



CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE RESEARCH

A country will be developed country if the education of that country is good. There are many ways to improve the education even though they are not easy to do. Teaching is one of the main ways of education. Cited in Muhhibin Syah (2005:182), teaching is a way working with student, a process of interaction, the teacher does something in return. There are four main components in teaching learning process. One of them is method. Before teaching, the teacher should prepare himself to teach the students at the classroom as well it is important for all teacher to know some methods that usually in teaching learning process, suggest the teacher has many roles in the course of teaching such as controller director, manager, facilitator and resource. A good teaching would be result a good learning, so that learning process be able to the maximum result.

Learning process cannot rely on one factor, but there other factors that might influence it. Muhhibin Syah (2006:132) suggests there are three general learning factors that influence learning:

1. Internal Factor (within student), it is psychology aspect and psychological condition
2. External Factor (from outside student), it is the condition of environment where students learn.
3. Learning Approach Factors.



The above factors will influence each other, so that they are potential to indicate the students who are lower or lower achiever. In this case, the teachers' roles are needed to anticipate the students who encounter difficulties that lead to the failure.

In learning strategy, the teacher who teaches and the students who learn are two different process. It means, when learning process happens, it doesn't necessarily mean the students learn. But when students do many activities, the students learn.

As we know students have different learning styles. Some students can learn excellently by seeing, other students like learning by listening by some other like learning by doing. The first one is called visual learners; while, the second type is called auditory learners and the last type is called kinaesthetic learners.

The auditory ones tend to be attentive to any information provided by their teacher. They can hear and remember information easily. While the kinaesthetic one tend to involve himself and direct activity. Besides, they are impulsive, reluctant, and impatient.

Of course, only a few children who have one type or way a learning process. Grinder (1991) express that from every 30 students, 22 among them can learn effectively when their teacher attend activity to learn which to have combination between visual, kinaesthetic and auditory. However, 8 other students prefer one kind of learning style compare to the other. Therefore, they must work hard to understand the



lesson, if they are not careful in presenting lesson that is suitable with their learning style. To fulfill this requirement, instruction to activate multi-sensory and make full of variation. Cited in Munif Chatib's Book (2009), there is a message saying that "understanding the student's character well, and the teacher can choose the kinds of teaching method that is suitable with the student's character.

Nowadays, English is one of the foreign languages integrated into education curriculum in Indonesia. English is considered a difficult subject in every education in situation, because beside English is considered different thing; the implementation of method does not make students interesting. In English learning, there are four aspects which must be mastered by the student; reading, writing, listening and conversation.

Therefore, in this research the writer will try to solve problems above by employing a multisensory method to teach reading in English Language to subject at school, because multi-sensory method can increase the student's reading skill. This approach is known as approach phonics-visual-auditory and kinaesthetic system. This method is developed by Gillingham Sillman (Gearheart, 1976:93). Basically the approach is the best way to be used in learning reading, especially for the young reader (the first reader). It can also be used to increase understanding language, in saying on hearing by the other subject.

Multi-sensory approach is based on analysis principle people senses (visual, auditory, and kinaesthetic) simultaneously. Multi-sensory



means to enable all the senses sensory (senses catcher) in obtaining impressions by touching, visual, feeling, and hearing (Tarmansyah, 1995 : 143). By developing various skills, teacher stimulates students' multisensory. Related to the statement, above Prayitno, E. (1993:23) said that "The more senses children involved in the learning process then the easier and understand children with what is learned" that statement is supported by Amin, M (1992:222) saying "Trained sensory is an occupation that has very important role in education.

Based on the above definition, the writer is interested in applying multisensory method at school in improving students' reading skill.

“The Influence of Teaching Reading Using Multisensory Method on The Student’s Reading Skill”

(Quasi-Experimental at the Eight Grade of SMP AN-NAJA CIPEUNDEUY)

method compared to specific method (teaching process is given by teacher without multisensory method).

B. RESEARCH QUESTIONS

Referring to the statement above, there are some problems that can be formulated;

1. How good is the students' reading skill before being taught by a multisensory method?
2. How good is the students' reading skill after being taught by a Discussion method?
3. How significant is the influence of multisensory method in improving students reading skill?



C. PURPOSE AND SIGNIFICANCES OF RESEARCH

a. Purpose

Referring to phenomenon above, target of this research is formulated as follows:

1. To know the students' reading skill before being taught by multisensory method.
2. To know the students' reading skill after being taught by discussion method.
3. To know the influences of multisensory method in improving students' reading skill.

b. Significances

1. To help teachers get source or references in teaching reading by using multisensory method.
2. To help the students difficult in learning English.
3. To combine the both students of brain (right and left brain) so that information that received by the students could save in long term.

D. RATIONALE

The way children initially are taught how to read is critical to their success. We have waited until children are struggling and then put so much money into mediation. However am just not sure how well that has worked the way a child learns how to do something, the first time makes all the differences.

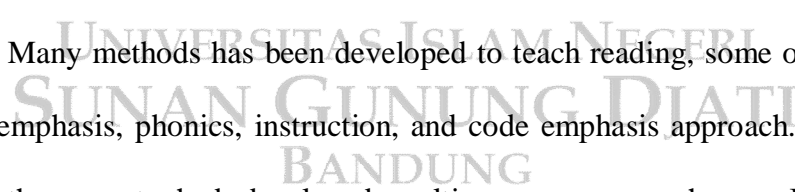


Reading is an essential way to be successful in learning English. Actually, much information is available in English. Thus, people have to learn to read well. That is why; the skill to read is highly valuable for social and academic improvement. In general, for Indonesian' people, their educational careers are threatened because they do not read well enough to ensure understanding and to meet the demands.

Reading is a complex and multifaceted process. The processes begin when children the first time learn to read, understand, and use the spelling sound conventions the writing system. The next stage, they will be more about vocabulary and sentence structure of written English. With sufficient practice with a variety of texts, children will achieve fluency so that their word their word recognition and reading comprehension become increasingly fast, accurate, and well coordinated.

Regarding the importance of reading, some experts developed what so called early reading. Early reading is a learning instruction that focuses on student's skill to change the latter into meaningful sound. Moreover the purposes is to equip the children with the ability to change the letter into meaningful sound.

Many methods has been developed to teach reading, some of them are meaning emphasis, phonics, instruction, and code emphasis approach. However, some of the experts had developed multi-sensory approach are. Montessori (1912), Fernald and Keller (1912), and Strauss and Lethinen (1947) Anna





Gillingham Bessie Stillham (1960). The most distinguish multi-sensory approach is Orton-Gillingham.

Multi-sensory method is developed the term, according to International Dyslexia Association, refers to any learning activity that includes the use of two or more sensory modalities simultaneously to make in or express information. These methods teach students to learn the identity of phonemes by feeling and seeing the position of the mouth, lips and tongue. In process, this approach requires memorizations, mimicry, and focused listening that efficiently utilized the five channels of sensory perception. In details multi-sensory method explain how letters and word look, how the sound and how the speech organ or the hands feel when producing the letter or the word.

Multi-sensory method is not to popular among Indonesian teachers. However, it is quite interesting to try out multisensory method to teach English language particularly to teach reading comprehension.

E. HYPOTESIS

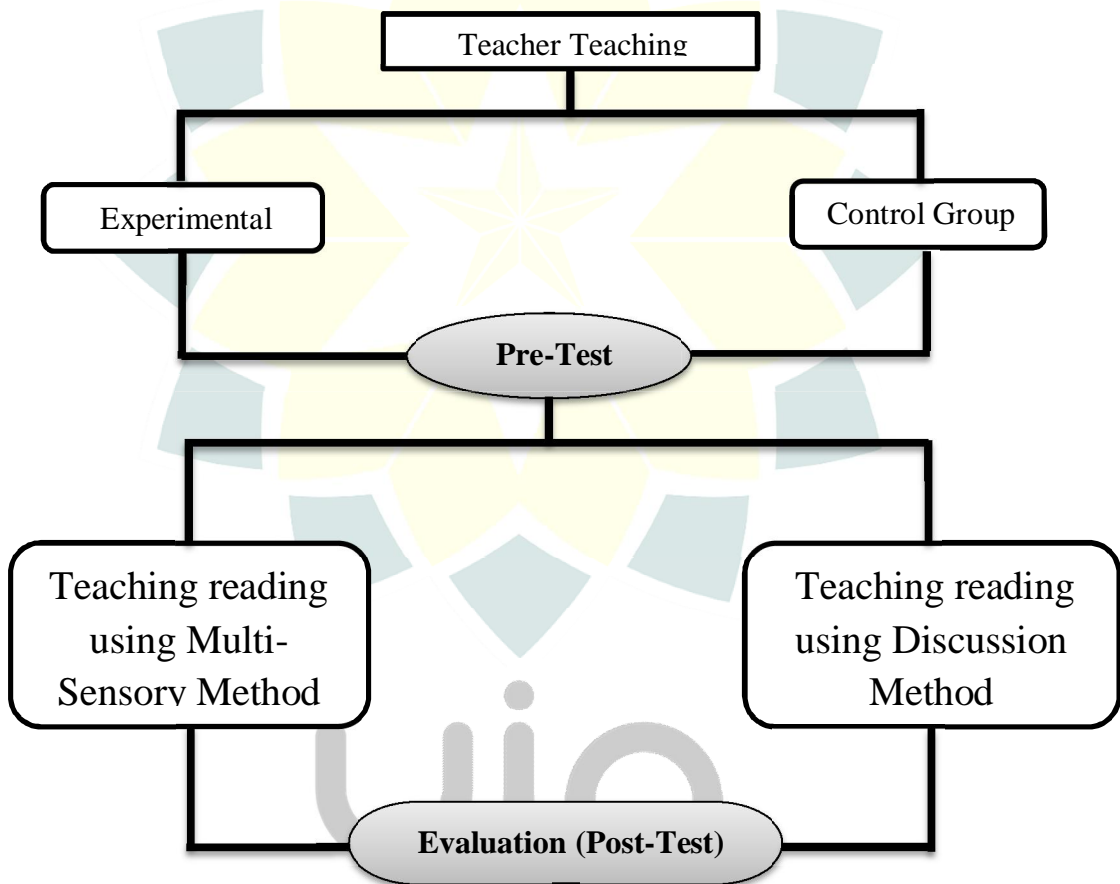
Hypothesis is answer or prejudice whereas to problem of accurate and have to test by the truth it. To investigate a problem needed by an idea starting point representing elementary as cription. According to M Iqbal Hasan cited by Yaya Suryana and Tedi Priatna (2008:123), hypothesis is tentative answer to problem of research which is the truth is still weaken, so has to test empirically. In short, the hypothesis will be stated as follows:



Ho = There is no influence of using multisensory method on the student's reading skill

Ha = There is an influence of using multisensory method on the student's reading skill

RESERCH PROCEDURE OF THE TEACHING READING BY USING MULTI-SENSORY METHOD



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The chart above illustrates the design of the study would be administrated in the research. Pre-test would be given to both groups. Pre-test was administrated to measure the initial ability of the samples of the subject. Multi-sensory method as the treatment was only administrated to the experimental group. Later on, the post-test was given to both groups and analyzed by using statistics (t-test).

E. RESEARCH METHODOLOGY

1. Determining source of data

a. Location of the research

This research takes place at SMP AN-NAJA. This school regarded and suitable with the problem of investigation because they are still many students who get difficulties in English reading.

b. Population and sample

Population is generally objects of research. Sample is part of population that will be investigated. According to Sudjana (1992:6), the population of the study is totality of all possible value. While a part that is taken from population is called sample. The population taken in this research is all students of the tenth year of SMP AN-NAJA. To have sample, this research takes a total sample because the population is less than 100 as the sample, then, is divided in two groups. The first class is experimental group that consists eight students at ninth years, this belongs to the students taught with multi-sensory method. Moreover, the second class is control group that consist eight student, this belongs to the students taught using specific method. In introduction of this method, the authors hope to equip students in the exam



that they are following it later. Besides that, the authors hope that students can apply the Multi-sensory learning everyday in order improve reading skills.

2. Preparation

a. Research Method

As stated above, the purpose of this research is to find whether multisensory method is effective in improving teaching reading English at school. The method applied in this research is quantitative with quasi experiment design. The research was divided into two groups, experimental Group (EG) and control group (CG).

- 1) Experimental group: is group which is taught using multisensory method and given treatment by the teacher
- 2) Control group: is group which is taught using specific method and no given treatment by the teacher.

3. Technique of collecting data

a. Pre-test and Post-test

Test is procedure used to collect data on subject's ability or knowledge of certain disciplines. In this investigation, there are two kinds of test, such as pre-test and post-test. Pre-test is intended to know the homogeneity of the students' reading ability of two variances before they are given the treatment using multi-sensory method. The implementation of pre-test is conducted in class. Post-test is intended to know the influences of teaching reading using multi-sensory method, however, both of tests have similar material with essay test.



Essay test is written in English test of twenty essay questions. The objective of the test is to measure the reading skill.

4. Research and data analysis

There are some ways in analyzing the data which have been gotten from the research, they are:

1. Testing the normally pre-test in experimental class (variable X) and for control class (variable y) by conducting the procedure as follows:

a. Determining the range of data R, with formula:

$$R = \text{the higher score} - \text{the small score} + 1$$

b. Determining the class interval K

$$K = 1 + 3.3 \text{ Log } n$$

c. Determining the length of class L

$$P = \frac{R}{K}$$

d. Making the table of frequency distribution

e. Counting mean (\bar{x})

$$\bar{x} = \frac{\sum f_i \cdot x_i}{f_i}$$

f. Determining the standard deviation S_2 by using formula:

$$S = \frac{\sqrt{\sum f_1 (x_i - \bar{x})^2}}{n-1}$$

g. Making table of frequency of expectation and observation

h. Determining chi square (χ^2_{counted})



$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

i. Determining degree of freedom

df = K - 3 Determining chi square table on significance

j. Interpreting the normality

1. To examine the homogeneity of two variances by conducting the following steps:

a. Determining score F by using the formula:

$$F = \frac{S_1^2}{S_2^2}$$

b. To determine the degree of freedom

$$F = \frac{S_1^2}{S_2^2}$$

c. Determining score of F_{table} with the taraf of significance 1%

d. To determine homogeneity of data with criterion:

- It is called homogeneous data if $F_{table} > F_{count}$

- It is called no homogeneous data if $F_{count} < F_{table}$

e. Determining the degree of freedom of the data

$$DF = n_1 + n_2 - 2$$

2. Hypothesis Test

a. Determining t_{count}

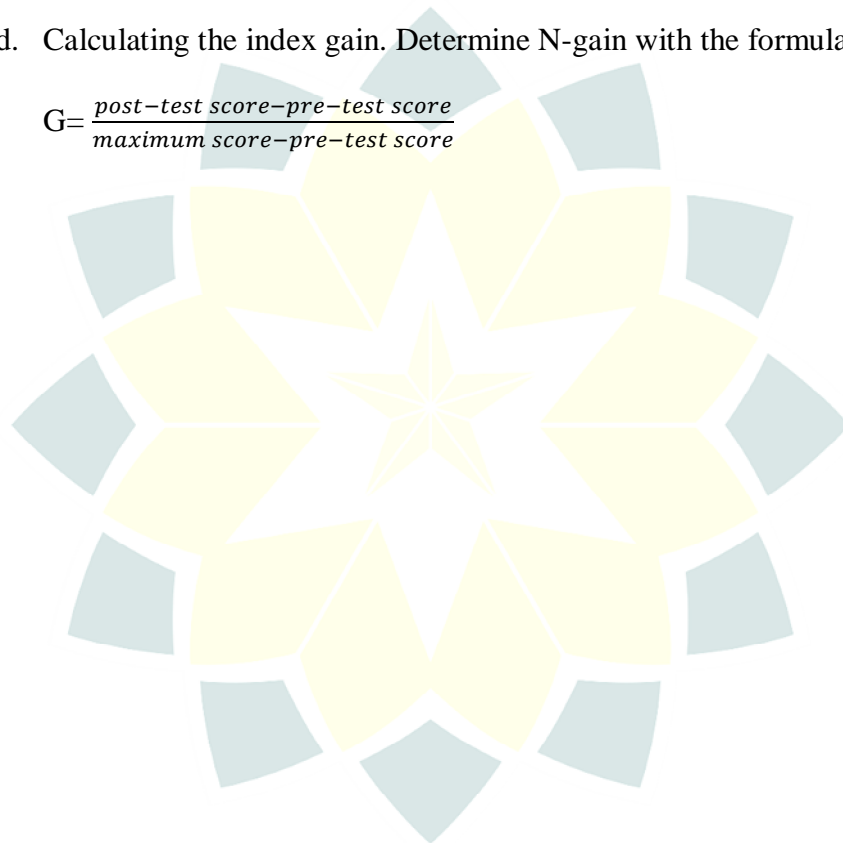
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$



$$S^2 = \frac{(n_1-1)s^2_1 + (n_2-1)s^2_2}{n_1+n_2-2}$$

- b. Looking t_{table} with significance level 1%
- c. Interpreting hypothesis
- d. Calculating the index gain. Determine N-gain with the formula:

$$G = \frac{\text{post-test score} - \text{pre-test score}}{\text{maximum score} - \text{pre-test score}}$$



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