



**THE EFFECT OF APPLYING MULTISENSORY APPROACH
IN STUDENTS' VOCABULARY ACHIEVEMENT OF TENTH
GRADE STUDENT AT SENIOR HIGH SCHOOL OF 3 PATI
IN THE ACADEMIC YEAR 2014/ 2015**

**By
SUKAMTO
NIM 201132063**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



**THE EFFECT OF APPLYING MULTISENSORY APPROACH IN
STUDENTS' VOCABULARY ACHIEVEMENT OF TENTH GRADE
STUDENT AT SENIOR HIGH SCHOOL OF 3 PATI
IN THE ACADEMIC YEAR 2014/ 2015**

SKRIPSI

Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education

By

SUKAMTO

NIM 201132063

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**

MOTTO AND DEDICATION

Motto:

- ❖ *A believer wishes for others what he wishes for himself*
- ❖ *Enjoy the process whatever your position and learn from the process.*
- ❖ *Don't contaminate your hearth cause Allah on it.*
- ❖ *Create, keep your dream and believe it will come true.*
- ❖ *Be yourself and everything that anyone said, no problem.*

This skripsi is dedicated to:

- ◆ *My beloved Mother (Nyarmi) and Father (Suharto).*
- ◆ *My beloved friends (Aniq, Sunardi, Oki Bentarianiska, Ike Firdianasari, Fira, Gracia) who always support me.*
- ◆ *Somebody who taught me what life is supposed to be.*

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Sukanto (NIM: 2011-32-063) has been approved by the *Skripsi advisors* for further approval by the Examining Committee.

Kudus, 12th June, 2015


Advisor I


Drs. Muh. Syaefi, M.Pd

NIS.19620413-198803-1-002

Kudus, 23th June, 2015

Advisor II


Mutohhar, S.Pd, M.Pd

NIS. 0610701000001204

Acknowledged by

Head of English Education Department


Diah Kurniati, S.Pd, M.Pd

NIS. 0610701000001190

EXAMINERS' APPROVAL

This is to certify that the Skripsi of Sukamto (NIM: 201132063) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

Kudus, July 2015

Skripsi Examining Committee:


Drs. Muh. Syafei, M.Pd, Chairperson
NIS.19620413-198803-1-002




Mufohhar, S.Pd, M.Pd, Member
NIS. 0610701000001204


Aisyah Ririn Perwikasih Utari, S.S., M.Pd, Member
NIS. 0610701000001228


Rusiana, S.Pd, M.Pd, Member
NIS. 061070100000226

Acknowledge by

The Faculty of Teacher Training and Education



Dr. Slamet Utomo, M.Pd
NIP. 19621219-198703-1-015

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

Alhamdulillahirobbil'alamin. There will never be another greatest thank except to Allah SWT for blessing and guidance, so I can finish my skripsi entitled "The Effect of Applying Multisensory Approach in Students' Vocabulary Achievement of Tenth Grade Student at Senior High School of 3 Pati in the Academic Year 2014/ 2015".

This skripsi would never be completed without assistance of others. Therefore, I would like to express my deepest gratitude to:

1. Dr. Slamet Utomo, M.Pd, as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Diah Kurniati, S.Pd, M.Pd, as the Head of English Education Department.
3. Drs. Muh. Syafei, M.Pd, as the first advisor who was giving in valuable guidance, showing the appropriate references, and helping me in all of the difficulties. Moreover, for his kindness and helpfulness corrections to this final project until its completion.
4. Mutohhar, S.Pd, M.Pd, as the second advisor who has read this final project carefully and given many useful suggestions and also corrections for its improvement.

5. All of lecturers and staff of English Education Department Teacher Training and Education Faculty.
6. Drs. Moch. Yamin, M.Pd as the head master of SMA NEGERI 3 PATI who has given the opportunity to do his research.
7. Suryanti, S.Pd as the English teacher of SMA NEGERI 3 PATI who gave her time in helping this research.
8. The tenth grade students in X-MIA 7 of SMA NEGERI 3 PATI in academic year 2014/2015 for their corporation.
9. My beloved parents and young brother, for their love, pray, support and do the best for me.
10. My close friends; Aniq, Sunardi, Oki Bentarianiska, Fira, Ike Firdianasari, Atik Murniasih, Hidayatul Ummah, Gracia, Doni, and Yanuar.

There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. I do expects that this research will be useful for those, especially who are in the field of education.

Kudus, July 2015

Sukamto

ABSTRACT

Sukamto. 2015. *The Effect of Applying Multisensory Approach in Students' Vocabulary Achievement of Tenth Grade Student at Senior High School of 3 Pati in the Academic Year 2014/ 2015*. Skripsi.English Education Department, Teacher Training and Education Faculty, Muria Kudus University.Advisors (I) Drs. Muh.Syafei, M.Pd. (II) Mutohhar, S.Pd, M.Pd.

Keyword: *Multisensory Approach to teach Vocabulary*

One of the parts in creating and understanding English is vocabulary mastery. People cannot express their opinion and ideas in English without knowing their vocabulary. In fact, the English teacher stated that most of the tenth grade students of Senior High School of 3 Pati still get difficulties in learning vocabulary mastery. It was found that the students got difficulties in understanding the meaning of the English text. It caused by their lack of vocabulary so that they have a difficulty in understanding meaning word by word. The technique that the teacher used that is conventional is also less satisfying in teaching learning process. Because of that reason, I would like to use the interesting approach in teaching vocabulary mastery. This approach is called Multisensory Approach and cooperative learning skill within all students. Multisensory approach is a way of teaching that use combined approach in which simultaneously visual, auditory, and kinesthetic to enhance memory and learning.

The purpose of this research is to find out whether there is a significant difference between the vocabulary achievement of the tenth grade student at Senior High School of 3 Pati in the Academic Year 2014/2015 before and after being taught by using Multisensory Approach.

This research is an experimental research with one group design. The population used is the tenth grade student of Senior High School of 3 in the Academic Year 2014/2015. I got one class as sample of the research. The technique of sampling in this research is purposive sampling. There is one class is chosen, it is X-MIA 7. They are 33 students. I used a test as instrument of the research. The form of the test is multiple choices and it consists of 20 items.

The result of this research shows that in level significance 5% and degree of freedom (df) $N-1 = 32$, there is a significant difference between the Vocabulary Achievement of the tenth grade student at Senior High School of 3 Pati in the Academic Year 2014/2015 before and after being taught by using Multisensory Approach. It is shown from the calculation result t-observation (t_0) is 7.5,, meanwhile t-table is 2.042. It means the null hypothesis is rejected and the alternative hypothesis is accepted ($t_0 = 7.5 > t_t = 2.042$). The Vocabulary achievement of the tenth grade student at Senior High School of 3 Pati in the Academic Year 2014/2015 after being taught by using Multisensory Approach is good (Mean = 80.95 and SD = 6.65). Besides that, the Vocabulary achievement of

the tenth grade student at Senior High School of 3 Pati in the Academic Year 2014/2015 before being taught by using Multisensory Approach is sufficient (Mean = 69.5 and SD = 9.66)

After knowing the result of this research that the Vocabulary achievement of the tenth grade student at Senior High School of 3 Pati in the Academic Year 2014/2015 after being taught by using Multisensory Approach is higher than before being taught by using Multisensory Approach. Thus, I suggest that the teacher should be able to create in teaching learning process more interesting, innovative, and enjoyable. The teacher can use Multisensory Approach in teaching vocabulary mastery.



ABSTRAK

Sukamto. 2015. *Pengaruh Penerapan Pendekatan Multisensory dalam Pencapaian Siswa dari Siswa Kelas Sepuluh di SMA NEGERI 3 PATI pada Tahun Ajaran 2014/ 2015*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (I) Drs. Muh.Syafei, M.Pd. (II) Mutohhar, S.Pd, M.Pd.

Kata Kunci: *Pendekatan Multisensory untuk Mengajar Kosakata*

Salah satu bagian dalam menciptakan dan memahami bahasa adalah kemampuan kosakata. Orang tidak dapat mengungkapkan pendapat dan ide mereka tanpa mengetahui kosakata yang mereka punya. Bahkan, guru bahasa Inggris menyatakan bahwa sebagian besar siswa kelas X SMA NEGERI 3 Pati masih mendapatkan kesulitan dalam mempelajari kemampuan kosakata. Ditemukan bahwa para siswa mengalami kesulitan dalam memahami arti dari teks bahasa Inggris. Hal ini disebabkan oleh kurangnya kosakata sehingga mereka memiliki kesulitan dalam memahami makna kata demi kata. Teknik yang digunakan guru yaitu teknik biasa juga kurang memuaskan dalam proses pembelajaran. Oleh karena itu, saya ingin menggunakan pendekatan yang menarik dalam mengajar kemampuan kosakata. Pendekatan ini disebut pendekatan Multisensory dan tujuannya adalah untuk mengembangkan kerja sama tim dan keterampilan pembelajaran kooperatif untuk semua siswa. Pendekatan Multisensory adalah sebuah cara dari pengajaran yang menggunakan pendekatan yang dikombinasi yang mana secara simultan penglihatan, pendengaran, dan kinestetik untuk meningkatkan daya ingat dan pengetahuan.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pencapaian kosakata siswa kelas X SMA NEGERI 3 Pati Tahun Ajaran 2014/2015 diajarkan melalui sebelum dan setelah diajarkan menggunakan pendekatan multisensory.

Penelitian ini merupakan penelitian eksperimen dengan satu kelompok. Populasi yang digunakan oleh penulis adalah siswa kelas X SMA NEGERI 3 Pati Tahun Ajaran 2014/2015. Saya mendapatkan sebuah kelas sebagai sampel penelitian. Teknik pengambilan sampel dalam penelitian ini adalah purposive sampling. Ada satu kelas yang terpilih, yaitu X-MIA 7. Mereka berjumlah 33 siswa. Saya menggunakan tes sebagai instrumen penelitian. Bentuk tes ini adalah pilihan ganda yang terdiri dari 20 soal.

Hasil penelitian ini menunjukkan bahwa pada tingkat signifikan 5% dan derajat kebebasan $N-1 = 32$ ada perbedaan yang signifikan antara pencapaian kosakata siswa kelas X SMA NEGERI 3 Pati Tahun Ajaran 2014/2015 diajarkan sebelum dan setelah menggunakan pendekatan multisensory. Hal ini terlihat dari hasil perhitungan t-observation (t_0) adalah 7.5, sementara itu t-table adalah 2.042. Itu artinya hipotesis null ditolak dan hipotesis alternative diterima. ($t_0 = 7.5 > t_t =$

2.042). Pencapaian kosakata siswa kelas X SMA NEGERI 3 Pati Tahun Ajaran 2014/2015 diajarkan setelah menggunakan pendekatan multisensory hasilnya bagus (Mean = 80.95 and SD = 6.65). Disamping itu, pencapaian kosakata siswa kelas SMA NEGERI 3 Pati Tahun Ajaran 2014/2015 sebelum menggunakan pendekatan multisensory adalah cukup (Mean = 69.5 and SD = 9.66).

Setelah mengetahui hasil penelitian pencapaian kosakata siswa kelas X SMA NEGERI 3 Pati Tahun Ajaran 2014/2015 diajarkan setelah menggunakan pendekatan multisensory lebih tinggi daripada sebelum menggunakan pendekatan multisensory, dengan demikian, saya menyarankan bahwa guru harus menciptakan suasana mengajar yang lebih menarik, inovatif, dan menyenangkan dalam proses pembelajaran. Guru dapat menggunakan pendekatan multisensory dalam pengajaran kemampuan kosakata.



TABLE OF CONTENTS

	Page
COVER	i
LOGO	ii
PAGE OF TITLE	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAK	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix

CHAPTER I INTRODUCTION

1.1 Background of the Research.....	1
1.2 Statement of the Problem.....	5
1.3 Objective of the Research.....	5
1.4 Significance of the Research	5
1.5 Limitation of the Research	6
1.6 Operational Definition.....	7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 English Vocabulary	9
2.2 Teaching Vocabulary	10

2.3 The Kinds of Vocabulary	17
2.4 The Importance of Vocabulary.....	18
2.5 Strategy for Vocabulary Teaching to Different Learning Styles	21
2.6 Teaching English in Senior High School of 3 Pati.....	26
2.6.1 The Curriculum of Teaching English in SMA N 3 Pati	27
2.6.2 Purpose of Teaching in Senior High School of 3 Pati.....	28
2.6.3 Materials of Teaching English in Senior High School of 3 Pati	29
2.7 The Historical Background of Multisensory Approach	29
2.7.1 Multisensory Approach	29
2.7.2 Multisensory Environment.....	31
2.7.3 The Multisensory Activities	32
2.8 Multisensory Approach to Teach Vocabulary	33
2.8.1 The Advantages and Disadvantages of Multisensory Approach.....	35
2.8.2 The Steps of Teaching Vocabulary trough Multisensory Approach.....	36
2.9 Review of Previous Research	36
2.10 Theoretical Framework	38

2.11 Hypothesis	40
-----------------------	----

CHAPTER III METHOD OF THE RESEARCH

3.1 Research Design	41
3.2 Population and Sample	43
3.3 Instrument of the Research.....	43
3.4 Data Collection.....	45
3.5 Data Analysis	46

CHAPTER IV RESEARCH FINDING

4.1 Research Finding.....	51
4.1.1 The Vocabulary Achievement of the tenth grade Students at Senior High School of 3 Pati in the Academic Year 2014/2015 before being taught by using Multisensory Approach.....	51
4.1.2 The Vocabulary Achievement of the tenth grade Students at Senior High School of 3 Pati in the Academic Year 2014/2015 after being taught by using Multisensory Approach.....	54
4.2 Hypothesis Testing	57
4.2.1 The Significant Difference of Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year	

2014/2015 Before and After Being Taught by using Multisensory Approach.....	57
---	----

CHAPTER V DISCUSSION

5.1 Discussion	61
----------------------	----

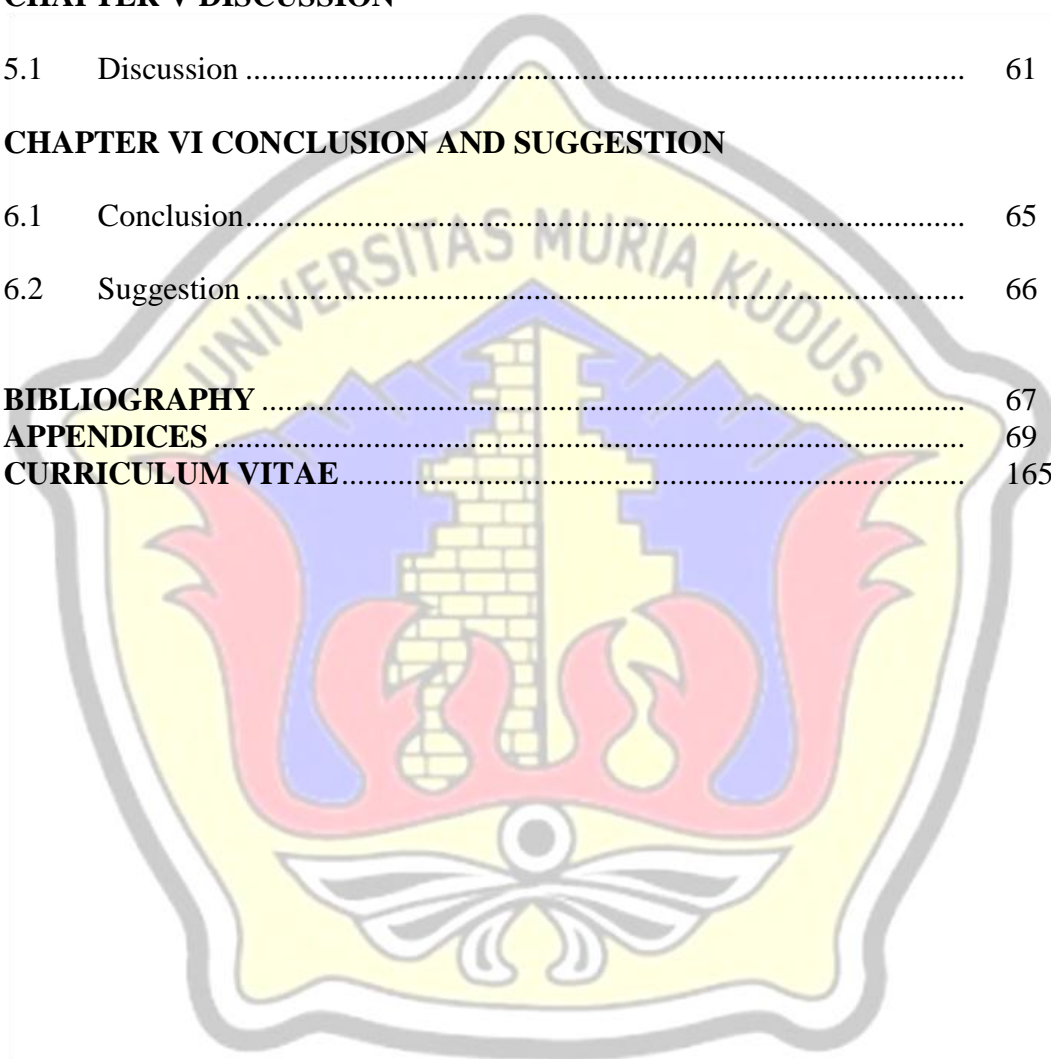
CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion.....	65
6.2 Suggestion	66

BIBLIOGRAPHY	67
---------------------------	----

APPENDICES	69
-------------------------	----

CURRICULUM VITAE	165
-------------------------------	-----

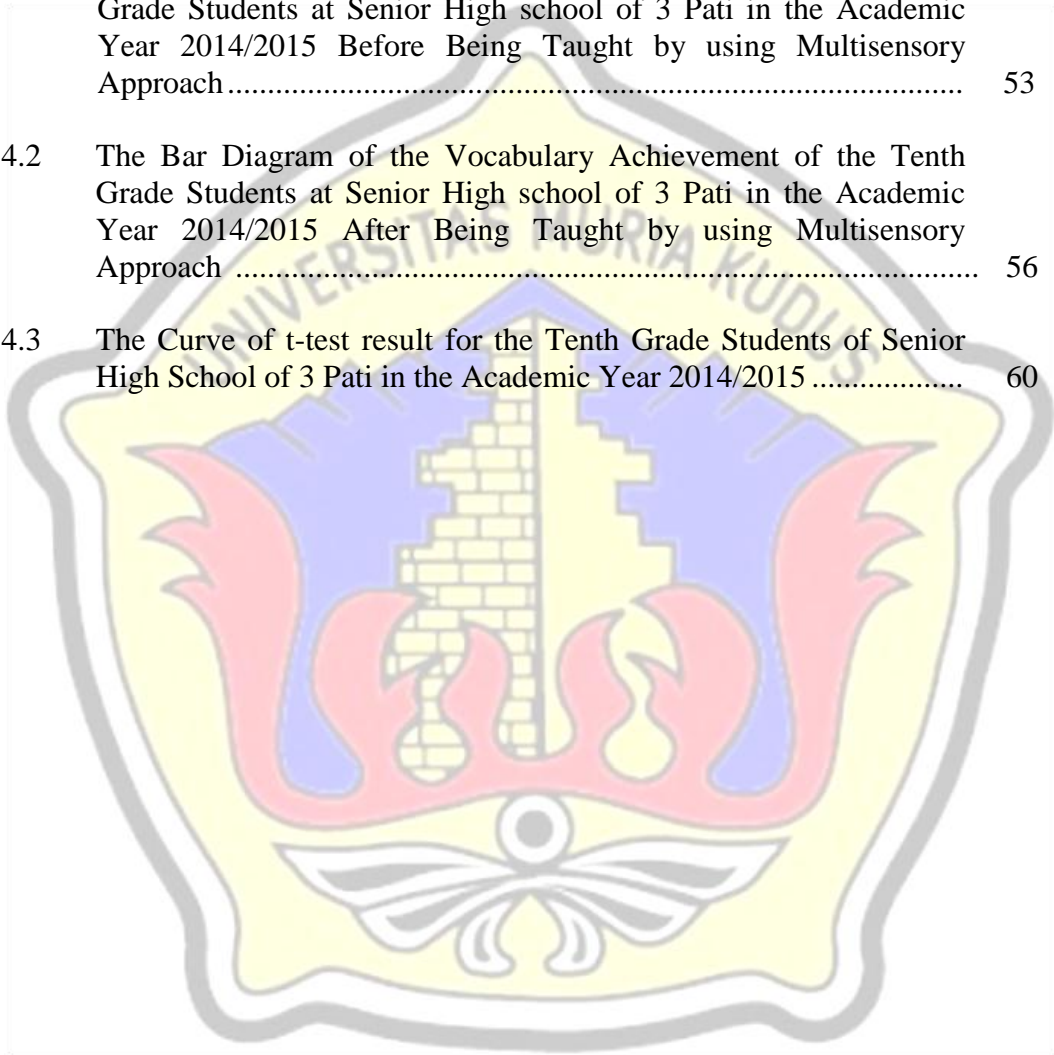


LIST OF TABLES

Table	Page
3.1 Table of reliability of the test	45
3.2 Table of students' criteria.....	48
4.1 The Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/2015 Before Being Taught by using Multisensory Approach.....	52
4.2 The Frequency Distribution of the Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/2015 Before Being Taught by using Multisensory Approach.....	52
4.3 The Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/2015 After Being Taught by using Multisensory Approach	54
4.4 The Frequency Distribution of the Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/2015 After Being Taught by using Multisensory Approach	55
4.5 The Summary of t-test Result of Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/2015 Before and After Being Taught by using Multisensory Approach	59

LIST OF FIGURES

Figures	Page
3.1 Figures of group pre-test and post-test from Ali	42
4.1 The Bar Diagram of the Vocabulary Achievement of the Tenth Grade Students at Senior High school of 3 Pati in the Academic Year 2014/2015 Before Being Taught by using Multisensory Approach.....	53
4.2 The Bar Diagram of the Vocabulary Achievement of the Tenth Grade Students at Senior High school of 3 Pati in the Academic Year 2014/2015 After Being Taught by using Multisensory Approach	56
4.3 The Curve of t-test result for the Tenth Grade Students of Senior High School of 3 Pati in the Academic Year 2014/2015	60



LIST OF APPENDICES

Appendix	Page
1. Syllabus.....	71
2. Lesson Plan 1	98
3. Lesson Plan 2	108
4. Lesson Plan 3	117
5. Lesson Plan 4	126
6. The test of Vocabulary Mastery.....	141
7. Student's Answer Sheet	148
8. The Table of Specification of test of the Vocabulary Mastery of Tenth Grade Student at Senior High school of 3 Pati in the Academic Year 2014/ 2015	149
9. The Score of Try Out of Tenth Grade Student at Senior High School of 3 Pati in the Academic Year 2014/ 2015.....	150
10. The Tabulation of Try Out Test.....	151
11. The Reliability of the Test Items for Try Out Test for Measuring the Vocabulary Achievement of Tenth Grade Student at Senior High school of 3 Pati in the Academic Year 2014/ 2015	152
12. The list of Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/ 2015 Before Being Taught by Using Multisensory Approach.....	154
13. The list of Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/ 2015 After Being Taught by Using Multisensory Approach.....	155

14.	The Calculation of Mean and Standard Deviation of the Post-Test Measuring Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/ 2015 After Being Taught by Using Multisensory Approach	156
15.	The Calculation of Mean and Standard Deviation of the Post-Test Measuring Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/ 2015 Before Being Taught by Using Multisensory Approach	159
16.	The Calculation to Find Out T-test of Vocabulary Achievement of the Tenth Grade Students at Senior High School of 3 Pati in the Academic Year 2014/ 2015 Before and After Being Taught by Using Multisensory Approach	162
17.	T-Table.....	163

