

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

The ability of teachers to understand students, design and implement out teaching, assess learning outcomes, and develop students to realize their unique potentials is known as pedagogic competence. In both practice and theory, the term 'pedagogy' refers to strategies for how educators teach. Pedagogy is shaped by teachers' teaching beliefs and links cultural interactions and various teaching methods. The study of teaching strategies and how they affect students are referred to as pedagogy (Oyedotun, 2020). A well-considered and effective pedagogy is essential to help students learn more effectively and develop higher-order thinking skills.

The knowledge of pedagogic competence has been applied by the teacher through careful preparation before teaching, including by being used as a reference in each planning the learning implementation plan accompanied by teaching materials by adjusting the needs and abilities of students. The existence of activities in learning can influence the process of learning activities. This influence will have an impact on changes in the results that will be obtained by students in receiving teaching materials. In their activities, students must be able to use their hearing, their eyesight, and their ability to answer questions and discuss with others. This is done so that students can describe, try, implement and provide examples of the knowledge there has (Kariadi, 2018).

Learning quality is significantly influenced by the physical setting of a classroom as well as interactions between students, teachers, and resources. The ability of brain cells to dramatically remodel themselves, creating new synaptic connections and severing old ones in response to stimuli, according to neurologist Horgan (2004, quoted by Baines, 2008). Because the brain divides information into

separate compartments, different areas of the brain are activated when a person reads, speaks, listens, or thinks (Grandin, 2006).

According to Salinas et al. (2008), various teaching strategies, such as materials used, grouping, field trips, guest speakers, games, student teaching, and multi-age projects, should be considered to help children remember and learn. In addition to being able to comprehend and engage in discussion on the material's abilities and substance, students must be motivated and enjoy studying (affective engagement).

Weimer (2002) provides several important principles to support student-centered classrooms. First, the teacher does not have complete control. Instead, students exchange authority and learn about their study skills. Second, students are taught to ask questions and think critically about the material presented. Third, teachers are also learners in the classroom and they want to learn as much as possible. Fourth, students are responsible for their education. This means that students can concentrate on their preferred learning style and receive an education tailored to their type. Finally, assessment is more than just a way to assess students it's also a way to help them learn more effectively. For example, when a student has poor understanding, the student and teacher can collaborate to improve the student's understanding of the content. As a result, teachers should have a thorough awareness of the needs of their students to guide them on the right path.

In essence, multisensorial learning is a teaching method that requires students to use all of their senses to see, hear, smell, feel, move, touch, think instinctively, and enjoy different scenarios (Baines, 2008). Then, according to Panksepp (1998, as cited in Panksepp and Biven, 2012), All mammals share at least seven key emotional processing systems in their brains, which help us predict and respond to situations that support or endanger our survival. This system pushes us to investigate, to be afraid of potentially dangerous circumstances, and to care for our children. They also encourage us to play, especially the children.

There are so many activities that can be done by students to actively participate in learning activities, one of which is multisensorial learning activities. Muscahyanti (2020) explained that multisensorial learning activities are activities where in carrying out learning activities students use their senses to help them play an active role in learning activities. These activities can be grouped into three aspects which include visual, auditory, and tactile-kinesthetic activities. Multisensorial teaching approaches stimulate the brain in numerous ways, helping each sensory system to develop and function more efficiently. This aids in critical brain activities such as hearing, movement, vision, tactile recognition, and conceptualization.

In fact, according to Muscahyanti (2020), conducting multisensory learning activities in the classroom can provide opportunity for students to engage some of their senses. With this, students can play an active role in the process of learning, and learning activities that are carried out become more meaningful. Then, according to Yunus (2014), it is found there are four basics of learning. These four bases are feeling, seeing, thinking, and doing.

This statement proves that using multiple senses can improve students' ability to carry out learning activities because the basis for learning comes partly from the senses. According to Baines (2008, as cited in Yunus, 2014), it is stated that through the involvement of the various senses, learning becomes more meaningful, attracts attention, is easy to understand, and it's embedded in memory longer. In addition, the teacher's knowledge about the implementation of learning varies related to multisensorial learning activities that must be applied in learning activities.

According to Multicahyanti (2020), implementing multisensorial learning activities in the classroom can help students understand the material presented by the teacher, and Learning can also give significant experiences for students because they are personally participating in the process. By carrying out multisensorial learning activities, it can provide a meaningful experience and make the process fun for students in carrying out learning activities. In this instance, the teacher must be

able to present students with engaging learning by encouraging teacher creativity in the classroom. By incorporating diverse models, methods, and tactics into the learning process, teachers can directly affect and improve students' intelligence. One alternative learning model that can be used by teachers is a multisensorial learning model.

Since it's a necessary step in everyone's advancement and development, there are no restrictions on this kind of learning. When it comes to education, music is an essential component of multisensorial learning.. At least three of the five senses are engaged by music, and sometimes all of them are. Music education should be regarded as a highly significant tool because it offers children a wide range of advantages and is crucial in multisensorial learning.

To conduct this research, this research uses the book "When English Ring a Bell" Chapter VIII "That's what friends are supposed to do" in seventh grade English. The material in it is to give and ask for information related to the meaning of song lyrics. Based on the background explanation above, it can be used as a source as a basis for research to analyze students' multisensorial learning activities in learning English for class VII SMPN 2 Gunung Jati. Based on this, the researchers conducted a study entitled: **"DEVELOPING A MULTISENSORIAL TEACHING LESSON PLAN IN SEVENTH GRADE OF JUNIOR HIGH SCHOOL"**.

## **1.2 Identification Issue**

Based on the background of the problem above, the problems can be identified as follows, learning activities are still carried out in a teacher-centered manner, and the teacher's lack of awareness about diversification of learning through multisensorial learning activities in the classroom.

### **1.3 Delimitation of Research**

To limit the scope of the study, this study focuses on aspects of multisensorial and multisensorial perception for teachers of English in junior high school. The researcher selects a group of junior high school students for this study.

In this research, the researcher focuses on two points. Firstly, it focuses on the multisensorial reflected in the newly developed learning lesson plan. Secondly, it focuses on how to lesson plan that increases multisensorial learning.

### **1.4 Research Questions**

Based on the background and focus of the study, the researcher formulates the research question as follows:

- 1.4.1 What is needed to have create a good lesson plan based on multisensorial aspects?
- 1.4.2 How does the development of lesson plan that increases multisensorial learning?

### **1.5 Aim of the Research**

Based on the formulation of the problem above, the aims of the study are mentioned below:

- 1.5.1 To explain a good lesson plan based on multisensorial aspects.
- 1.5.2 To find out the development of lesson plan that increase multisensorial learning.

### **1.6 Significances of the Research**

Theoretically, the significance of this study is to increase the number of references that can be used in research, particularly in education and language learning. It is hoped that this research will contribute to learning institution research by examining previously unexplored aspects of the problem.

Teachers will be able to test new techniques, such as the multisensorial method to find out the appropriate multisensorial for students, which is reflected in the newly produced learning lesson plans, as a result of this research.

## 1.7 Literature Review

### 1.7.1 Learning Theory

#### *1.7.1.1 Definition of Learning*

Learning is one of the activities that is closely associated with education. The learning process is made up of different series, each of which produces results to gain knowledge. The definition of learning has been proposed by several specialists. The following are some definitions of learning from experts:

Suyono (2011) defines learning as an activity or process for acquiring knowledge, improving abilities, improving behavior and attitudes, and strengthening personality. The learning process is a step toward knowledge acquisition. According to the definition above, learning is a person's endeavor to modify behavior through contact with the environment. Learning is commonly characterized as "a relatively permanent change in behavior caused by practice or experience" (Lachman, 1997 as cited in Taie et al., 2021).

According to Cronbach (1972, as referenced in Riyanto, 2019), learning is a change in a person's behavior that occurs as a result of an experience. As a result, if it uses all five senses to carry out learning tasks, it can be classified as a learning activity. Learning, as defined by Lachman (1997, as cited in Taie et al., 2021), is "the process by which a reasonably stable modification in stimulus-response connections develops as a result of functional environmental interaction via the senses, rather than simply as a result of biological growth and development."

According to the explanation above, learning is a process of student activities in creating ideas using their five senses and taking place actively and interactively to attain a goal.

### ***1.7.1.2 Definition of Learning Activities***

According to the Cambridge English Dictionary, Activity means "to do something, or something that you have done, have done, or can do". All activities that occur both physical and non-physical are activities. Nuraini (2018) states that learning activities are activities related to someone with someone or someone with their environment that can provide positive changes to the perpetrator. Learning activities, according to the following concept, are a sequence of activities including both physical and non-physical engagement, both of which are related to one another. This is inextricably linked to the learning goals that are supposed to yield good and maximal outcomes.

According to Conole (2007), learning activities can assist are defined as specific interactions between students and other individuals using certain tools and resources to achieve specific outcomes. From the standpoint of describing learning activities in ways that help the design process, such as design decisions to be made, information to support these decisions, and how the theory or principle can be applied.

### ***1.7.1.3 Factor Affecting Learning Activities***

Several factors related to interest must be present for students to be interested in studying. Teachers should make every effort to pique students' interests for learning to be enjoyable and for students to get high results. Learning is influenced by three aspects, according to Taufani, (2008): 1) internal motivation factors, 2) social motivation factors, and 3) emotional variables.

Based on the above, it can be concluded that students' desire in learning develops not only from within themselves but also from external forces known as external variables. Many factors influence a student's academic progress, both inside and outside the classroom. From within, he provides a source of encouragement. As far as feasible, the teacher should

encourage students during their learning by, for example, tying learning to their interests or needs.

External influences include learning facilities, teacher teaching methods, feedback mechanisms, and so on. Students bring intelligence, learning skills, drive, and excitement for learning to the table. Motivation is a force that propels people to do things (Anitah, 2007). The goals that an individual who learns must reach are strongly tied to motivation. When a learner recognizes that the objectives, he or she is pursuing are helpful to him, a strong desire to learn emerges.

Success in implementing learning activities depends on the factors that influence it. If these factors have a positive impact, then the implementation of learning activities can run optimally. Vice versa, these factors have a negative impact. The implementation of learning activities does not run optimally and tends to fail (Muscahyanti, 2020).

#### ***1.7.1.4 Learning Activities in Students' Classroom***

Wohlfarth et al. (2008) discovered that understudies often view understudy-focused study rooms with disdain. To achieve this goal, teachers must know the needs and learning styles of their students to provide appropriate guidance. The advantages of a student-centered study hall go beyond academics. Classroom activities should alternate between personal experience and abstract language. According to Moffett and Wagner (1991, as cited in Baines, 2008) "Sensations are the inner coding of objects on the outside." To verbalize them is to turn sensory perceptions into comprehensions. You might be able to assist learners to talk more if you help them sense more". Teachers can use multisensorial strategies to support understudy intelligence with the fabric to reach all of their students.

The physical atmosphere of a classroom, as well as interactions between students, teachers, and materials, have a substantial impact on the quality of learning. Neuroscientists have discovered "the capacity of brain



cells to reorganize themselves drastically in response to stimuli, creating new synaptic connections and dissolving old ones" (Horgan, 2004). Different areas of the brain become active when a person reads, speaks, listens, or thinks, and the brain processes information in a compartmentalized fashion (Grandin, 2006).

Designing meaningful and engaging interactions not only improves student learning but also has a long-term impact on students' intellectual growth. Using multisensorial cues in training boosts engagement, encourages deeper participation, and raises the possibility that learning can be enjoyable (Riyadi, 2017). "You wouldn't be able to exist without your senses operating together," Paige (2006) says. The advantages of multisensorial stimuli appear significant, especially when compared to the existing practice of teaching to the exam. Of course, if a high score is desired, multisensorial learning can also significantly increase performance on standardized tests.

A more scientifically valid and immensely more engaging approach would be to consider the physical space of the classroom as a sensory representation of the subject matter. "The best teaching moved quickly, piqued children's interest, frequently by engaging them in multisensory activities, drew on a variety of fascinating resources, and ensured that they received praise for effort and achievement." (Rose, 2006).

### **1.7.3 Theory of Multisensorial**

#### ***1.7.3.1 Defenition of Multisensorial***

Multisensorial utilizes the sensors that exist within the learner, which in its utilization focuses on the use of visual, auditory, and tactile-kinesthetic elements. This activity involves a lot of senses that can help the learning process and activate some parts of the brain that exist in students. According to Gillingham and Stillman (1997, as cited in Komalasari and Pamungkas,

2019), multisensorial is basically an activity that includes seeing, listening, writing, and tracing activities.

When multisensorial teaching tactics are used, the brain is active in numerous ways at once, and students are more attentive (Will, 2015). There is minimal room for a student's attention to wander when he or she is doing a tactical or physical activity while listening to instructions and viewing information. Teaching in a way that requires students to use many senses simultaneously not only allows them to create deeper connections to the content but also requires more focus in a fun way.

Preferred learning methods are naturally elicited when a teacher use multisensorial strategies rather than forcing the instructor to perform the time-consuming and monotonous work of a bookkeeper. At its most basic, multisensorial learning is a technique of training that encourages students to employ all of their senses (seeing, hearing, smelling, tasting, moving, touching, thinking, intuiting, and enjoying) in a range of situations (Baines, 2008).

As a result, multisensorial learning activities can be characterized as activities in which students engage in learning activities that include more than one sense. The visual, auditory, and tactile-kinesthetic elements of the five senses are the most important.

### ***1.7.3.2 The Theory of Multiple Intelligences and Multisensorial Learning***

Figure 1.1



Howard Gardner's concept of many intelligences supports multisensorial education. According to this theory, each person has unique strengths and weaknesses that are tied to certain intellectual domains (Lash, 2004). IQ no longer predicts success on its own, accounting for only 20% of the time (zdemir, Güneysu, & Tekkaya, 2006).

The effectiveness of studies on the multiple intelligence theory is likely since students are educated in a variety of ways. Each learner has a distinct learning profile, with specific strengths and limitations in each of the bits of intelligence (Moran et al., 2006). Instruction that is tailored to a variety of learners has a better chance of reaching all students. As a result, proponents of the many bits of intelligence theory argue that all assignments, projects, and even evaluations must appeal to multiple intelligences (Lash, 2004).

According to Vygotsky (1978), experience is crucial in both cognitive and personality development; individuals who acquire the same learning material will have distinct experiences with it based on their specific backgrounds, strengths, and challenges. Students with high spatial and bodily-kinesthetic intelligence, for example, can benefit from arithmetic

education through dance choreography or sculpture (Moran et al., 2006). Lessons will be delivered through the senses, and subject comprehension should improve if teachers tailor their instruction to the needs of their students. To develop effective instruction, teachers must first understand their students.

### ***1.7.3.3 Multisensorial Aspects***

The multisensorial aspects are founded on the notion that if educational materials are presented in many modalities, students would be able to learn effectively. Visual (seeing), auditory (hearing), kinesthetic (movement), and tactile (touch) (VAKT) are the four modalities that are frequently used (Ni'mah 2015). According to Ni'mah (2015), VAKT is defined as follows:

#### **1. Visual**

This modality accesses generated or remembered visual pictures, colors, spatial relationships, mental portraits, and visuals that stand out. The following are some of the qualities of someone who is very visual:

1. Well-organized pays attention to detail, and maintains a tidy look.
2. Requires a thorough overview and purpose, as well as the ability to capture details: and remembers what is seen.
3. Requires a comprehensive overview and purpose, as well as the ability to capture details: and remembers what is seen.

#### **2. Auditory**

This modality allows access to all types of sounds and words, whether made or remembered. The following elements stand out: music, pitch, rhythm, rhyme, dialogue, internals, and voice. Someone who is particularly auditory is described as follows:

1. The attention is easily divided.

2. Speaks in a rhythmic pattern.
  3. Learns by listening, and moving lips/sounds while reading.
  4. Dialogue internally and externally.
3. Kinesthetic

This modality can access both creative and recalled motion and emotion. Movement, coordination, rhythm, emotional response, and physical comfort are all important.

1. Touching people and standing close together, moving a lot.
  2. Learning by doing, pointing at writing while reading, and responding physically.
  3. Remembering while walking and gazing.
4. Tactile

This modality accesses all kinds of touching, tracing. Someone who is very tactile is characterized as:

1. Writing the letters being studied.
2. Explaining and explaining on the blackboard.
3. Students understand sounds, shapes, and how to make letters by tracing the letters made by the teacher.

The teacher engages students in at least two different components of multisensorial learning, such as visual, auditory, or even taste, smell, and touch, and then connects these activities to relevant academic goals (Ferreira, and Vasconcelos, 2020).

#### ***1.7.4 Developing a Student-Centered Classroom Through Multisensorial Activities***

There are four multisensorial aspects that can be used for classroom learning, namely visual, auditory, kinesthetic and tactile. Here the researcher develops five fundamental ideas that contribute to student-centered classrooms that are relevant to multisensorial aspects and have been carried out by Weimer (2002 cited by M Stoffers, 2011):

1. Teachers do not have total control. Students should be encouraged to learn on their own.
2. Students examine the content critically.
3. Within the classroom, teachers are students.
4. Students are in charge of their own education.
5. Assessment is put to good use in the classroom.

There are five main concepts that contribute to a student-centered classroom, as shown above. First, in student-centered classrooms, teachers do not have complete control. As a result, it aims to position the teacher as "director" of student learning, allowing students to find their own information. Second, in student-centered classrooms, students engage in critical thinking about the topic.

Third, in a student-centered classroom, the teacher is also a student. When a teacher is confronted with a question for which he or she has no answer, the instructor invites students to work together as a class to find the correct answer. Fourth, in student-centered classrooms, students are in charge of their own learning. Fifth, teachers employ assessment for the benefit of the class, just as they do in student-centered classrooms. Teachers can determine student assessments of the way they work together in a group, student responses and how to respond to an exercise.

#### **1.7.4 Curriculum 2013**

The Ministry of Education and Culture of Indonesia develops the Indonesian curriculum. The 2013 Curriculum, as we all know, is the most recent curriculum approved by the ministry. Attitude, knowledge, and skill proficiency are all interwoven in the 2013 Curriculum. As a result, the curriculum has been redesigned to be more student-centered rather than teacher-centered (Arba'ati, 2015).

The new curriculum for 2013 is based on a 21st-century learning approach. There is a transition in learning from students being told to students learning

from a variety of sources outside of the classroom and education units. Given that English is used in more learning resources than other languages, the role of English in such a learning paradigm becomes quite important (Gunawan et al., 2017).

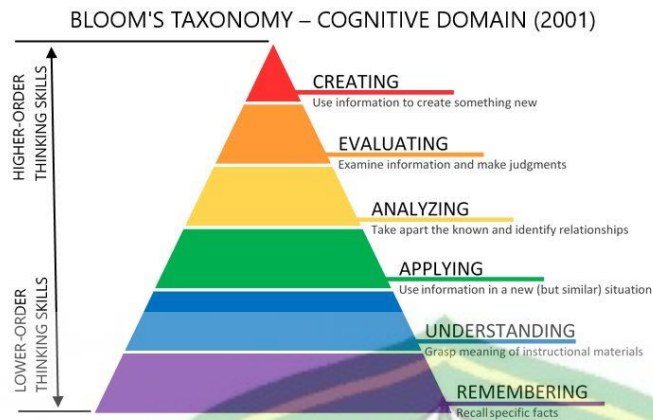
The 2013 Curriculum is based on a scientific approach. According to *Permendikbud* No. 81a from 2013, the scientific approach is a learning method that involves students actively constructing concepts and principles through a series of steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating.

*Mendikbud* stated in *Modul Bahasa Inggris* that the substance of the 2013 Curriculum is made up of core class competencies followed by basic topic competencies. Core competence is a quality that all students in the class must possess as a result of basic competence that arranged throughout the learning process. Basic competency is the knowledge that students must acquire. This fundamental competency will serve as a guide for teachers as they create the syllabus and teach-learning process

### **1.7.5 Bloom Taxonomy**

In 1956, educational psychologist Benjamin S. Bloom and his friends established the idea of Bloom's Taxonomy. The taxonomy categorizes educational goals into three types: cognitive, emotional, and psychomotor. The development of Bloom's taxonomy started in the early 1950s, when it was discovered that the majority of the exam items just required rote memorization on the part of students. Memorization is the lowest level of mental abilities, according to Bloom (thinking behaviors). Despite the fact that many other higher levels must be attained in order for the learning process to produce capable students (*Armstrong, 2010*).

Figure 2.1



The Bloom tactic currently in use is essentially a revision of the original tactic Benjamin Bloom developed in the 1950s.

#### Remembering Level 1

the simplest to implement and with the lowest level of thought in eLearning. Once knowledge has been imparted, it is assumed that the learner would be able to recall the notion.

#### Understanding at Level 2

At this level, students may understand a subject by being able to interpret, use examples to illustrate, categorize, summarize, draw conclusions from, compare, and explain a concept.

#### Applying at Level 3

At this point, students are capable of doing or using a procedure to introduce a concept into their everyday lives.

#### Analyzing at Level 4

At this level, learners continue to develop a strong knowledge of the course material, are able to transform materials into useable objects, understand how those objects relate to each other and the structure as a whole.



Evaluation at Level 5

Students can pass judgment or offer critique based on accepted norms and criteria at this level.

Creating at Level 6

The level of cognitive abilities is highest. At this stage, learners can plan, produce, or create something new.

Logic can be used to express the dependency of Bloom's many learning levels: To grasp a notion, we must be able to recall it.

- We need to be able to understand the concept before we can use it.
- We need to be able to use it before we can analyze it.
- We must first analyze it before we can judge its impact.
- We must first recall, comprehend, apply, analyze, and evaluate the notion before we can construct something based on it.

Bloom's taxonomy's non-pyramid forms suggest that learning may not always advance logically through the six stages. As an alternative, students may switch between several levels or focus more on one level than another, depending on the learning environment. Instead of rigid linear behavior, the human brain naturally displays lateral behavior.

#### 1.7.6 The Definition and Components of a Lesson Plan

In the learning process, creating lesson plans is the first stage which is realized by the preparation of learning implementation plans. Each teacher in each educational unit is required to develop lesson plans for the class where they teach (class teacher) in SD/MI, as well as the subject instructors they teach for SMP/MTs, SMA/MA, and SMK/MAK teachers. To prepare the correct lesson plan, teachers can learn the nature, principles, and steps of preparing a lesson plan as one them are stated in the Minister of National Education of the

Republic of Indonesia concerning Learning in Basic Education and Secondary Education - Learning Implementation Guidelines number 103 of 2014. However, this regulation was updated with the issuance of the Minister of Education and Culture. No. 23 on the latest assessment standards and assessment guidelines.

A lesson plan, according to Kadek Herviani (2018), is a face-to-face learning activity plan for one or more meetings. Lesson plans are created using the curriculum to guide students' learning activities in order to acquire Basic Competence. Every educator in the education unit is required to create a comprehensive and systematic lesson plan to ensure that learning is interactive, inspiring, fun, challenging, and efficient, motivating students to participate actively, and providing adequate space for initiative, creativity, and independence based on their talents, interests, and development. Poor teaching planning will result in an inefficient learning process. (2018) Herviani.

#### **1.7.7 Previous Study**

The following were the studies relating to the writing of this thesis:

1. Dr. Screen Jubran's journal is titled "Using Multi-Sensory Approach for Teaching English Skills and Its Effect on Students Achievement in Jordanian Schools." The goal of this study is to look into the impact of adopting the Multi-Sensory Approach for teaching English language skills on tenth-grade students' English achievement in Jordanian public schools. The researcher found that the experimental group's improvement might be attributed to the way he used to give instructions, which included using a multi-sensory approach to teaching English. As a result of this experience, the researcher concluded that allowing pupils to use all of their senses increases their enthusiasm in learning.
2. Another study on the multisensorial approach entitles "The Effect of Multisensorial Teaching Method on The Students' Reading Achievement" by Diani Syahputri. This study aims to investigate the effect of the Multisensorial Teaching Method on the Students' Reading Achievement.

Experimental research was used in this study. The subjects in this research were seventh-grade and second-year junior high school students at SMP Swasta PGRI 3 Medan. The multisensorial Teaching Method was used to treat the researchers. The hypothesis was accepted. The effect of the multisensorial teaching method on the students' reading achievement.

3. Another study on the multisensory technique is R. Malatesha Joshi et al "Teaching .s Reading in an Inner-City School Using a Multisensory Teaching Approach." The purpose of this research was to determine whether a multisensory teaching strategy may assist children improve their reading skills in first grade. The control group utilized the Houghton-Mifflin Basal Reading Program, while the treatment group used Language Basics: Elementary, which incorporates the Orton-Gillingham-based Alphabetic Phonics Method. The results showed that the treatment group increased statistically in phonological awareness, decoding, and reading comprehension, but the control group only improved in reading comprehension.
4. 4. Melissa Stoffers' study "Using A Multi-Sensory Teaching Approach to Impact Learning and Community in A Second Grade Classroom." The goal of this research was to look at how multi-sensory education affects learning and society in a second-grade general education classroom. In the classroom, lesson plans that target various senses are applied. According to the statistics, multisensory education can increase student motivation and engagement while also providing a generative space for employing technology and developing connections to the outside world.
5. The thesis entitles "*Analisis Aktivitas Belajar Multisensori Peserta Didik Dalam Pembelajaran Tematik Kelas IV MI Al Husna Lebak Bulus*" by Alfiani Muscahyanti. The purpose of this study was to analyze the multisensorial learning activities of students in the thematic learning of class IV MI Al Husna Lebak Bulus. The research method used is descriptive quantitative with data collection techniques using questionnaires and interviews. Data were collected by purposive sampling, where the sample

of this study consisted of 48 fourth-grade students. Data analysis used descriptive quantitative by calculating the average results of the questionnaires on the multisensorial learning activities of students using the Weight Means Score (WMS) formula. The results showed that fourth-grade students of *MI Al Husna Lebak Bulus* often carried out multisensorial learning activities in thematic learning. These results can be proven by the average acquisition of multisensorial learning activities for fourth-grade students at *MI Al Husna Lebak Bulus*, which is 3.78. In the Weight Means Score (WMS) analysis, these results indicate a good category.

6. The journal entitles “The Impact of Multisensorial Instruction on Geosciences Learning and Students’ Motivation” by Fábio Miguel Ferreira and Clara Vasconcelos. In each of the three sessions, multiple multisensorial techniques were used, each in conjunction with different perceptual modalities. According to the post-test analysis of classifications gained on cognitive tests, students attending a multisensorial reinforcement session had a considerably higher mean value of scores than students attending a traditional lesson guided by textbook exercises. This was not an outlier, since the students’ post-test replies emphasized the content learned in the multisensorial lecture rather than offering solely textbook information. Evidence suggests that even a single multisensorial lesson can significantly improve young students’ cognitive performance in geoscience classes and that it is intimately linked to the process of good remembering.
7. The Study entitles “Improving Vocabulary Acquisition with Multisensorial Instruction” by Rosemary D’Alesio et al. The purpose of this action research project was to use a multisensorial, direct educational strategy to promote student vocabulary learning. Three teachers and 73 students in second and seventh-grade schools participated in the study. The intervention was carried out from September to December 2006, and the results were analyzed in January 2007. The goal was to find evidence of a significant increase in the number of vocabulary words students know, comprehend, and use. Students’ knowledge of fifty important content area vocabulary

words was assessed using pre-and post-tests. The findings demonstrate that a multisensorial, direct educational approach to vocabulary acquisition benefits students. Educators must expand their knowledge of brain science and employ multisensorial ways to apply direct vocabulary education.

8. Another Study entitles “Multisensorial Modalities for Blending and Segmenting Among Early Readers” by Lay Wah Lee. The effects of multisensorial elements from the different modalities (letter card and iPad) on bilingual readers' natural abilities to blend and segment non-words were compared. A total of 56 Malay–English Grade 2 students participated in the quasi-experimental post-test study. In both letter card and iPad modalities, multisensorial-based resources were used to build and break apart non-words. There was no significant difference in the influence of multisensorial modalities on blending and segmenting tasks, according to the findings. Because both traditional letter cards and touch-screen tablet computers generated equivalent results, the practical conclusion is that they are equally capable of delivering the multisensorial component of multi-sensory training.
9. The journal entitles “Effects of Multimedia Information Technology Integrated Multi-Sensory Instruction on Students' Learning Motivation and Outcome” by Tung-Ju Wu and Yu-Nan Tai. The study's results indicate that there's a link between multisensorial learning combined with multimedia information technology and learning motivation, learning motivation and learning outcomes, and information technology integrated multisensorial learning and learning outcomes. Students with a kinesthetic learning style prefer to operate certain, tangible objects by hand to learn knowledge more rapidly. Students with visual learning styles use written words on a projected presentation or a whiteboard to demonstrate their understanding. Multimedia information technology combines multisensorial training with other media, emphasizing real-world experience or instruction so that students can get information through their five senses of sight, hearing,

voice, and operation. As a result, they may be able to match kinesthetic and visual learning styles to students' learning preferences.

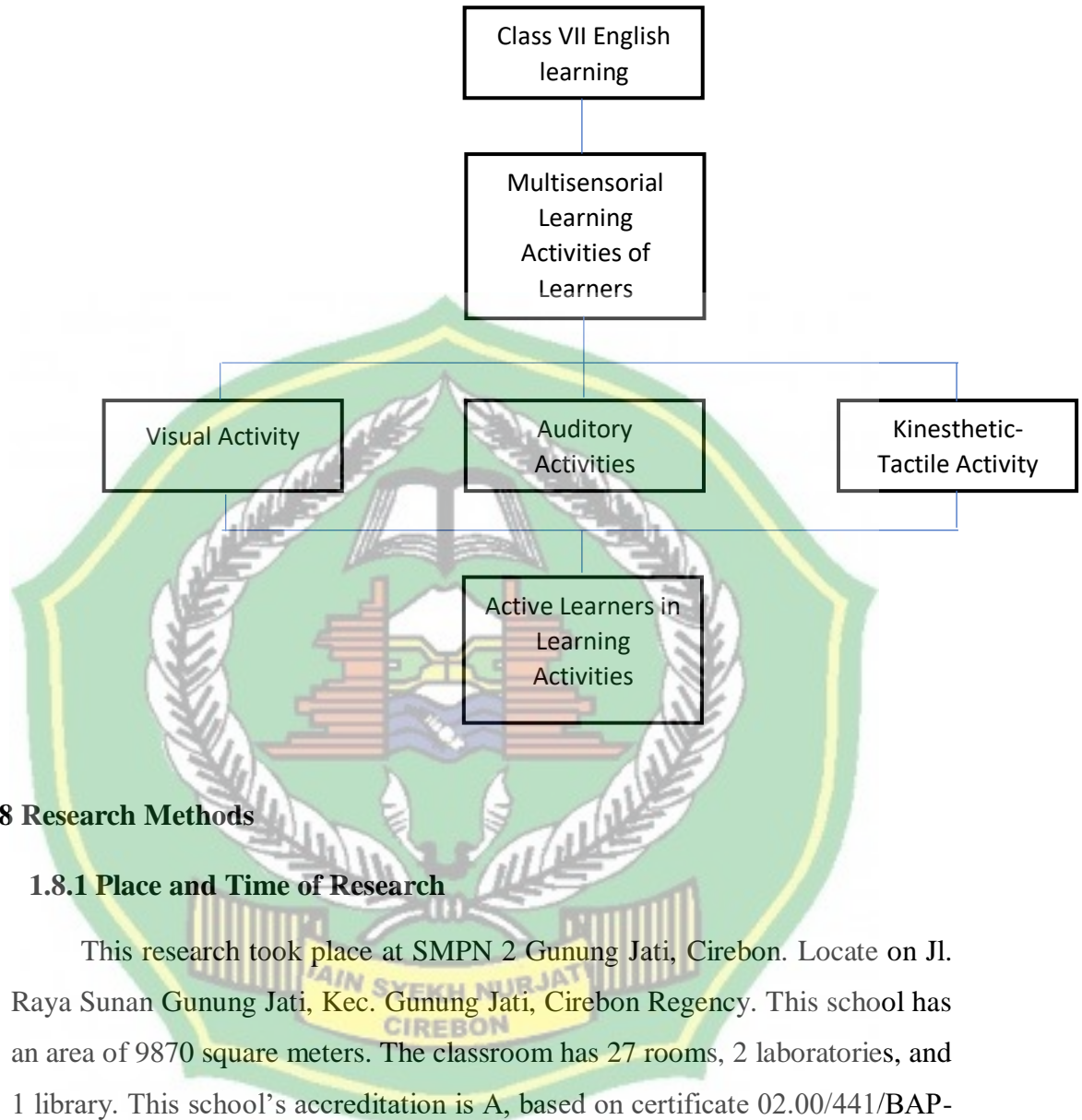
10. The thesis entitles “The Use of Multisensorial in Schools Today” by Sarah Abdullah Alwaqassi. In three Indiana schools, this thesis analyzes how teachers apply a multisensorial learning strategy in special education classes. The goal of this study is to look at how the multisensorial method is used as well as how teachers perceive it. The study used topic analysis and was qualitative. The information was gathered through observation and interviews with three teachers from three separate schools. The findings reveal that teachers have varied interpretations of what a multisensorial approach to teaching entails, as well as different approaches to implementing it. According to the findings, more research into the multisensorial method and effective teaching materials is required. This will assist special education teachers in determining the advantages of this strategy.

#### **1.7.8 Frame of Thought**

Teachers and students are two of the most significant elements in learning activities, with teachers serving as educators and students as students. If there are active engagement between the teacher and students or between students and students, learning is must be successful. It envisaged that through designing student learning activities, students would be able to actively participate in learning activities.

Multisensorial learning activities in their implementation involve several senses as a form to increase activity in learning activities by involving students directly so that students can obtain optimal learning. Based on the theoretical studies and relevant research above, there are multisensorial learning activities for students in learning English. In their implementation, multisensorial learning activities involve many senses that make students active in learning activities. To facilitate research activities, the researchers make a framework of thinking as below:

Figure 3.1



## 1.8 Research Methods

### 1.8.1 Place and Time of Research

This research took place at SMPN 2 Gunung Jati, Cirebon. Located on Jl. Raya Sunan Gunung Jati, Kec. Gunung Jati, Cirebon Regency. This school has an area of 9870 square meters. The classroom has 27 rooms, 2 laboratories, and 1 library. This school's accreditation is A, based on certificate 02.00/441/BAP-SM/SK/XII/2014. SMPN 2 Gunung Jati has 861 students from grade seven to grade nine. This school has a total of 43 teachers. There are four English teachers to teach grades one, two, and three.

### 1.8.2 Research Method and Approach

The research method used in this research is a descriptive research method with a qualitative approach. According to Sugiyono (2016), the qualitative descriptive method is a research method based on the philosophy of

postpositivist that is used to examine the condition of natural objects (rather than experiments), in which the researcher is the key instrument of data collection techniques carried out by triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. By studying as much as possible an individual, a group, or an event, qualitative descriptive research tries to describe, explain, and answer in more depth the problems to be examined. In qualitative research, humans are research instruments and the results are written in the form of words or statements that are following the actual situation.

### **1.8.3 Sources of Information or informants**

In this study, the researcher was present at the scene but did not interact or participate. For this reason, researchers can examine the analysis of how teachers can test new techniques, such as the multisensorial method to find out the appropriate multisensorial for students, which is reflected in the newly produced lesson plans, as a result of this research.

### **1.8.4 Units of Analysis**

In this study, the unit of analysis was interviews with teachers and students of SMP Negeri 2 Gunung Jati. Researchers will conduct interviews about ways that teachers can improve student learning by using the multisensorial method and need analysis of students at SMP Negeri 2 Gunung Jati. In this study, the triangulation technique was used to check the validity of the findings. Data were collected based on combined observations and interviews. This will relate to some of the theories that have been provided in the literature review.

### **1.8.5 Data Collection Techniques**

Data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data Without knowing the data collection techniques, the researcher will not get the data that meet the specified data mark, There are various ways of data collection techniques using



instruments, namely: observation, interviews, documentation, and a combination of triangulation (Sugiyono, 2006).

a. Observation

In this study, researchers observed the teacher's efforts in learning English using a multisensorial method based on ADDIE for junior high school students. From observations, researchers obtained data and information about the teacher's efforts to improve student learning by using the multisensorial methods.

b. Interview

In this study, researchers conducted interviews with teachers and junior high school students. Researchers conducted interviews about ways that teachers can do in improving student learning using the multisensorial methods.

1) Interview with the English teacher

In this study, the researchers also interviewed English language teachers in junior high schools to find out what researchers needed to know, while the interview materials included planning, implementing, and evaluating lesson plans which included multisensorial methods. In addition, interviews about the advantages and disadvantages of learning English in junior high school.

2) Student

This interview material contains students' needs analysis for the development of lesson plans.

c. Documentation

This method is a way of collecting data that produces important notes related to the problem under study, so that complete, valid and not based data will be obtained for estimation. This method only retrieves exit data such as index achievement, several chile incomes, land area, population and so on This method is used to collect data that are all available in the

document notes. In social research function of data derived from the documentation is used as data support and complement for lesson plans.

### **1.8.6 Data Analysis Techniques**

The research method used in developing lesson plans in the form of R&D with a problem-based approach is the development method or often called Research and Development (R&D). Where this method is a method for developing a product. According to Sujadi (2002:164), Research and Development is a process or steps to develop a new product or improve an existing product, which can be accounted for.

The research design used in this study refers to the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation. However, in this study, ADDIE was simplified into three stages to facilitate research.

#### **1. Analysis**

At this stage, an analysis of the needs of learning tools is carried out, curriculum analysis, and analysis of student characteristics. The details of the analysis stage are as follows:

- a. Analysis of learning device needs This analysis was carried out by means of observation and interviews with the seventh grade English teacher at SMP Negeri 2 Gunung Jati which was used as a research location regarding the availability of existing learning tools for material containing a multisensorial approach. The analysis of the need for teaching materials is carried out in the form of an analysis of the availability of teaching materials related to materials that contain a multisensorial approach. The selection of the observation class was carried out using a random sample technique.
- b. Curriculum Analysis Curriculum analysis is carried out by identifying core competencies (KI) and basic competencies (KD)

related to the material that contains a multisensorial approach to determine indicators of achievement of learning objectives that are used as the basis for developing lesson plans that will be prepared.

c. Analysis of Student Characteristics This analysis was carried out by examining theories about the development of thinking skills of class VII children of SMP Negeri 2 Gunung Jati as well as open observations and interviews with English teachers of class VIII at VII SMP Negeri 2 Gunung Jati as a reference for preparing learning materials containing a multisensorial approach. with developed problem-based learning.

## 2. Design

The next stage is the researcher designing the lesson plan design. RPP design with a problem-based learning approach. Researchers developed a lesson plan design with a problem-based learning approach based on the order of learning in the theoretical study of the lesson components in the previous chapter.

The next stage carried out by researchers is Designing learning the design of learning devices includes:

a. Lesson plan design with a problem-based learning approach based on the learning sequence in the theoretical study of the lesson plan components in the previous chapter.

b. Collecting relevant references in this step, the researcher collects reference books or illustrations in compiling learning tools. Reference books are used so that the learning tools that will be produced are guided

c. Develop learning device assessment instruments, the learning device assessment instruments to be compiled are lesson plans assessment sheets for expert lecturers, observation sheets (implementation of learning with a problem-based learning approach).

## 3. Developing

At this stage the activities that will be carried out by researchers in developing lesson plans are as follows:

1. Development of lesson plans

The development of lesson plans is carried out by adjusting the order of learning in the theoretical study of the components of lesson plans in the previous chapter. After the RPP has been compiled, the RPP is consulted with the supervisor to get input about the shortcomings in the RPP.

2. Lesson plan editing

The lesson plans that have been designed in the previous stage will be edited by reviewing the theoretical study so that it is in accordance with this basis.

3. Revision

After the lesson plan is validated and its validity assessed by the supervisor, the next step is to revise or correct the RPP as necessary according to input and advice from experts. After the lesson plan is improved, the lesson plan is feasible to use and feasible to be tested.

4. Validation

After the preparation of the lesson plan is complete, the next step is validation/assessment by the validator. The validation was carried out by a lecturer in the English Department of IAIN Syekh Nurjati, namely the supervisor. In this step, the value and category of the lesson plan will be obtained from the results of the lesson plan assessment by the supervisor. The purpose of validation is to obtain assessments, input and suggestions for improvement and refinement of the lesson plan so that a lesson plan product that is free from errors will be obtained so that it is worthy of trial.

After the lesson plan is validated and its validity assessed by the supervisor, the next step is to revise or correct the RPP as necessary

according to input and advice from experts. After the lesson plan is improved, the lesson plan is feasible to use and feasible to be tested.

### 1.8.7 Research Timeline

This research needs six months to be investigated start from writing research proposal until thesis revision. This research begins from January to June 2022 as like showed in the following table:

Table 1.1

No	RESEARCH ACTIVITIES	Month (2022)																			
		January				February-March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Research Proposal	█	█	█	█																
2	Revision of Research Proposal					█	█	█	█												
3	Collecting the data using literature																				
4	Analysing the data																				
5	Interpreting the data using interview																				
6	Concluding the data																				
7	Finalization of research													█	█	█	█	█	█	█	█