

CHAPTER I

INTRODUCTION

The descriptions of introduction in chapter one are the background of the study, problem of study, objective of study, assumption of the study, hypothesis of study, significance of the study, the scope and limitation of the study and definition of key terms.

A. Background of the Study

According to Cambridge dictionary, vocabulary is all the words known and used by a particular person.¹ It means that vocabulary is basic information that human known before they used it. Based on Jack C Richard on Longman Dictionary of Language Teaching and Applied Linguistics, vocabulary is a set of lexemes, including single words, compound words and idioms.²

Generically, vocabulary is the knowledge of meanings of words³. It means that Vocabulary is the basic knowledge to express someone ideas in writing or speaking. Without vocabulary someone have difficulties to express language. Every language has similar phonetic symbol its transcriptions. This symbol is called by vocabulary. Vocabulary is part of language's elements besides grammar and pronunciation.

In case, students who becomes language learner must learn vocabulary before they can rearrange words grammatically and pronounce

¹ "VOCABULARY | Meaning in the Cambridge English Dictionary," accessed February 3, 2020, <https://dictionary.cambridge.org/dictionary/english/vocabulary>.

² Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics Fourth Edition*, 4th ed. (Great Britain: Pearson Education Limited, 2010), 629.

³ Elfrida H. Hibert and Michael L. Kamil, *The Teaching and Learning of Vocabulary* (New Jersey: Lawrence Erlbaum Associates, 2005). P. 3

it. Here, vocabulary is important element in language. Young learner is a kid who learn English after they learn their first language. There is category who is called by very young learner. Very young learner or pre-schooling child where studies English in the kindergarten school⁴. Young learner have highly chance to learn their first language. Of course their first language depends on their parents who educates and motor actives them as first school of child.

Especially young learner in 5-7 years old, young learner can understand situation more quickly than they understand the language used⁵. The phenomenon that occurs at Halima Kindergarten Prenduan Sumenep have problems in students memorizing English vocabulary, so that there is no students achievement in add new vocabulary . After interviewing with the Head master of Halima Kindergarten, she said that there is problem with students memorizing⁶.

Kindergarten children have sensitivity in remembering something or information. Identical characters who imitate and practice themselves in everyday life indicate that they are a good reminder, although they do not necessarily understand what they are copying. With a good ability to remember automatically will add to the vocabulary of students. Therefore, researcher want to focus on memorizing vocabulary because the problem is the result of students memorizing. The researcher observed between 8/10 students in class B of kindergarten not actively responding / confused

⁴ Suyanto, Kasihani K.E, *English For Young Learners*.(Jakarta: PT.Bumi Aksara, 2007), P., 15

⁵ Eva Nikmaul Rabiyaniti, *Teaching English to Young Learners* (Surabaya: Pena Salsabila, 2013). P. 2

⁶ Interviewing with Mrs. Marhamah as the head master of Halima Kindergarten on October 15, 2019 at 09.30 PM.

on questions asked by teachers about vocabulary that has been taught. As an alternative way, researcher provides a solution to the application of multisensory methods which are very suitable for kindergarten students, because in this method the child will be instructed to activate the 4 senses namely seeing, hearing, touching, and moving in the learning process.

Researcher want to conduct multisensory method by Orton Gillingham method in taught vocabulary. Initial activities in this method focus on students learning single letters and blending these letters. Students learn a single letter and its sound by using a tracing technique through the use of colors and images. The single sounds are then combined in a larger group, and then in short word⁷.

The use of multisensory methods involving various sensory modalities can be applied in teaching English vocabulary in the school. In addition to using sensory modality, the VAKT principle in practice is implemented by utilizing aids as a learning medium that represents the function of each of the sensory modalities used so that it is expected to be able to assist the learning process.

Using a multisensory teaching method means helping a child to learn through more than one sense. Most teaching techniques are done using either sight or hearing (visual or auditory). The child's sight is used in reading information, looking at text, pictures or reading information from the board. The hearing sense is used to listen to what the teacher says. The child's vision may be affected by difficulties with tracking or

⁷ Sri Utami Soraya Dewi, *Pengaruh Metode Multisensori Dalam Meningkatkan Kemampuan Membaca Permulaan Pada Anak Kelas Awal Sekolah Dasar*. Journal. Vol. III, No. 1, Maret 2015. P. 3

visual processing. Sometimes the child's auditory processing may be weak. The solution for these difficulties is to involve the use of more of the child's senses, especially the use of touch (tactile) and movement (kinetic). This will help the child's brain to develop tactile and kinetic memories to hang on to, as well as the auditory and visual ones⁸. The teacher uses modeling dictation without giving the basic meaning of vocabulary and don't instruct the students to be activated in their four sensory. So, it will not giving progressive in students new English vocabulary.

The researcher wants to measure the impact of multisensory method. Based on phenomena above, the researcher is interested to do a research by the title "The Impact of Multisensory Method on Students' Memorizing Vocabulary at Halimah Kindergarten Prenduan Sumenep". To provide alternative teaching methods that can be used to improve English language skills of kindergarten students through the ability to remember English vocabulary as the result the children can add new English Vocabulary. The hope that students can be master the teaching material provided and be able to use English well.

B. Problem of the Study

From the background above, the researcher find the question, namely are;

1. Do kindergartens students learning vocabulary with Multisensory method have better memorizing vocabulary?

⁸ <https://www.lexiconreadingcenter.org/multisensory-teaching/>. Access on January, 01 2020 at 12.00 P.M

2. How significant is the impact of Multisensory method on students' memorizing vocabulary at Halimah Kindergarten Prenduan Sumenep?

C. Objective of the Study

Based on the problem of the study above, the purposes of the researcher are:

1. To measure whether kindergartens students learning vocabulary with Multisensory method have better memorizing vocabulary.
2. To measure is the significance impact of Multisensory method on students' memorizing vocabulary at Halimah Kindergarten Prenduan Sumenep.

D. Assumption of the Study

Assumption is the basic belief of the researcher that states there is relationship between two variables, it really exists and can be discovered⁹.

The Assumption of this research is stated as follow:

- Multisensory method has Impact on Memorizing vocabulary

E. Hypothesis of the Study

There are two kinds of hypothesis in this research, namely:

⁹ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction*, (Universitas Negeri Malang, 2011), P., 52

1. Null hypothesis (Ho), it means that there is no significant impact of Multisensory Method on Students' memorizing vocabulary at Halimah Kindergarten Prenduan Sumenep.
2. An Alternative hypothesis (Ha), there is an impact of Multisensory Method on Students' memorizing vocabulary at Halimah Kindergarten Prenduan Sumenep.

In this research, the researcher will use alternative hypothesis namely there have better memorizing vocabulary on kindergartens students learning vocabulary with Multisensory method at Halimah Kindergarten Prenduan Sumenep.

F. Significance of the Study

Significance of the study show the benefits or the importance of the research, either for scientifically or social benefits. Scientifically benefit is on the knowledge development, while social benefit is directed as social problem solution.¹⁰ This study is expected give much contribution either theoretically and practically as well.

The result of this research hopefully becomes a consideration especially for English teacher in order to increase the students' memorizing vocabulary achievement by using multisensory method in teaching learning at the classroom. Furthermore, this research could give theoretical information about the existence of the use of Multisensory method in teaching vocabulary for foreign language learners, especially it

¹⁰ *Tim Penyusun Penulisan Karya Tulis Ilmiah.* (STAIN Pamekasan, STAIN Press, 2011), P. 19

is for kindergarten students'. This research could be new references by the teacher.

Theoretically, this research is expected to enrich scientific theory and knowledge dealing about multisensory method on students' memorizing English vocabulary and have better achievement. Practically, this research gives contribution to the English teacher. It can give some ideas or suggestion for selecting the appropriate memorizing vocabulary strategy in teaching learning activity. To the researcher, it contributes the information how to be a good teacher when she is supposed to be next. To the students at Halimah Kindergarten, they can more be easier to memorize English vocabulary as their foreign language at the school.

G. Scope and Limitation of the Study

In this scope and limitation, the researcher discusses the definition a both of them. Creswell states that scope is the area that researcher will observant, it can be specific purpose. While the limitation of research is the potentials weakness of problem with the study identified by the researcher.¹¹

The scope of this study focuses on the impact of Multisensory Method on Students' memorizing vocabulary. Also, this study is limited on very young learner B Class at Halima Kindergarten Prenduan Sumenep. This research conducted 16 days to take the data. The test taken

¹¹ John, Creswell W, *Educational Research*, (Boston: Persin Education, 2012),. P. 199

in different days, because very young Learner at B Class must in good mood and condition.

H. Definition of Key Terms

This part is very important to research. Definition of the key term is needed to avoid the differences of understanding or unclearly meaning. The term that is needed to be explained is terms that concerned with the main concept in the research.¹²

To avoid misunderstanding, the researcher uses some definitions for the key term as follow are:

1. Multisensory Method is multi-sensory method in teaching learning process that are active four student's sensory modalities such as visual, auditory, kinesthetic and tactile.
2. Vocabulary is one of language's elements that has symbol and meaning that is called by word or more.
3. Memorizing is to learn something so that person will remember it exactly.
4. Young Learners are children in age 0-11 years old. They have a skill to get new information about anything with firstly and they are just receive about information and do not explain again by their self.

¹² *Tim Penyusun Penulisan Karya Tulis Ilmiah.* (STAIN Pamekasan, STAIN Press, 2011), P. 19

