mastery tend to have difficulty understanding the context of the reading, are slow to process information,

and lack confidence when speaking and writing. Therefore, enriching students' vocabulary not only has an impact on one language skill but also contributes to all aspects of interrelated language skills.

c. Types of Vocabulary

1) Receptive vocabulary (words recognized when reading/listening)

Receptive vocabulary refers to words that a person recognizes and understands when reading or listening, but may not necessarily be able to use actively. Nation (2001) Places receptive vocabulary as the initial step in learning new vocabulary, where an understanding of word form and meaning is formed before the ability to use it productively emerges (Chorena, 2024). Research by Cheng & Matthews (2018) Supports this by stating that receptive vocabulary knowledge emerges earlier and develops more quickly than productive vocabulary, forming an important foundation for further language comprehension (Cheng & Matthews, 2018).

Further research has shown that receptive vocabulary has a strong correlation with reading and listening skills. For example, a study by Cheng & Matthews (2018) Found that receptive vocabulary skills in written and phonological forms were significantly correlated with IELTS reading and listening scores, even explaining about 40% of the variation in those scores. This suggests that the better a person is at recognizing words receptively, the better they are at understanding text and speech in real time. Therefore, building a strong receptive vocabulary is a crucial step before focusing on active vocabulary use.

2) Productive vocabulary (words that can be used when writing/speaking)

Productive vocabulary refers to a collection of words that are not only understood but can also be actively used by learners in speaking and writing. Without adequate productive vocabulary, students may recognise many words receptively but are unable to construct meaningful sentences. According to Uchihara & Saito (2019), who studied EFL students, their average vocabulary mastery was around 5000 word families, far below the number required for academic study, which is around 10,000-20,000 word families. This finding suggests that limited productive vocabulary directly limits students' ability to construct effective sentences both orally and in writing

2. Multisensory Method

a. Definition of Multisensory Method

Multisensory teaching method is an instructional strategy that incorporates more than one sense, typically visual, auditory, kinesthetic, and tactile, in the learning process to accommodate diverse learning styles and enhance comprehension. (Syahputri, 2019) explains that this method allows students to grasp information more effectively by engaging their senses in ways that align with their learning preferences, such as seeing, hearing, and physically interacting with learning materials. In learning abstract concepts, this method helps students visualize complex ideas (Nurjanah, et al., 2024). The multisensory method, also known as the VAKT (Visual, Auditory, Kinesthetic, Tactile) method, enhances students'

memory and understanding by creating tactile and kinesthetic memories, in addition to visual and auditory ones. This method is especially beneficial for students with learning difficulties and can significantly improve learning outcomes when applied appropriately in the classroom.

Several studies support the effectiveness of multisensory learning in vocabulary development. One of them is a study by Mathias et al. (2022), which compared students who learned vocabulary using multisensory methods such as movement and images with students who only used auditory methods. The results showed that the multisensory group had a significantly higher memory ability, even up to six months after learning.

This method was first developed through the theory and practice of Orton Gillingham and is widely used in language and literacy learning. The multisensory was introduced by Samuel Torrey Orton, a neurologist who studied learning disabilities, particularly dyslexia, and Anna Gillingham, an educator and psychologist. The two developed the Orton Gillingham Approach in the early 1930s as a teaching method aimed at helping students with reading, writing, and spelling disorders. This approach is systematic, explicit, multisensory, synthetic, and phonics-centered (Ritchey & Goeke, 2006). Through multi-sensory engagement, students receive information through more than two neurological pathways, strengthening memory retention and a deeper understanding of language concepts.

Several studies support the effectiveness of multisensory method in vocabulary development. One such study is by Mathias et al. (2022), which compared students who learned vocabulary using multisensory methods such as movement and pictures with students who only used auditory methods. The results showed that the multisensory group had significantly higher recall, up to six months after learning.

Another study by Shams & Seitz (2008). Additionally, it has been shown that multisensory learning strengthens connections between neurons in the brain, as it involves more than one sensory area, which positively impacts attention and memory. These findings suggest that multisensory strategies help students remember vocabulary more effectively and make learning more interesting and enjoyable. Therefore, applying multisensory method in teaching English vocabulary can be a powerful means of creating meaningful and sustainable learning experiences.

b. Multisensory components

(Ritchey & Goeke, 2006) Stated that the main characteristic of OG reading instruction is multisensory, involving visual, auditory, and kinesthetic/tactile learning pathways, which is often referred to as the Language Triangle. Multisensory modalities include visual, auditory, kinesthetic, and tactile (VAKT), which are applied simultaneously to improve vocabulary retention in early childhood learners:

1) Visual (Sight)

The visual aspect of multisensory methods uses the sense of sight as the primary pathway to understanding information. Visual learners learn by organizing graphics, images, and other visual displays. In this context, students are invited to express their learning through pictures, posters, and works on display to strengthen instruction. These techniques help create concrete and memorable learning experiences for students through visual pathways.

2) Auditory (Hearing)

The auditory component of the multisensory approach relies on hearing as the primary channel for absorbing information. Techniques include comprehensive discussions, reading aloud, and using songs or chants to reinforce the learning material. Engaging students in listening and speaking activities makes learning more active and helps them retain information through regular sounds and rhythms.

3) Kinesthetic (Body Movement)

The kinesthetic encourages students to engage physically in the learning process. Learning occurs through movements, practical tasks, role-playing, and games. These activities strengthen the connection between body movement and cognitive understanding and allow students to learn through direct experiences that involve muscle tone and movement coordination.

4) Tactile (Touch)

The tactile aspect of the multisensory method involves the involvement of the sense of touch. Students can manipulate concrete objects, such as blocks or other objects that can be touched and held. Direct interaction with real objects helps students understand abstract concepts more concretely and meaningfully. Thus, touch is essential in building mental representations and strengthening students' long-term memory.

Aaron (2017) identifies four primary modalities in multisensory:

- 1) Visual: learning through seeing, such as reading text, viewing images, diagrams, and color-coded materials.
- 2) Auditory: learning through hearing, including listening to pronunciation, repetition, discussions, or songs.
- 3) Kinesthetic: learning through physical movement and body activities, such as acting out, writing in the air, or performing demonstrations,
- 4) Tactile: learning through touch, involving hands-on manipulation of objects like textured letters, sand, or puzzle pieces

c. Advantages of Multisensory Learning

According to Shams & Seitz (2008) In their journal entitled "Benefits of Multisensory Learning, the main advantages of multisensory method include:

1) More effective than unisensory learning.

Multisensory learning more closely approximates the brain's natural functioning in real-world environments, resulting in more efficient and optimal learning. Multisensory training protocols produce greater performance improvements than training with only one sense.

2) Accelerates the learning process.

Training with a combination of visual and auditory stimuli reduces the time to peak performance by up to 60% compared to training with visual stimuli only.

3) Improves memory retention.

Information learned through multisensory stimulation is stored in stronger memory representations. Even when only one modality is used during testing, memory remains more accurate.

4) Activates more brain areas.

Multisensory learning engages a broader range of brain pathways, including auditory, visual, and multisensory areas, which increases connectivity and flexibility in information processing.

5) Supports the formation of cross-sensory associations.

The brain can learn new associations between stimuli from different modalities (e.g., sound and image) even if there is no previous natural connection. This expands the ability to understand complex or abstract concepts.

6) Reduces cognitive load.

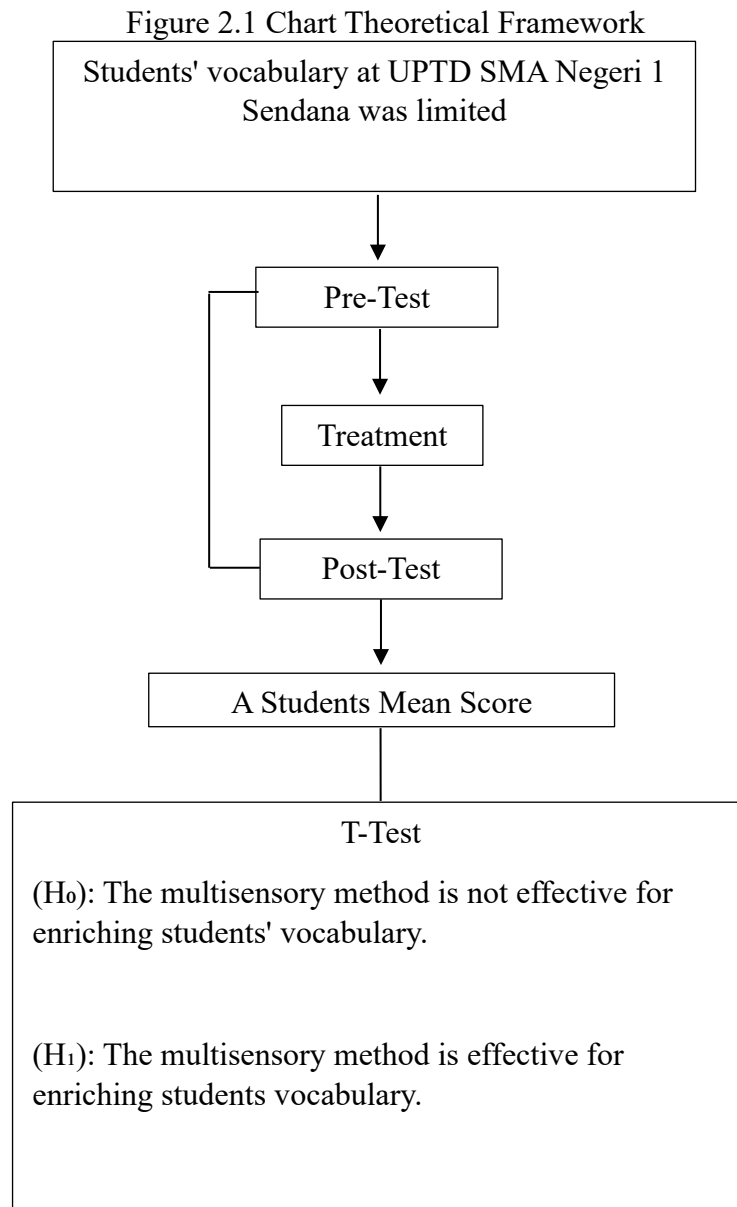
Processing information through multiple modalities enables the distribution of mental load, facilitating information storage in short-term memory and its subsequent transfer to long-term memory.

7) Beneficial in educational and real-world learning contexts

The findings of this study have significant implications for education. Multisensory approaches have been widely employed in practical methods, such as the Montessori method, and have been shown to enhance student understanding and engagement.

C. Theoretical Framework

The theoretical framework of this research with the title “The Effectiveness of Multisensory Method to Enrich Vocabulary of Eleventh Grade Students at UPTD SMA Negeri 1 Sendana is



The multisensory method effectively enriches students' vocabulary. Based on the preliminary research, a problem was found in the UPTD of SMA Negeri 1 Sendana, namely the lack of vocabulary possessed by eleventh grade students, and also the methods often used by teachers to enrich students' vocabulary were conversation practice through memorization and presentations. The researcher conducted a pre-test to examine the initial ability of students' vocabulary before applying the treatment. The researcher employed a multisensory method to enrich students' vocabulary. After the multisensory method was applied, the researcher administered a post-test after the treatment to measure the increase in students' vocabulary. The average scores of students from both tests were then analyzed using a statistical test, the t-test. If the significance value of the t-test result was less than 0.05, then the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, meaning the multisensory method effectively enriched students' vocabulary. Conversely, if the significance value exceeded 0.05, then H_0 was accepted and H_a was rejected, indicating that the process was ineffective.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative method with a pre-experimental design to assess the effectiveness of the multisensory method in enriching students' vocabulary at UPTD SMA Negeri 1 Sendana. In a pre-experimental design, the researcher conducted the study using only one group without involving a control group for comparison. The group was given a treatment and tested through a pre-test and post-test to determine the effect of the treatment on students' vocabulary mastery. This design was considered appropriate for the classroom context since it allowed the researcher to observe the improvement that occurred after the implementation of the multisensory method, even though it did not provide the same level of control as experimental or quasi-experimental designs.

If it is loaded in a diagram, it will look like this:

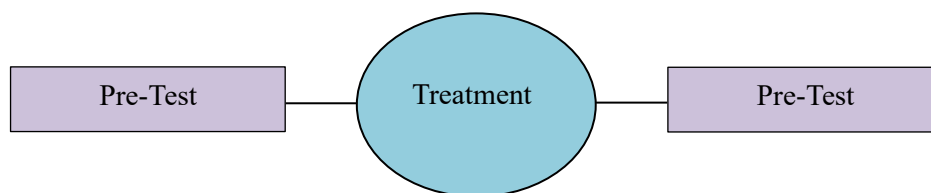


Figure 3.1 Pre-Experimental Research Design Diagram.

The main objective of this study was to evaluate the impact of the multisensory method on students' vocabulary mastery by comparing learning outcomes before and after treatment. A quantitative approach was employed because it allowed the researcher to analyze data objectively based on the scores obtained through vocabulary tests administered before and after the treatment. Sugiyono (2024) stated that quantitative methods emphasized the measurement of variables, the use of research instruments, and the application of statistical analysis to interpret results systematically.

B. Population and Sample

1. Population

A population was a group of individuals with the same characteristics (Creswell, 2013). The population in this study consisted of all eleventh grade students (218 students) at UPTD SMA Negeri 1 Sendana, especially those who were taking English as a foreign language.

Table 3.1 Table of Population

Nu	Class	Boys	Girls	Total
1.	XI 1	9	23	32
2.	XI 2	9	22	31
3.	XI 3	10	19	29
4.	XI 4	14	19	33
5.	XI 5	9	23	32
6.	XI 6	20	11	31
7.	XI 7	10	20	30
Total				218

Eleventh grade students were considered relevant to this research because, based on an interview with one of the English teachers at the school, it was found that their vocabulary was very minimal. Hence, they experienced difficulties in speaking, reading, and other areas..

2. Sample

The researcher used a random sampling technique to determine the sample class in this pre-experimental study. This technique allowed all eleventh graders at UPTD SMA Negeri 1 Sendana to have the same opportunity to be chosen. In practice, the researcher randomly selected one class to be the research group. The class is class XI 4. The total sample in this study was 33 students. This class participated in the entire research process, starting from the pre-test, then the treatment using the multisensory method, and finally the post-test. Although the students were not selected individually (since they were already members of the same class), choosing the class randomly ensured objectivity in the sampling process. Thus, the researcher ensured that the selected group fairly represented the population, making it possible to obtain valid conclusions from the research.

C. Research Instrument

The main research instrument used to collect data was a vocabulary test. The test assessed students' English vocabulary comprehension and mastery before and after the implementation of the Multisensory Learning method. It consisted of 20 multiple-choice questions focusing on word meaning, usage, and recognition based on the vocabulary taught during the treatment sessions.

Two versions of the test were administered: a pre-test administered before the treatment to measure students' initial vocabulary knowledge, and a post-test administered after the treatment to evaluate improvements in students' vocabulary mastery. The test was designed to ensure content validity and reliability, and was based on vocabulary materials for twelfth-grade students in the English syllabus. The test results provided quantitative data to determine whether the multisensory learning method significantly improved classroom vocabulary.

D. Variables of the Research

The independent variable was the factor that affected or brought about changes in the dependent variable. In contrast, the dependent variable was a variable that was affected or resulted from the presence of the independent variable (Sugiyono, 2013).

This study examined two key variables. The independent variable was the Multisensory method, which influenced students' ability to learn and remember English vocabulary. On the other hand, the dependent variable for students' vocabulary, which referred to their capacity to understand, recall, and use English words appropriately in an EFL classroom setting.

E. Procedure of Data Collection

The research instrument that was used in this research was as follows:

1. Pre-Test

The experimental group received a pre-test before the treatment. This test measured students' initial vocabulary related to a specific theme. The test consisted of 20 multiple-choice questions on word meaning, contextual

usage, and vocabulary recognition. Each student was given 30 minutes to complete the test, which was administered under the supervision of the teacher and the researcher to ensure consistency and accuracy.

During the pre-test, the researcher distributed test sheets to students in two selected classes. Students had 30 minutes to answer the questions. After the time was up, the researcher collected the test sheets for review.

2. Treatment

The treatment in this study were conducted in four meetings.

Table 3.2 The Treatment

Day/Date	Treatment	Material
Tuesday, 4-08-2025	1	Types of Waste
Friday, 5-08-2025	2	Five senses
Tuesday, 11-08-2025	3	Descriptive text
Friday, 12-08-2025	4	Descriptive text

In the first meeting, the material was about waste using a multisensory method:

- a. The teacher open the class and takes attendance of the students.
- b. After open the class, the teacher first explained the definition of waste and the types of waste.
- c. After that, the teacher presents 10 vocabularies on a slide (visual).
- d. Students listen to vocabulary played using a speaker and repeat each vocabulary word with the correct pronunciation (auditory).

- e. The teacher showed a picture of waste and asked students to classify it as organic or non-organic (visual).
- f. The teacher asked students to go outside the classroom and collect two pieces of waste per person (kinesthetic).
- g. The teacher wrote the waste classifications on the board. Organic waste was on the left and non-organic waste was on the right.
- h. After all students returned to the classroom, the teacher asked students to touch and feel the waste (tactile).
- i. Then, the teacher asked students to come to the front and mention the types of waste and then put the waste into the categories provided (kinesthetic).
- j. After all the students had classified the objects, the teacher closed the class.
- k. Before closing the class, the teacher asked the students to mention the vocabulary that had been given previously.
- l. The teacher asked the students to bring several objects to be used at the next meeting (salt, sugar, coffee, lime).
- m. The teacher closed the class.

In the second meeting, the material was about five senses using a multisensory method.

- a. The teacher opened the class and took attendance of the students.

- b. After that, the teacher explained the senses (sight, taste, touch, smell, and sound) (visual and kinesthetic).
- c. After that, the teacher explained how to describe something using the five senses (visual and auditory).
- d. The teacher gave examples of how to describe objects using the five senses (visual and auditory).
- e. The teacher divided the students into four groups according to the previously arranged groups.
- f. The teacher asked the students to bring out the objects instructed beforehand (Group 1: lime, Group 2: coffee, Group 3: salt, Group 4: sugar). Each member of the group had to bring the assigned object.
- g. The teacher asked the students to sit with their groups.
- h. After that, the teacher presented a slide containing the vocabulary to be used in this lesson (salty, sweet, bitter, sour, white, black, powder, rough, liquid, dry) along with their pronunciation (visual and auditory).
- i. The vocabulary used was adjective vocabulary.
- j. The teacher asked students to feel the object by touching and feeling it (tactile).
- k. Each group was asked to describe the four objects using several senses based on the teacher example.

- l. The teacher carried out group randomization by placing different groups into one group.
- m. Each member of a different group explained about the objects in the previous group to their own group (auditory).
- n. Then the teacher asked each group to return to the main group.
- o. Each group presented the results of their group work in front of the class.
- p. After that, the teacher closed the class.

In the third meeting, the material was about the descriptive text using a multisensory method.

- a. The teacher open the class and takes attendance of the students.
- b. The teacher explained descriptive text and its function in describing objects or situations (visual and auditory).
- c. The teacher provided 10 adjectives that were commonly used to describe objects: big, small, rough, smooth, long, short, hard, soft, fragrant, stink (visual).
- d. The teacher displayed these words and their meanings and pronunciation on a slide (auditory).
- e. The students repeated after the teacher in pronouncing the words (kinesthetic).
- f. The teacher collected several objects with various shapes and characteristics that existed in the school environment.

- g. The teacher put the objects that had been obtained on the front table of the class.
- h. Students are asked to come to the front and choose an object to describe (kinesthetic).
- i. The teacher gave them the task of describing the characteristics of the object they touched (Tactile).
- j. Each student described three objects of their choice on a sheet of paper.
- k. After that, the teacher closed the class.

In the last meeting, the material was about descriptive text using a multisensory method. In this meeting we also used the same

- a. The teacher open the class and takes attendance of the students.
- b. The teacher distributed text sheets to each student. The texts given could different from one another (visual).
- c. The students read the text for 10 minutes (visual).
- d. The teacher prepared several objects in front of the class to be identified by the students based on the text they had received.
- e. The teacher asks the students, one by one, to come forward and find the object that matches the content of their text.
- f. The students saw, touched, listened to, and shook the object (visual and taqtile).

- g. The students wrote down their identification results on a paper sheet.
- h. Last, the teacher asked several students to read out the results of their work and (auditory).
- i. After that the teacher closed the class

In simple terms, the researcher wrote it in the following table:

Table 3.3 The classification of multisensory

No	Multisensory	Treatment	Meeting			
			1	2	3	4
1	Visual	After that, the teacher presents 10 vocabularies on a slide.	*			
		The teacher showed a picture of waste and asked students to classify it as organic or non-organic.	*			
		After that, the teacher explained the senses (sight, taste, touch, smell, and sound)		*		
		After that, the teacher explained how to describe something using the five senses.		*		
		The teacher gave examples of how to describe objects using the five senses.		*		
		After that, the teacher presented a slide containing the vocabulary to be used in this lesson (salty, sweet, bitter, sour, white, black, powder, rough, liquid, dry) along with their pronunciation		*		
		The teacher explained descriptive text and its function in describing objects or situations			*	
		The teacher provided 10 adjectives that were commonly used to describe objects: big, small, rough, smooth, long, short, hard, soft, fragrant, stink			*	
		The teacher distributed text sheets to each student. The texts given could differ from one another				*

		The students read the text for 10 minutes.				*
		The students saw, touched, listened to, and shook the object.				*
2	Auditory	Students listen to vocabulary played using a speaker and repeat each vocabulary word with the correct pronunciation.	*			
		After that, the teacher explained how to describe something using the five senses.		*		
		After that, the teacher presented a slide containing the vocabulary to be used in this lesson (salty, sweet, bitter, sour, white, black, powder, rough, liquid, dry) along with their pronunciation.		*		
		Each member of a different group explained about the objects in the previous group to their own group.		*		
		The teacher explained descriptive text and its function in describing objects or situations.			*	
		The teacher displayed these words and their meanings and pronunciation on a slide.			*	
		Last, the teacher asked several students to read out the results of their work and				*
3	Kinesthetic	The teacher asked students to go outside the classroom and collect two pieces of waste per person.	*			
		Then, the teacher asked students to come to the front and mention the types of waste and then put the waste into the categories provided (kinesthetic).	*			
		the teacher explained the senses (sight, taste, touch, smell, and sound)		*		
		The students repeated after the teacher in pronouncing the words			*	
		Students are asked to come to the front and choose an object to describe			*	
		The students saw, touched, listened to, and shook the object				*
4	Tactile	After all students returned to the classroom, the teacher asked students to touch and feel the waste	*			

		The teacher asked students to feel the object by touching and feeling it		*		
		The teacher gave them the task of describing the characteristics of the object they touched			*	
		The students saw, touched, listened to, and shook the object				*

3. Post Test

To assess post-treatment student progress, the researcher administered a posttest that used the same format and content as the pretest. This test was applied to both groups of participants. The goal was to measure improvements in vocabulary recall and evaluate the effectiveness of the multisensory method.

F. Technique of Data Analysis

After the data collection process, the researcher analysed the data to interpret the findings. The analysis was conducted using the following procedures:

1. The Formula for Assessing Students' Answer:

$$\text{Score} = \frac{\text{Correct Answer Number of items}}{\text{Number of items}} \times 100$$

The result has been compared to see whether there is improvement from pretest and post-test. The student's score was formulated by using Depdiknas (2006) as:

95 to 100 : is classified as Excellent

85 to 94 : is classified as very good

75 to 84 : is classified as good

- 65 to 74 : is classified as fairly good
- 55 to 64 : is classified as fair
- 35 to 54 : is classified as poor
- 00 to 34 : is classified as very poor

2. Measuring the Mean Score

According to Hardani (2020), the mean (average) score of students' performance in the pretest and post-test was calculated using the following formula:

$$M = \frac{\sum X}{N}$$

Information:

M = mean score

$\sum X$ = total score

N = total sample

3. Normality Test

Hardani (2020) stated that the normality test aims to determine whether the test result data has a normal distribution. If the significance value (Sig) is ≥ 0.05 , then the data are considered to be normally distributed, so the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. However, if the significance value < 0.05 , the data is declared not normally distributed, so H_0 is rejected and H_a is accepted. In this study, normality analysis was carried out using the Shapiro-Wilk test through the SPSS program.

4. Hypothesis Testing

a. T-Test

A t-test was conducted to determine the difference between the pretest and posttest results. Hardani (2020) explains the decision-making criteria in this study as follows:

- 1) Null Hypothesis (H_0): The multisensory method is not effective enriching students' vocabulary.
- 2) Alternative Hypothesis (H_1): The multisensory method effective enriching students' vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings that answer the problem formulation mentioned in Chapter I, namely to examine whether the application of the Multisensory Method is effective in enriching the vocabulary of Class XI students at UPTD SMA Negeri 1 Sendana. The results of the data analysis were obtained from the scores of the pre-test and post-test administered by the researcher. The pre-test was conducted to measure students' vocabulary before the treatment. At the same time, the post-test was administered after the treatment to determine whether there was an improvement in their vocabulary. The results of the data analysis are presented as follows.

1. Pre-test Result

This section describes the students' pre-test scores, which show their level of vocabulary before the treatment. The pre-test was conducted on August 28, 2025, and was carried out within 1 hour for the students to answer the test items. The scores obtained from the pre-test were then tabulated and are presented in the following figure.

a. The classification of students' pre-test in the control class

Based on the results of the pretest, the lowest score obtained by the students was 15 and the highest score was 50.

Table 4.1 Pretest score

Students	Pretest	Students	Pretest
1	35	18	45
2	35	19	20
3	50	20	35
4	45	21	30
5	25	22	25
6	40	23	40
7	35	24	30
8	15	25	25
9	30	26	20
10	40	27	25
11	30	28	20
12	30	29	30
13	30	30	15
14	50	31	30
15	30	32	20
16	45	33	25
17	25		

When converted into percentages, the distribution of the students' pretest scores can be seen in the following table

Table 4. 2. The classification of students' pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	-	0%
2	Very good	85-94	-	0%
3	Good	75-84	-	0%
4	Fairly good	65-74	-	0%
5	Fairly poor	55-64	-	0%
6	Poor	45-54	5	15,15%
7	Very poor	0-44	28	84,84%
	Total		33	100%

Table 4.1 above shows the frequency and percentage of students' pre-test scores before applying the Multisensory Method in vocabulary learning. The table indicates that no students achieved the excellent, very good, good, fairly good good, or poor categories. Most students, namely 28 participants (84.84%), were in the inferior category, while only five students (15.15%) were in the poor category. Based on the description of this frequency and percentage, it can be concluded that most students' vocabulary was still very low before the treatment.

Table 4. 3 Descriptive Statistic of students' pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	33	15	50	31.06	9.417

Based on the descriptive analysis, the mean score of the pretest obtained from 33 students was 31.06. The lowest score in the pretest was 15, while the highest score reached 55. This indicates that, in general, the students' vocabulary was still in the low to moderate category before being given treatment through the multisensory method. When calculated in percentage, the average score is equivalent to approximately 62% of the total possible score. These findings suggest that the eleventh-grade students of UPTD SMA Negeri 1 Sendana still had limited vocabulary at the initial research stage before implementing the multisensory method.

2. Post-test Result

After the treatment was given, the students' posttest scores showed an improvement. The highest score obtained in the posttest was 95, while the

lowest score was 30. The complete results of the students' posttest can be seen in the following table:

Table 4.4 Post Test Score

Students	Post test	Students	Post test
1	35	18	60
2	75	19	75
3	65	20	50
4	55	21	95
5	65	22	30
6	65	23	55
7	65	24	40
8	50	25	50
9	85	26	30
10	50	27	70
11	40	28	95
12	95	29	30
13	45	30	15
14	70	31	65
15	60	32	40
16	55	33	40
17	35		

On September 12, 2025, the researcher conducted the post-test. The post-test was administered for 1 hour, and the questions were designed to measure students' vocabulary after the treatment. The scores obtained from the post-test results of Class XI students at SMA Negeri 1 Sendana, totalling 33 participants, have been calculated. The data of students' post-test results are presented in the following table:

Table 4.5 The frequency and percentage of post test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	2	6,06%
2	Very good	85-94	1	3,03%
3	Good	75-84	2	6,06%
4	Fairly good	65-74	7	21,21%
5	Fairly poor	55-64	5	15,15%
6	Poor	45-54	5	15,15%
7	Very poor	0-44	11	38,33%
Total			33	100%

The table above shows that students' post-test scores improved compared to the pre-test. Out of 33 students who took the post-test, 2 students (6.06%) achieved an excellent score, 1 student (3.03%) scored very good, 2 students (6.06%) scored good, 7 students (21.21%) scored fairly good, 5 students (15.15%) scored fairly poor, 5 students (15.15%) scored poor, and 11 students (38.33%) remained in the very poor category. Based on this description, it can be concluded that there was an improvement in students' vocabulary after the treatment, as indicated by the presence of students in the excellent, very good, and good categories, which did not appear in the pre-test results.

Table 4.6 The frequency and percentage of students' pre-test and post-test

No	Classification	Score	Pre-test	Percentage	Post-test	Percentage
			Frequency		Frequency	
1	Excellent	95-100	-	0%	2	6,06%
2	Very good	85-94	-	0%	1	3,03%
3	Good	75-84	-	0%	2	6,06%
4	Fairly good	65-74	-	0%	7	21,21%
5	Fairly poor	55-64	-	0%	5	15,15%
6	Poor	45-54	5	15,15%	5	15,15%
7	Very poor	0-44	28	84,84%	11	38,33%
Total			33	100%	100%	33

From the test results given to students during the pre-test and post-test, a descriptive analysis of the mean value, maximum value, minimum value, and standard deviation for vocabulary of Eleventh grade students at SMA Negeri 1 Sendana was obtained, which can be seen in the following table.

Table 4.7 The classification of students' post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Posttest	33	30	95	56.52	19.223

Based on the descriptive analysis, the mean score of the posttest obtained from 33 students was 56.52. The lowest score achieved in the posttest was 30, while the highest score reached 95. This indicates that the students' vocabulary after being taught using the multisensory method improved significantly compared to the pretest results. When calculated in percentage, the average score equals approximately 77% of the total possible score. These findings suggest that applying the multisensory method effectively enhanced the vocabulary of the eleventh-grade students of UPTD SMA Negeri 1 Sendana.

Table 4.8 Descriptive statistic of students' pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest	33	15	50	31.06	9.417
Posttest	33	30	95	56.52	19.223

This table shows the pre-test and post-test mean, minimum, maximum, and standard deviation. The average score in the pre-test was 31.06, with a minimum

score of 15 and a maximum score of 50, while the average score in the post-test was 56.52, with a minimum score of 30 and a maximum score of 95. From these values, it can be seen that the post-test score is higher than the pre-test score. This indicates a significant improvement in students' vocabulary after the treatment.

Furthermore, the researcher conducted a normality test to determine whether the data were normally distributed. To strengthen these findings, the researcher also presents the results of the inferential test. The researcher conducted a normality test to determine whether the pre-test and post-test data of students' vocabulary were normally distributed. The analysis was conducted using SPSS version 17 with the One-Sample Shapiro-Wilk Test. The results of the normality test are presented as follows.

3. Normality Test

The researcher conducted a normality test to determine whether the pre-test and post-test data of students' vocabulary were normally distributed. The analysis was carried out using SPSS version 17 with the One-Sample Shapiro-Wilk Test. The results of the normality test are presented as follows.

Table 4. 9. Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	0,957	33	0,212
Posttest	0,967	33	0,391

The significance level for the normality test is > 0.05 . Based on the data processing of the Shapiro-Wilk normality test using SPSS version 17, it can be concluded that

the pre-test and post-test data are typically distributed. The pre-test significance value (Sig.) was $0.212 > 0.05$, and the post-test significance value (Sig.) was $0.391 > 0.05$. Since the normality test results indicate that both the pre-test and post-test data are normally distributed, the following analysis was carried out using parametric statistics, namely the paired sample t-test.

4. Paired test

This T-test answers the problem formulation in this study, as stated in Chapter 1. The procedure is to conduct a paired sample t-test on the pre-test and post-test results. The paired sample t-test was carried out to determine whether there is a significant difference in students' vocabulary before and after applying the Multisensory method. The following are the results of the paired sample t-test.

Table 4. 10. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-25,45455	19,81806	3,44988	-32,48173	18,42737	-7,378	32	<0,001

The table above shows that the significance level is <0.001 with a significance standard of 0.05 . Thus, the paired sample t-test results show a significance value <0.05 or $0.001 < 0.05$. Therefore, H_0 is rejected and H_a is accepted. This means there is a significant difference between the pre-test and post-

test results after applying the Multisensory Learning approach to improve students' vocabulary in Eleventh grade at SMA Negeri 1 Sendana.

Based on all the tests that have been conducted, it can be concluded that the Multisensory method is effective in improving the vocabulary of eleventh-grade students. This is evidenced by the increase in pre-test and post-test scores after the treatment was given, as well as by the statistical test results that support this finding.

B. Discussions

Although the t-test results indicated that the alternative hypothesis (H_a) was accepted, meaning that the multisensory method was effective and produced a significant difference in improving students' vocabulary, a closer examination of the mean scores shows that the overall increase was relatively small. In fact, there were two students whose scores remained stagnant, showing neither improvement nor decline. This suggests that the implementation still had certain limitations, particularly in the selection of media or methods that did not fully address the learning needs of some students. Moreover, the alignment between the learning materials and the method also requires further examination to ensure that the application of the multisensory approach can yield more optimal results.

The use of multisensory learning in vocabulary instruction can be effective method to enrich students' vocabulary. Through the integration of visual, auditory, kinesthetic, and tactile activities, students are able to learn vocabulary in a more engaging and meaningful way. This method allows learners to connect new words with multiple senses, which strengthens comprehension and recall. This is in line with the opinion of Shams and Seitz (2008), who state that multisensory learning

facilitates deeper processing and improves students' ability to remember and apply new information.

The integration of the multisensory method as an additional learning strategy is proven to provide variety in the learning process, which in turn improved students' motivation and vocabulary. This method offers a different method to presenting the material by involving students' senses visual, auditory, kinesthetic, and tactile so that they can experience learning more actively. The multisensory method also emphasizes contextual vocabulary use, where students are encouraged to connect the words they learn with real objects and situations in their daily life.

The implementation of the Multisensory method as a method to enrich students' vocabulary showed a significant improvement in students' vocabulary. This can be seen from the comparison between the average scores of the pre-test and post-test, which indicates a noticeable increase. This finding is in line with the research of Al Adzillina & Hasanah (2021) who examined the use of multisensory method in vocabulary learning, which also showed a significant improvement in students' vocabulary acquisition after the integration of visual, auditory, kinesthetic, and tactile learning activities.

The application of the Multisensory method proved to be an effective solution for students struggling with vocabulary acquisition. The research data indicates that students' comprehension of vocabulary, particularly on the themes of types of waste, the five senses, and descriptive texts, improved significantly. This is attributed to the combination of visual, auditory, kinesthetic, and tactile activities, which made it easier for students to remember and use the vocabulary. This finding is supported

by Al Adzillina & Hasanah (2021), who noted that multisensory strategies offer advantages in enhancing memory retention and comprehension. During the implementation of this method, students appeared highly enthusiastic, showing active participation and great attention in every learning activity, from listening to explanations to completing exercises..

The use of Multisensory Method in this study helped the researcher deliver instruction more effectively. The vocabulary material explained by the researcher could be clarified and reinforced through the integration of visual, auditory, kinesthetic, and tactile activities. Additionally, by applying the multisensory method, students' vocabulary improved significantly. This is also supported by Algrni (2020), who states that multisensory learning can assist teachers in delivering lessons more effectively, increasing students' motivation, and enhancing the teaching and learning process, particularly in vocabulary acquisition.

The results of this study show an improvement in students' vocabulary. This is indicated by the average scores obtained during the pre-test and post-test. The average pre-test score was only 31.06, while the average post-test score increased significantly to 56.52. This finding aligns with the research conducted by Algrni (2020) entitled *"The Effectiveness of Using a Multisensory Approach in Enhancing Achievement and Retention of English Vocabulary Among Intermediate Female Students with EFL Learning Disabilities."* The results of that study also found a significant difference in students' vocabulary before and after receiving multisensory learning treatment, highlighting that engaging multiple senses simultaneously can enhance vocabulary acquisition and retention.

The results of this post-test also indicate that the Multisensory method can capture students' attention, making it easier for them to understand and remember the vocabulary being taught. This aligns with the findings of Al Adzillina and Hasanah (2021), who demonstrated that engaging students through visual, auditory, kinesthetic, and tactile activities positively impacts their learning outcomes. Their research also indicated that multisensory strategies can stimulate students' senses simultaneously, increase their motivation, and help them grasp the material more effectively.

The learning process using the Multisensory Method during this study ran smoothly overall. However, the researcher encountered a minor obstacle regarding the learning media. At the second meeting of the treatment, the LCD projector was unavailable, which required the researcher to adjust the lesson using alternative media. Despite this issue, the learning process continued effectively, and students remained engaged. This demonstrates that while minor media-related challenges can occur, proper preparation and flexibility allow the multisensory approach to be implemented successfully.

The researcher conducted a normality test to determine whether the data obtained from the pre-test and post-test were normally distributed. The results showed that both pre-test and post-test data had a significance level greater than 0.05, indicating that the data were normally distributed. Therefore, it can be concluded that the data from the pre-test and post-test met the assumptions for parametric statistical analysis, allowing the researcher to proceed with further analysis using the paired sample t-test.

Based on the explanation above, the Multisensory Method can be used as a practical learning approach to help teachers improve students' vocabulary in the classroom. By applying visual, auditory, kinesthetic, and tactile activities, students showed higher enthusiasm and active participation during the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study investigated how the Multisensory Method enriched students' vocabulary in the eleventh grade of UPTD SMA Negeri 1 Sendana. The findings indicate that the method was not only used as an instructional strategy, but also became an effective way for students to actively engage their senses in learning English. Improving students' vocabulary could be assessed using a pre-test, treatment, and post-test. The results revealed that students experienced significant progress in learning: understanding new words, retaining them in memory, and applying them in meaningful contexts.

Students were introduced to the Multisensory Method through pre-test and initial activities highlighting their limited vocabulary. At this stage, they engaged in preparation by recognising the need to improve their English vocabulary and setting goals for learning. The pre-test results provided a clear picture of their starting point and gave the teacher and the students a direction for the upcoming treatment. This phase also helped increase students' motivation and readiness to learn, as they became aware of their weaknesses and the opportunities to improve through multisensory-based learning.

Students engaged in diverse multisensory activities that combined visual, auditory, kinesthetic, and tactile elements to strengthen their vocabulary. They participated in tasks such as sorting objects, classifying waste, describing items

through the five senses, and presenting group results. These practices enabled them to link new words with concrete experiences and to reinforce memory through different sensory pathways. At this stage, students were not passive recipients of knowledge. Still, they actively monitored and adjusted their learning strategies by repeating, practising, and applying vocabulary in varied contexts to reach their learning objectives.

Based on implementing the Multisensory Method in enriching students' vocabulary at class XI of UPTD SMA Negeri 1 Sendana, the researcher concludes that there is a significant improvement in students' vocabulary. This can be seen from the average scores between the pre-test and post-test, where the post-test mean score is higher than the pre-test mean score. The average pre-test score was 31.06, which falls into the inferior category, while the average post-test score was 56.52, which is categorised as reasonably good. This conclusion is also supported by the results of the Paired Sample T-test, which shows a significance value (2-tailed) of $0.000 < 0.05$, meaning that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. These findings indicate that applying the Multisensory Method effectively improves the vocabulary of eleventh-grade students at UPTD SMA Negeri 1 Sendana.

B. Suggestion

Based on the research findings, the researcher offers the following recommendations:

1. For Students

Students are encouraged to keep practising vocabulary through multisensory activities beyond the classroom. They should not rely only on memorisation, but use strategies that involve multiple senses, such as seeing, listening, moving, and touching, to strengthen their retention. Learners must also connect new words with real-life contexts and practice them regularly in speaking and writing. In addition, students are advised to reflect on their vocabulary progress and evaluate which multisensory strategies work best for them, so they can continue developing their independence and confidence in mastering English vocabulary.

2. For Teachers

Teachers are encouraged to guide students in mastering vocabulary and applying the Multisensory Method effectively. They can demonstrate how to integrate visual, auditory, kinesthetic, and tactile activities into classroom learning, and ensure that students actively engage in each stage rather than rely solely on memorisation. Teachers are also advised to monitor students' participation and ask them to explain the meaning and use of new words to confirm their understanding. This approach will help students build stronger connections with vocabulary, develop critical awareness of their learning strategies, and take greater responsibility for their language development.

3. For Future Researchers

Future research could explore the long-term impact of the Multisensory Method on students' vocabulary and overall language skills. While this study

was limited to one class at UPTD SMA Negeri 1 Sendana, future studies could involve larger and more diverse samples across different schools to determine whether similar results appear in other contexts. Researchers could also examine how students' vocabulary retention develops over time after multisensory learning, whether the improvement is sustained or decreases without continuous practice. In addition, mixed-method studies combining tests, classroom observations, and interviews could provide deeper insights into how multisensory strategies support or limit students' language learning.

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APPENDICES

APPENDICES

Appendix 1

LEMBAR PENJELASAN PENELITIAN (INFORMATION SHEET)

1. Judul penelitian

Penelitian ini berjudul “*The Effectiveness of Multisensory Method to Enrich Vocabulary of Eleventh Grade Students at UPTD SMA Negeri 1 Sendana*”.

2. Tujuan penelitian

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan pendekatan multisensori dalam meningkatkan kosa kata.

3. Perlakuan yang ditetapkan

Penelitian ini menggunakan pendekatan kuantitatif dengan penyebaran kuesioner sebagai instrumen utama. Peneliti memberikan treatment kepada kelas yang telah dipilih.

4. Manfaat penelitian bagi subjek penelitian

Penelitian ini diharapkan dapat memperkaya khazanah keilmuan dalam bidang pembelajaran bahasa Inggris, khususnya terkait dengan pengaruh pendekatan multisensori terhadap penguasaan kosakata siswa. Hasil penelitian ini dapat menjadi masukan bagi guru, dosen, dan praktisi pendidikan untuk merancang strategi pembelajaran yang melibatkan berbagai indera, sehingga proses belajar menjadi lebih efektif dan menyenangkan. Dengan penerapan pembelajaran multisensori, siswa tidak hanya diajak untuk menghafal kata-kata secara pasif, tetapi juga dilibatkan secara aktif melalui aktivitas visual, auditori, dan kinestetik yang memperkuat daya ingat dan pemahaman mereka terhadap kosakata. Pendekatan ini juga diharapkan mampu meningkatkan motivasi dan partisipasi siswa dalam pembelajaran bahasa Inggris.

5. Masalah etik yang mungkin akan dihadapi subjek penelitian

Penelitian ini tidak mengganggu kegiatan akademik peserta didik karena pelaksanaan treatment dan pengumpulan data dilakukan pada jam pelajaran yang telah disepakati bersama guru mata pelajaran. Kegiatan pembelajaran dilakukan

secara langsung oleh peneliti dengan persetujuan sekolah dan guru. Selama proses penelitian, tidak terdapat unsur paksaan, tekanan, atau risiko kerugian secara fisik, mental, hukum, atau ekonomi bagi peserta didik. Seluruh partisipasi dalam kegiatan ini bersifat sukarela, dan identitas siswa dijaga kerahasiaannya untuk menjaga integritas dan etika penelitian.

6. Resiko penelitian

Penelitian ini tergolong minim risiko karena hanya melibatkan kegiatan pembelajaran biasa yang dilaksanakan sesuai dengan rencana pelaksanaan pembelajaran (RPP) dan pengisian tes sebagai instrumen pengumpulan data. Tidak ada eksperimen berbahaya atau manipulasi perilaku yang dilakukan terhadap peserta didik. Peneliti hanya memberikan perlakuan berupa pembelajaran dengan pendekatan multisensori yang bertujuan meningkatkan penguasaan kosakata siswa. Seluruh aktivitas dilakukan dalam suasana belajar yang kondusif dan menyenangkan, serta tetap berada dalam koridor pembelajaran yang wajar di lingkungan sekolah.

7. Jaminan kerahasiaan

Semua data dan informasi yang diberikan oleh peserta didik dalam penelitian ini akan dijaga kerahasiaannya. Identitas peserta tidak akan dicantumkan secara langsung dalam laporan penelitian, melainkan akan digantikan dengan kode atau inisial untuk menjaga anonimitas. Data yang dikumpulkan hanya digunakan untuk kepentingan akademik dan dianalisis secara kolektif tanpa mengungkapkan identitas individu. Peneliti berkomitmen menjaga integritas dan etika dalam setiap tahapan penelitian.

8. Hak untuk undur diri

Partisipasi dalam penelitian ini bersifat sukarela. Setiap peserta didik memiliki hak penuh untuk menolak atau menghentikan keterlibatannya dalam penelitian kapan saja tanpa dikenakan sanksi atau konsekuensi apa pun. Peneliti menjelaskan tujuan, prosedur, serta hak-hak peserta sebelum pelaksanaan penelitian, sehingga keterlibatan mereka didasarkan pada kesadaran dan persetujuan yang utuh. Sikap ini dijaga untuk memastikan bahwa proses penelitian berlangsung secara etis dan menghormati kebebasan individu..

9. Insentif untuk subyek

Penelitian ini tidak memberikan insentif atau kompensasi dalam bentuk uang maupun barang kepada peserta didik. Keikutsertaan dalam penelitian ini sepenuhnya bersifat sukarela, tanpa adanya jaminan imbal balik dalam bentuk materi. Hal ini ditegaskan sejak awal agar partisipasi peserta murni didasarkan pada kesediaan mereka untuk berkontribusi dalam kegiatan pembelajaran dan pengembangan ilmu pengetahuan.

10. Informasi tambahan

Subjek penelitian dapat menanyakan semua hal yang berkaitan dengan penelitian dengan menghubungi peneliti.

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Appendix 2: Application Letter

PERMOHONAN MENJADI INFORMAN PENELITIAN (APPLICATION LETTER)

Dengan Hormat,

Sehubungan dengan penyusunan skripsi untuk menjadi salah satu syarat meraih gelar Sarjana Pendidikan (S.Pd), pada Program Studi Tadris Bahasa Inggris (TBI), Jurusan Tarbiyah Dan Keguruan, Sekolah Tinggi Agama Islam (STAIN) Negeri Majene, dengan ini saya :

Nama : Nurrezky Ramadhany Arsyad

Nim : 10256121004

Akan melakukan penelitian dengan judul ***“The Effectiveness of Multisensory Method to Enrich Vocabulary of Eleventh Grade Students at UPTD SMA Negeri 1 Sendana”***.

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan pendekatan multisensori dalam meningkatkan kosa kata. Penelitian ini diharapkan dapat memperkaya khazanah keilmuan dalam bidang pembelajaran bahasa Inggris, khususnya terkait dengan pengaruh pendekatan multisensori terhadap penguasaan kosakata siswa.. Dengan penerapan pembelajaran multisensori, siswa tidak hanya diajak untuk menghafal kata-kata secara pasif, tetapi juga dilibatkan secara aktif melalui aktivitas visual, auditori, dan kinestetik yang memperkuat daya ingat dan pemahaman mereka terhadap kosakata.

Untuk kepentingan tersebut, maka saya memohon kepada Saudara/i untuk menjadi informan sesuai dengan apa yang saudara/i alami atau rasakan. Semua jawaban dan data akan dirahasiakan dan tidak ada maksud kegunaan lain.

Demikian permintaan ini, atas bantuan dan kerjasama Saudara/i, saya ucapkan terimakasih.

Majene, Juni 2025

Hormat saya,

NURREZKY RAMADHANY ASRYAD

Appendix 3: Pre-Test

PRE-TEST QUESTION

Name :

Class :

Instructions:

- 1) Berilah tanda silang (x) pada salah satu jawaban a,b,c,atau d yang kamu anggap benar.
- 2) Waktu pengerjaan soal selama 30 menit.
- 3) Dilarang mencari jawaban di buku, HP, dan teman.

QUESTION

1. The opposite of “big” is ...
 - a) long
 - b) small
 - c) tall
 - d) large
2. Which word means “having a rough surface”?
 - a) Smooth
 - b) Soft
 - c) Rough
 - d) Fragrant
3. The word “rotten” is closest in meaning to ...
 - a) fresh
 - b) spoiled
 - c) fragrant
 - d) sweet
4. Which adjective is suitable to describe sugar?
 - a) salty
 - b) sour
 - c) sweet
 - d) bitter
5. The adjective “fragrant” is related to ...
 - a) smell
 - b) sound
 - c) touch
 - d) sight

6. Which word describes the taste of coffee?
 - a) sour
 - b) bitter
 - c) salty
 - d) sweet
7. The opposite of “hard” is ...
 - a) strong
 - b) soft
 - c) rough
 - d) sharp
8. Which adjective can describe a lemon?
 - a) sweet
 - b) salty
 - c) sour
 - d) smooth
9. The word “powder” refers to something ...
 - a) liquid
 - b) solid in small particles
 - c) gas
 - d) fresh
10. Which word can be used to describe salt?
 - a) bitter
 - b) sweet
 - c) sour
 - d) salty
11. Which word is related to “things we throw away”?
 - a) trash
 - b) smell
 - c) taste
 - d) touch
12. Garbage from fruits and vegetables is called ...
 - a) non-organic waste
 - b) organic waste
 - c) plastic waste
 - d) paper waste
13. Which word best describes the surface of glass?
 - a) rough
 - b) smooth
 - c) bitter
 - d) rotten

14. The opposite of “short” is ...
- a) small
 - b) big
 - c) long
 - d) soft
15. Which adjective is suitable for describing chocolate?
- a) sour
 - b) sweet
 - c) salty
 - d) rotten
16. Plastic bottles, cans, and glass are examples of _____ waste
- a) Organic
 - b) Non-Organic
 - c) Domestic
 - d) Organized
17. Which of the following is NOT an adjective?
- a) sweet
 - b) bitter
 - c) salty
 - d) coffee
18. The opposite of “rough” is ...
- a) smooth
 - b) salty
 - c) sour
 - d) soft
19. Which word describe the environment around us?
- a) Trash
 - b) Environment
 - c) Bitter
 - d) Fragrant
20. Which adjective is best to describe flowers?
- a) rotten
 - b) fragrant
 - c) bitter
 - d) salty

Appendix 4: Teaching Module

FIRST MEETING TREATMENT

TID AK	Komponen	Deskripsi/keterangan
1.	Informasi Umum Perangkat Terbuka	
	Nama Penyusun	Nurrezky Ramadhany Arsyad
	Nama Institusi	UPTD SMA Negeri 1 Sendana
	Mata Pelajaran	Bahasa Inggris
	Kelas	ke-11
	Pertemuan	1
	Alokasi Waktu	2 JP (2 x 45 menit)
	Topic	Love Your Environment
2.	Tujuan Pembelajaran	
	Fase Capaian Pembelajaran (CP)	Pada akhir fase F, peserta didik mampu memahami, mengolah, menginterpretasi, dan menyebarkan berbagai jenis teks tentang topik yang beragam. Peserta didik mampu mengkreasi gagasan dan pendapat untuk berbagai tujuan. Peserta didik mampu berpartisipasi aktif dalam kegiatan berbahasa yang melibatkan banyak orang. Peserta didik mampu menulis berbagai teks untuk merefleksikan dan mengaktualisasikan diri untuk selalu berkarya dengan mengutamakan penggunaan bahasa Indonesia di berbagai media untuk memajukan peradaban bangsa.
	Tujuan Pembelajaran	Peserta didik dapat mengenali dan memahami kosa kata (kosakata) yang berhubungan dengan types of waste
	<i>Penting Pertanyaan</i> / Pertanyaan Pemantik	Ada berapa jenis sampah yang kalian ketahui?
	Lingkungan Belajar	Di dalam ruangan
3.	Alur Tujuan Pembelajaran	
	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	<ul style="list-style-type: none"> - Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- doa - Berkebinekaan Global – Bahasa Inggris - Mandiri - Tugas Individu - Bergotong Royong - Kerja Kelompok

		- Bernalar Kritis - Tanya Jawab - Kreatif - Demonstrasi
4.	Materi Terbuka sedikit, Alat, dan Bahan	
	Materi atau Sumber Pembelajaran Utama	Types of Waste
	Fasilitas	<i>LCD, Papan Tulis, plastik limbah organik dan anorganik</i>
5.	Model Pembelajaran	
	Model Pembelajaran	Multisensory method
6.	Urutan Kegiatan Pembelajaran	
	<p style="text-align: center;">Pendahuluan:</p> <ol style="list-style-type: none"> 1. Menyapa peserta didik 2. Cek daftar hadir peserta didik 3. Melakukan apersepsi 4. Menyampaikan tujuan pembelajaran <p style="text-align: center;">Inti :</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dan mengabsen siswa. 2. Setelah kelas dibuka, guru menjelaskan terlebih dahulu definisi sampah dan jenis-jenis sampah. 3. Setelah itu, guru menyajikan 10 kosakata pada slide (visual). 4. Siswa mendengarkan kosakata yang diperdengarkan oleh pengeras suara dan mengulang setiap kosakata dengan pelafalan yang tepat (auditori). 5. Guru menunjukkan gambar sampah dan meminta siswa untuk mengklasifikasikannya sebagai organik atau non-organik (visual). 6. Guru meminta siswa untuk keluar kelas dan mengumpulkan dua buah sampah per orang (kinestetik). 7. Guru menuliskan klasifikasi sampah di papan tulis. Sampah organik berada di sebelah kiri dan sampah non-organik di sebelah kanan. 8. Setelah semua siswa kembali ke kelas, guru meminta siswa untuk menyentuh dan merasakan sampah tersebut (taktil). 9. Kemudian, guru meminta siswa untuk maju ke depan dan menyebutkan jenis-jenis sampah lalu mengelompokkannya ke dalam kategori yang telah disediakan (kinestetik). 10. Setelah semua siswa mengelompokkan benda-benda tersebut, guru menutup kelas. 11. Sebelum menutup kelas, guru meminta siswa untuk menyebutkan kosakata yang telah diberikan sebelumnya. 12. Guru meminta siswa untuk membawa beberapa benda yang akan digunakan pada pertemuan berikutnya (garam, gula, kopi, jeruk nipis). <p style="text-align: center;">Penutup:</p> <ol style="list-style-type: none"> 1. Guru menutup kelas. 	

SECOND MEETING TREATMENT

TIDAK	Komponen	Deskripsi/keterangan
1.	Informasi Umum Perangkat Terbuka	
	Nama Penyusun	Nurrezky Ramadhany Arsyad
	Nama Institusi	UPTD SMA Negeri 1 Sendana
	Mata Pelajaran	Bahasa Inggris
	Kelas	ke-11
	Pertemuan	2
	Alokasi Waktu	2 JP (2 x 45 menit)
	Topic	Love your Environment
2.	Tujuan Pembelajaran	
	Fase Capaian Pembelajaran (CP)	Pada akhir fase F, peserta didik mampu memahami, mengolah, menginterpretasi, dan menyebarkan berbagai jenis teks tentang topik yang beragam. Peserta didik mampu mengkreasi gagasan dan pendapat untuk berbagai tujuan. Peserta didik mampu berpartisipasi aktif dalam kegiatan berbahasa yang melibatkan banyak orang. Peserta didik mampu menulis berbagai teks untuk merefleksikan dan mengaktualisasikan diri untuk selalu berkarya dengan mengutamakan penggunaan bahasa Indonesia di berbagai media untuk memajukan peradaban bangsa.
	Tujuan Pembelajaran	Peserta didik dapat mengenali dan memahami kosa kata (kosakata) yang berhubungan dengan materi.
	<i>Penting Pertanyaan</i> / Pertanyaan Pemantik	Sebutkan salah satu hal yang paling nampak ketika kita berbicara
	Lingkungan Belajar	Di dalam ruangan
3.	Alur Tujuan Pembelajaran	
	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	<ul style="list-style-type: none"> - Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- doa - Berkebinekaan Global – Bahasa Inggris - Mandiri - Tugas Individu - Bergotong Royong - Kerja Kelompok - Bernalar Kritis - Tanya Jawab - Kreatif - Demonstrasi

4.	Materi Terbuka sedikit, Alat, dan Bahan	
	Materi atau Sumber Pembelajaran Utama	Five senses
	Fasilitas	<i>LCD, Papan Tulis. Speaker, kertas</i>
5.	Model Pembelajaran	
	Model Pembelajaran	Multisensory method
6.	Urutan Kegiatan Pembelajaran	
	<p style="text-align: center;">Pendahuluan:</p> <ol style="list-style-type: none"> 1. Menyapa peserta didik 2. Cek daftar hadir peserta didik 3. Melakukan apersepsi 4. Menyampaikan tujuan pembelajaran <p style="text-align: center;">Inti :</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dan mengabsen siswa. 2. Setelah itu, guru menjelaskan tentang indra (penglihatan, rasa, sentuhan, penciuman, dan suara) (visual dan kinestetik). 3. Setelah itu, guru menjelaskan cara mendeskripsikan sesuatu menggunakan panca indra (visual dan auditori). 4. Guru memberikan contoh cara mendeskripsikan benda menggunakan panca indra (visual dan auditori). 5. Guru membagi siswa menjadi empat kelompok sesuai dengan kelompok yang telah disusun sebelumnya. 6. Guru meminta siswa untuk membawa benda-benda yang telah diinstruksikan sebelumnya (Kelompok 1: jeruk nipis, Kelompok 2: kopi, Kelompok 3: garam, Kelompok 4: gula). Setiap anggota kelompok harus membawa benda yang ditugaskan. 7. Guru meminta siswa untuk duduk bersama kelompoknya. 8. Setelah itu, guru menampilkan slide berisi kosakata yang akan digunakan dalam pembelajaran ini (asin, manis, pahit, asam, putih, hitam, bubuk, kasar, cair, kering) beserta pengucapannya (visual dan auditori). 9. Kosakata yang digunakan adalah kosakata adjektiva. 10. Guru meminta siswa untuk merasakan benda dengan menyentuh dan merasakannya (taktil). 11. Setiap kelompok diminta untuk mendeskripsikan keempat benda tersebut menggunakan beberapa indra berdasarkan contoh yang diberikan guru. 12. Guru melakukan pengacakan kelompok dengan menempatkan beberapa kelompok ke dalam satu kelompok. 13. Setiap anggota kelompok yang berbeda menjelaskan tentang benda-benda pada kelompok sebelumnya kepada kelompoknya masing-masing (auditori). 14. Kemudian guru meminta setiap kelompok untuk kembali ke kelompok utama. 15. Setiap kelompok mempresentasikan hasil kerja kelompoknya di depan kelas. 	

Penutup:

1. Guru meminta peserta didik Menyebutkan kosa kata yang diperoleh dalam pembelajaran.
2. Guru memberikan apresiasi kepada peserta didik yang berani menyebutkan kosa kata.

THIRD MEETING TREATMENT

TIDAK	Komponen	Deskripsi/keterangan
1.	Informasi Umum Perangkat Terbuka	
	Nama Penyusun	Nurrezky Ramadhany Arsyad
	Nama Institusi	UPTD SMA Negeri 1 Sendana
	Mata Pelajaran	Bahasa Inggris
	Kelas	ke-11
	Pertemuan	3
	Alokasi Waktu	2 JP (2 x 45 menit)
	Topic	Love your environment
2.	Tujuan Pembelajaran	
	Fase Capaian Pembelajaran (CP)	Pada akhir fase F, peserta didik mampu memahami, mengolah, menginterpretasi, dan menyebarkan berbagai jenis teks tentang topik yang beragam. Peserta didik mampu mengkreasi gagasan dan pendapat untuk berbagai tujuan. Peserta didik mampu berpartisipasi aktif dalam kegiatan berbahasa yang melibatkan banyak orang. Peserta didik mampu menulis berbagai teks untuk merefleksikan dan mengaktualisasikan diri untuk selalu berkarya dengan mengutamakan penggunaan bahasa Indonesia di berbagai media untuk memajukan peradaban bangsa.
	Tujuan Pembelajaran	Peserta didik dapat mengetahui dan memahami minimal 8 kosakata baru yang digunakan dalam mendeskripsikan sesuatu
	<i>Penting Pertanyaan</i> / Pertanyaan Pemantik	Bagaimana kalian mendeskripsikan sesuatu?
	Lingkungan Belajar	Di dalam ruangan
3.	Alur Tujuan Pembelajaran	
	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	<ul style="list-style-type: none"> - Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- doa - Berkebinekaan Global – Bahasa Inggris - Mandiri - Tugas Individu - Bergotong Royong - Kerja Kelompok - Bernalar Kritis - Tanya Jawab - Kreatif - Demonstrasi

4.	Materi Terbuka sedikit, Alat, dan Bahan	
	Materi atau Sumber Pembelajaran Utama	Deskriptive text
	Fasilitas	<i>LCD, Papan Tulis, Speaker, benda</i>
5.	Model Pembelajaran	
	Model Pembelajaran	Multisensory method
6.	Urutan Kegiatan Pembelajaran	
	<p style="text-align: center;">Pendahuluan:</p> <ol style="list-style-type: none"> 1. Menyapa peserta didik 2. Cek daftar hadir peserta didik 3. Melakukan apersepsi 4. Menyampaikan tujuan pembelajaran <p style="text-align: center;">Inti :</p> <ol style="list-style-type: none"> 1. Guru membuka kelas dan mengabsensi siswa. 2. Guru menjelaskan teks deskriptif dan fungsinya dalam mendeskripsikan objek atau situasi (visual dan auditori). 3. Guru memberikan 10 kata sifat yang umum digunakan untuk mendeskripsikan objek: besar, kecil, kasar, halus, panjang, pendek, keras, lunak, harum, dan bau (visual). 4. Guru menampilkan kata-kata tersebut beserta makna dan pelafalannya pada slide (auditori). 5. Siswa menirukan pengucapan kata-kata tersebut (kinestetik). 6. Guru mengumpulkan beberapa objek dengan berbagai bentuk dan karakteristik yang ada di lingkungan sekolah. 7. Guru meletakkan objek-objek yang telah diperoleh di meja depan kelas. 8. Siswa diminta untuk maju ke depan dan memilih satu objek untuk dideskripsikan (kinestetik). 9. Guru memberi mereka tugas untuk mendeskripsikan karakteristik objek yang mereka sentuh (taktil). 10. Setiap siswa mendeskripsikan tiga objek pilihan mereka pada selembar kertas. 11. Setelah itu, guru menutup kelas. <p style="text-align: center;">Penutup:</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik Menyebutkan kosa kata yang diperoleh dalam pembelajaran. 2. Guru memberikan apresiasi kepada peserta didik yang berani menyebutkan kosa kata. 	

FOURTH MEETING TREATMENT

TID AK	Komponen	Deskripsi/keterangan
1.	Informasi Umum Perangkat Terbuka	
	Nama Penyusun	Nurrezky Ramadhany Arsyad
	Nama Institusi	UPTD SMA Negeri 1 Sendana
	Mata Pelajaran	Bahasa Inggris
	Kelas	ke-11
	Pertemuan	4
	Alokasi Waktu	2 JP (2 x 45 menit)
2.	Tujuan Pembelajaran	
	Fase Capaian Pembelajaran (CP)	Pada akhir fase F, peserta didik mampu memahami, mengolah, menginterpretasi, dan menyebarkan berbagai jenis teks tentang topik yang beragam. Peserta didik mampu mengkreasi gagasan dan pendapat untuk berbagai tujuan. Peserta didik mampu berpartisipasi aktif dalam kegiatan berbahasa yang melibatkan banyak orang. Peserta didik mampu menulis berbagai teks untuk merefleksikan dan mengaktualisasikan diri untuk selalu berkarya dengan mengutamakan penggunaan bahasa Indonesia di berbagai media untuk memajukan peradaban bangsa.
	Tujuan Pembelajaran	Peserta didik mengetahui dan memahami kosa kata yang berkaitan dengan materi
	<i>Penting Pertanyaan</i> / Pertanyaan Pemantik	
	Lingkungan Belajar	Di dalam ruangan
3.	Alur Tujuan Pembelajaran	
	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	<ul style="list-style-type: none"> - Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- doa - Berkebinekaan Global – Bahasa Inggris - Mandiri - Tugas Individu - Bergotong Royong - Kerja Kelompok - Bernalar Kritis - Tanya Jawab - Kreatif - Demonstrasi

4.	Materi Terbuka sedikit, Alat, dan Bahan	
	Materi atau Sumber Pembelajaran Utama	Descriptive text
	Fasilitas	<i>Lembaran, benda-benda</i>
5.	Model Pembelajaran	
	Model Pembelajaran	Multisensory method
6.	Urutan Kegiatan Pembelajaran	
	<p style="text-align: center;">Pendahuluan:</p> <ol style="list-style-type: none"> 1. Menyapa peserta didik 2. Cek daftar hadir peserta didik 3. Melakukan apersepsi 4. Menyampaikan tujuan pembelajaran <p style="text-align: center;">Inti :</p> <ol style="list-style-type: none"> 1. The teacher open the class and takes attendance of the students. 2. The teacher distributed text sheets to each student. The texts given could different from one another (visual). 3. The students read the text for 10 minutes (visual). 4. The teacher prepared several objects in front of the class to be identified by the students based on the text they had received. 5. The teacher asks the students, one by one, to come forward and find the object that matches the content of their text. 6. The students saw, touched, listened to, and shook the object (visual and taqtile). 7. The students wrote down their identification results on a paper sheet. 8. Last, the teacher asked several students to read out the results of their work and (auditory). 9. After that the teacher closed the class <p style="text-align: center;">Penutup:</p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik Menyebutkan kosa kata yang diperoleh dalam pembelajaran. 2. Guru memberikan apresiasi kepada peserta didik yang berani menyebutkan kosa kata. 	

POST-TEST QUESTION

Name :

Class :

Instructions:

- 1) Berilah tanda silang (x) pada salah satu jawaban a,b,c,atau d yang kamu anggap benar.
- 2) Waktu pengerjaan soal selama 30 menit.
- 3) Dilarang mencari jawaban di buku, HP, dan teman.

QUESTION

1. The opposite of “soft” is ...
 - a) Smooth
 - b) Hard
 - c) Rough
 - d) Small
2. Which adjective is suitable to describe chili?
 - a) Bitter
 - b) Salty
 - c) Spicy
 - d) Sweet
3. The word “clean” is the opposite of ...
 - a) Neat
 - b) Dirty
 - c) Tidy
 - d) Fresh
4. Which word describes the smell of waste?
 - a) Fragrant
 - b) Sweet
 - c) Rotten
 - d) Smooth
5. The opposite of “long” is ...
 - a) Tall
 - b) Short
 - c) Small
 - d) Big
6. Which word can be used to describe lemon juice?
 - a) Salty
 - b) Sour
 - c) Bitter
 - d) Sweet

7. Which adjective is related to the sense of touch?
 - a) Rough
 - b) Salty
 - c) Fragrant
 - d) Sweet
8. The word “liquid” refers to something ...
 - a) Hard
 - b) Soft
 - c) Watery
 - d) Solid
9. Which of the following is NOT a sense?
 - a) Sight
 - b) Sound
 - c) Smell
 - d) Color
10. Plastic bottles, cans, and glass are examples of _____ waste
 - a) Organic
 - b) Non-Organic
 - c) Domestic
 - d) Organized
11. Garbage made of plastic bottles is called ...
 - a) organic waste
 - b) non-organic waste
 - c) paper waste
 - d) food waste
12. Which word is closest in meaning to “squalid”?
 - a) Dirty
 - b) Neat
 - c) Rotten
 - d) Rough
13. The opposite of “sweet” is ...
 - a) Sour
 - b) Salty
 - c) Bitter
 - d) all of the above
14. Which adjective is suitable to describe the surface of sandpaper?
 - a) Smooth
 - b) Soft
 - c) Rough
 - d) Sweet

15. The word “trash” means ...
- a) Food
 - b) Garbage
 - c) Powder
 - d) Sweet
16. Which adjective best describes sugar?
- a) Salty
 - b) Sweet
 - c) Sour
 - d) Bitter
17. The opposite of “big” is ...
- a) Tall
 - b) Small
 - c) Long
 - d) Short
18. Which of the following is NOT an adjective?
- a) Bitter
 - b) Salty
 - c) Trash
 - d) Smooth
19. The adjective “powdery” is related to ...
- a) Gas
 - b) solid in small particles
 - c) liquid
 - d) trash
20. If someone puts trash in the wrong place without sorting it, it is called _____ waste disposal?
- a) Organized
 - b) Domestic
 - c) Unorganized
 - d) Management

STUDENTS SCORE

Jumlah Siswa	Nilai Test	
	Pretest	Posttest
Student 1	35	35
Student 2	35	75
Student 3	50	65
Student 4	45	55
Student 5	25	65
Student 6	40	65
Student 7	35	65
Student 8	15	50
Student 9	30	85
Student 10	40	50
Student 11	30	40
Student 12	30	95
Student 13	30	45
Student 14	50	70
Student 15	30	60
Student 16	45	55
Student 17	25	35
Student 18	45	60
Student 19	20	75
Student 20	35	50
Student 21	30	95
Student 22	25	30
Student 23	40	55
Student 24	30	40
Student 25	25	50
Student 26	20	30
Student 27	25	70
Student 28	20	95
Student 29	30	30
Student 30	15	30
Student 31	30	65
Student 32	20	40
Student 33	25	40

SPSS RESULT

1. Mean

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Before treatment	33	35	15	50	31.06	1.639	9.417	88.684
After treatment	33	65	30	95	56.52	3.346	19.223	369.508
Valid N (listwise)	33							

2. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Before treatment	.181	33	.008	.950	33	.133
After treatment	.108	33	.200 [*]	.940	33	.068

3. T- Test

Paired Samples Test

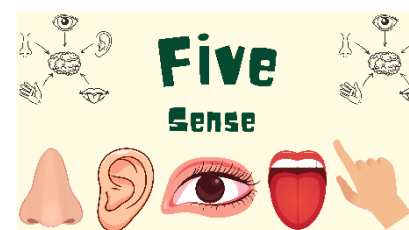
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before treatment - After treatment	-25.45455	19.81806	3.44988	-32.48173	-18.42737	-7.378	32	<.001

TEACHING MATERIALS

1. First Treatment



2. Second Meeting



Sound/Hearing
(Mendengar)

Hearing (Sound) – We use our ears to hear. We can hear music, voices, animals, and other sounds.



TASTE
(Perasa)

Taste – We use our tongue to taste. We can taste things that are sweet, salty, sour, or bitter.



3. Third Treatment

Descriptive Text




What is Descriptive Text?

Descriptive Text is a type of text that describes a person, place, animal, or thing in detail. Its purpose is to give the reader a clear image of what is being described. It usually uses adjectives and the simple present tense.



10 Vocabulary to Describe



ROUGH
(Kasar)



4. Fourth Treatment

Who I am?

This is small and very soft. It feels light and smooth when touched. The colour is white and. Some parts are a little rough, but most of it is soft and clean.

Who I am?

This thing is black and smooth. It smells strong and warm. The taste is bitter but also a little sweet. The texture is powder.

Who I am?

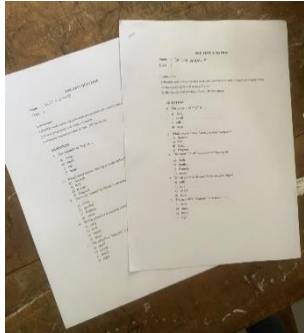
This thing is thick and hard. Its cover is smooth and blue. The pages inside are white and soft. It has many short lines of black text.

Who I am?

This thing is small and white. The grains feel hard and rough. It tastes very salty and sharp. This thing looks dry and clean.

DOCUMENTATION

1. PRE-TEST



2. FIRST TREATMENT



3. SECOND TREATMENT



4. THIRD TREATMENT



5. FOURTH TREATMENT



CURRICULUM VITAE



Nurrezky Ramadhany Arsyad was born in Gowa on July 4, 2003, as the oldest of 3 siblings. She completed her primary education at local schools and graduated from SMA Negeri 1 Majene Ikhlas majoring in Language and Culture. During high school, he actively joined various student organizations such as the Rohis and Adiwiyata.

In 2021, Rezky was accepted as a student of the English Education Study Program at STAIN Majene, Sulawesi Barat. As a college student, she has been actively organization in campus namely Lima Sidik. She served as editor in chief.

Throughout her studies, Rezky has been active in both on-campus and off-campus activities. Rezky has also held several activities held on campus, one of which is the inter-school competition throughout West Sulawesi held at the STAIN Majene campus. Rezky is also active in reporting and writing news. In addition to campus organizations, Rezky is also involved in external organizations, such as RQV (Rumah Qur'an Violet), Silat Pagar Nusa, and Kabar Kampus.