

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

The technique of teaching, in this 21<sup>st</sup> century, has been developed in a way that a teacher should update the technique of teaching to facilitate students in learning a lesson in the classroom. Being a teacher is not an easy task since the teacher usually faces a different learning style of students in the classroom. Moreover, English is one of a subject in Indonesia education curriculum and due to the position of English in Indonesia as a foreign language, the students find the difficulties in comprehending English. According to (Folakemi & Adebayo, 2012), as cited in Ureno (2012), students' interest is killed because they are bored with the traditional 'talk and board' teaching approach. Therefore, the English teacher in this situation already has a responsibility in a way of teaching English. The teacher should more aware of this case by changing from common technique to interesting technique that can create enjoyable in teaching and learning situation.

Moreover, Allah SWT said in the holy Qur'an at a part of Surah Al-Baqarah: 185, as follows:

... يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ ... ﷻ

In Islam, Allah does not want to make things difficult. Therefore, this verse referable for the teachers to choose the interesting technique that it will the students learning a foreign language in an easy way without any pressure and make interest in the lesson.

The Prophet Muhammad (peace be upon him) even said do not to make it difficult for other people to learn Islam.

حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ، قَالَ حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ، قَالَ حَدَّثَنَا شُعْبَةُ، قَالَ حَدَّثَنَا أَبُو التَّيَّاحِ، عَنْ أَنَسٍ، عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ " يَسِّرُوا وَلَا تُعَسِّرُوا، وَبَشِّرُوا وَلَا تُنْفِرُوا ".

This hadist referable in this study that the teachers should make learning and teaching process in a comfortable way and restrain the students to feel bored and feel difficult during learning and teaching with interesting activities.

The role of the technique in teaching a language is very important. Additionally, teaching a language and techniques are unity. Even, the professional educators use some techniques to assist their students to comprehend towards their teaching. Recently, the researcher found a technique that began popularly and has attention from the other researchers. That technique called Multisensory. The multisensory technique is one technique has advantages for teachers or educators in teaching in any subjects or other purposes in the educational field. The technique derived from Orton-Gillingham, they want to assist people or students to increase their reading capability for struggling readers, for this reason, multisensory have been

developed in certain implementation in the education field. A number of research explained and conclude that multisensory is an effective technique for teaching because of this technique involving various senses, such as visual, auditory, kinesthetic-tactile. Using a multisensory teaching approach means helping a child to learn through more than one of the senses (Bradford,2008) cited in (Ureno, 2012). With multisensory teaching, students have learning impairments retain taught skills and process information most effectively when all learning channels are incorporated simultaneously McIntyre & Hulan, 2013; Slavin et al., (2009) as cited in Rosenberg (2015). Nowadays, this technique usually used in special needs education.

Special needs education, the school provide for pupils with disabilities but give a right for them to learn same as apply to all children. According to Mr. Nasichin, Director of Special Education, Ministry of National Education Special education, Special Needs Education is provided at the primary and secondary education level and is part of the national education system in Indonesia. There are three types of special need educations, namely Sekolah Dasar Luar Biasa (*SDLB* is Special Primary School), *Sekolah Luar Biasa* (*SLB* is Special need education consists of kindergarten, primary school, junior secondary school, and senior secondary school under one roof), and an integrated school. The integrated school is where the students with special needs are learning together with normal children. Fortunately, some *SLB* in Banjarmasin, South Kalimantan, Indonesia is applying an English subject. The

researcher is interested in conducting this research in special needs education because of this school referable for this research to add insight about multisensory technique.

The multisensory technique is an effective technique in teaching English according to some researchers. There is tangible evidence of the previous study about the effectiveness of the multisensory technique. The title of current research entitled “The Use of Multi-sensory Technique to Improve Vocabulary of The Seventh Grade Students With Special Need At *SLBN* Pelambuan Banjarmasin, Nor Hidayah (2016). It was experimental research dealing with improving vocabulary between using multisensory and without multisensory. The researcher of this research concluded that using the multisensory technique in experiment class is more successful than without using the multisensory technique in control class in improving vocabulary for the seventh-grade students with special need of *SLBN* Pelambuan Banjarmasin.

One such study by (Litcher and Roberge, 1979) as cited in Ashbaugh (2016) involved three-years of research to compare reading achievement of first graders based on traditional instruction as compared to multisensory instruction. The students in the control group were taught in the general education classroom, using Basal Reading Program curriculum, whereas the experimental group was taught using a structured, multisensory, phonics approach for three hours per day. Results indicated at the end of first-grade students who received multisensory instruction performed significantly higher than the control group on a standardized reading test.

Based on (Simpson, Swanson, and Kunkel, 1992) as cited in Ashbaugh (2016, p. 12) conducted a study previously identified in 1972 to identify the effects of OG based instruction on juvenile delinquents. After identifying two detention facilities, which had an average of 162 days of the prescribed school program, researchers identified two treatment groups, the control and experimental. Thirty-two students in the experimental group 90 minutes of OG reading instruction for 45 minutes per day. By using pre and post testing of reading records and arrest records researchers found that students in the experimental group made significantly greater gains in reading as well as were less likely to return to detention facility than the control group.

Besides, the researcher eager to know the constraints faces by the English teacher in applying multisensory at *SMALB B/C Dharma Wanita Persatuan Banjarmasin*. Manser (1995:86) defines constraints as a thing that limits or restricts somebody action. Meanwhile, according to Webster (1990:281) constraints is state of being checked, restricted, or compelled to avoid or to perform some actions in the teaching learning process (Prasetyowati, 2008).

The researcher examines by observation and interview related to multisensory technique in teaching English at *SMALB B/C Dharma Wanita Persatuan Banjarmasin*, South Kalimantan to gain knowledge how does the teacher applying this technique and the constraints that faced by the English teacher in applying it. The researcher had assumed that behind an effective technique, there is a constraint faced by the teacher in applying it. Hence, this study using descriptive qualitative research in

which the researcher describe and give reaction or solution towards the result of this study.

Based on the explanation above, the researcher is interested in conducting this study entitled “Multisensory Technique in Teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin.”

## **B. Statement of Problems**

This study aims to examine or explore about multisensory technique applied by an English teacher in *SMALB* B/C Dharma Wanita Persatuan Banjarmasin, there are specific research questions as follows:

1. How does the English teacher apply the multisensory technique in teaching English at *SMALB* B/C Dharma Wanita Persatuan Banjarmasin?
2. What are the constraints that faced by the English teacher in applying multisensory technique?

## **C. Objectives of the Study**

Based on the research questions above, here are the objectives of this study, the researcher:

1. To describe the application of multisensory technique in teaching English at *SMALB* B/C Dharma Wanita Persatuan Banjarmasin.

2. To know the teacher's constraints faced by the English teacher in applied multisensory technique.

#### **D. Significance of the Study**

The results of this study are expected to give contributions to the related theory of teaching English use multisensory technique and the constraints faced by the English teacher in special needs education.

The results of this study are expected to give beneficial knowledge that can be useful for the researcher herself, the teacher English, the teacher in general, teacher candidates, the school and the other researchers to fulfill each goal and aims as long as referable in education scope.

#### **E. Definition of Key Terms**

The researcher needs to explain the key terms relating to the title of this study to avoid misunderstanding and misinterpretation. The key terms are as follows:

##### **1. Multisensory technique**

The multisensory technique is a technique which combines several senses at the same time to stimulate students to comprehend the lesson. Multisensory technique enables the teacher to teach with visual, auditory, kinesthetic and tactile modalities. Multisensory technique in this study about the application of some activities in the

multisensory technique in teaching English based on the certain of the previous study by Najmah.

## **2. English**

English in this study is a subject of English language that used by the English teacher in special needs education or in *sekolah menengah atas luar biasa* in which formulated by Indonesia education curriculum.

## **3. SMALB B/C Dharma Wanita Persatuan Banjarmasin**

*SMALB* B/C Dharma Wanita Persatuan Banjarmasin is a school for the special needs students in which provided for *hearing impairment* (B) and *mental retardation* (C) located in South Kalimantan, Banjarmasin, subdistrict Banjarmasin Timur. *SMALB* stands for *Sekolah Menengah Atas Luar Biasa*.



## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter contains some relevant theories in which use by the researcher as a review to this study. Thus, the researcher analyzes the data has been collected with the relevant theories based on these theories and answer the research questions in the next chapter.

#### **A. Special Needs Education**

##### **1. Definition of Special Needs Education**

Special Education is the design and delivery of teaching and learning strategies for individuals with disabilities or learning difficulties who may or may not be enrolled in regular schools (August, et al., p. 1). So, in special needs education, the school provide for students with disabilities and handicap. The facilities and who are the students depend on some categories, availability of the school, and determined by the school.

Special education is defined as instruction that is specially designed, at no cost to parent/guardians, to meet a student's unique needs (AASEP (American Academy of Special Education Professionals)). The definition of 'special education' has raised considerable debate among professionals, parents and the individuals

directly involved. Certain terminologies have emerged to describe those people needing particular types of education, including: ‘exceptional children’, ‘handicapped children’ and ‘children with special education needs’. These children are recognised as having mental, emotional, physical or social needs which, following a diagnosis may require therapeutic intervention or special care by qualified specialists (Foreman, 2009) as cited in (Alkahtani, 2016).

Furthermore, (UNESCO, 2011) revision of the International Standard Classification of Education (ISCED) as cited in OECD - Social Policy Division, Directorate of Employment, Labour and Social Affairs (2012) stated that Special Education Needs is education designed to facilitate the learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantage in physical, behavioural, intellectual, emotional and social capacities. Also, Abdallah (2015) adds that in Longman Dictionary of Language Teaching & Applied Linguistics defines Special Needs Education as: “provision of schooling or special support for those whose needs cannot be readily accommodated in the mainstream curriculum, e.g. for students who may have particular emotional. Intellectual, physical or social needs.” Likewise, the EPSEN Act recognized that special educational needs may arise from four different areas of disability: physical, sensory, mental health, learning disability or from any other condition that results in the child learning differently from a child without that condition. It is Additionally important to understand that a child can have a disability but not have any special educational

needs arising from that disability which require additional supports in school (National Council for Special Education, 2014:10).

Further, AASEP (American Academy of Special Education Professionals) revealed that a student with a disability means, “a student evaluated as having intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.”

Basically, every child has their own strength and they are special. The categories of disability in special needs education have different class properly arranged in order to help them with the appropriate needs of students. A child with anything disabilities enables to gain knowledge like the other children. Special needs education designed to meet their diversities of needs. Also, based on OECD Child well-being Module, SEN can cover a range of needs including physical or mental disabilities, and cognition or educational impairments.

International Standard Classification of Education (1997), as cited in (Gymah, 2006:24) as cited in (Alkahtani,2016), the concept of children with special educational needs included those failing in school for various reasons, adding that

SEN includes the need for additional support. In other words, it relates to the extent to which schools adapt their curriculum, teaching, and organisation in order to encourage efficient and effective learning for these pupils. Following this definition, specific disabilities could be understood to mean conditions such as difficulties with listening, reading, arithmetic, writing, written expression, handwriting, and spelling.

## **2. Types of Special Needs Education**

Special education is provided for learners who have difficulties following the learning process because of physical, emotional, mental, and social inefficiencies, and also for those with proven intelligence and especially gifted. Education with special services is provided for learners in the remote and less-developed areas, isolated areas, and/or for learners who are victims of natural disasters, suffer from social deficiencies, and those who are economically disadvantaged (Pandjaitan, 2017).

As explained in the background that Mr. Nasichin, Director of Special Education, Ministry of National Education Special education, Special Needs Education is provided at the primary and secondary education level and is part of the national education system in Indonesia. There are three types of special need educations, namely (1) *Sekolah Dasar Luar Biasa (SDLB* = Special Primary School), (2) *Sekolah Luar Biasa (SLB* = Special need education consists of kindergarten, primary school, junior secondary school and senior secondary school under one roof),

and (3) integrated school. The integrated school is where the students with special needs are learning together with normal children.

At the *SLBs*, different levels of schools are located in one school, namely: kindergarten – 2 years, primary school – at least 6 years, junior secondary school – at least 3 years, senior secondary school – at least 3 years.

The special needs educations are categorized as:

SLB-A    special need education for visual impairment

SLB-B    special need education for hearing impairment

SLB-C    special need education for mild intellectual disability

SLB-C1   special need education for moderate intellectual disability

SLB-D    special need education for physical impairment

SLB-E    special need education for emotional disturbed and social mal- adjusted

SLB-G    special need education for multiple handicapped

Also, there is data of *SLB* or special needs education in the book of Indonesia Educational Statistic in Brief in 2017/2018 school year informed that there are 2.157 schools in Indonesia. In this book, add the information that there are 17 public schools, 21 private schools, and the total is 38 spread in South Kalimantan.

Therefore, *SLB* or special needs education has different name appropriately address to the special needs students classification. Unfortunately, the school can not provide support class for all special needs students in a certain region. Thus, the existence of special needs education only assists for some special needs students categorization in South Kalimantan, especially in Banjarmasin.

The definition of categorization or types of special needs education, as follows:

#### **a. Visual Impairment**

Visual impairment is defined as sight loss that cannot be fully corrected using glasses or contact lenses (Stewart, 2014). In fact, visual impairments are not able to see anything with their eyes. This classification requires the braille textbook to read the written text. The school usually will facilitate with a braille textbook to assist visual impairment of students.

#### **b. Hearing Impairment**

Hearing is one of the most important senses of the human. Being deprived of the sense of hearing is not only defined as not hearing the sounds, but it is defined as the lack of access to many helpful and promising experiences of both individual and social life as well (Hallahan, Kauffman, & Pullen, 2012; Katz, 2010) as cited in (Parhoon, Hassanzadeh, Parhoon, & Movallali, 2014).

### **c. Mild Intellectual Disability and Moderate Intellectual Disability**

The term intellectual disability (ID) is increasingly being used instead of mental retardation. ID or mental retardation is defined as a condition of arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the developmental period, which contribute to the overall level of intelligence, i.e., cognitive, language, motor, and social abilities World Health Organization, WHO (1992) as cited in (Ke X, Liu J, 2012). Similarly, American association of mental retardation has defined MR as intellectual disabilities and adaptive behavior defects which are observed during growth and development (Foroutan, 2014).

Mental retardation is defined as an intelligence quotient score below 70–75. Adaptive skills are a term that refers to skills needed for daily life. Such skills include the ability to produce and understand language (communication); home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing, and arithmetic) and job-related skills (Howard, 2004) as cited in (Hope).

The mentally retarded educable child is the individual who cannot utilize the common program of study which is arranged at a normal school due to the below-normative of mental development. But if the education is appropriate, he will have the capacity of development in three areas: 1) Educability at the levels of elementary

school courses (reading, writing, and elementary arithmetic at the level of elementary schools), 2) Educability in social adaptation, 3) Finding a job and life funding, Seif-Naraghi and Naderi (2003). Mental retardation is subdivided into several categories which include mild, moderated, severe, profound, other mental retardation and severity unspecified (Silka, & Hauser, 1997). Approximately 3 percent of the population has an intelligence quotient (IQ) of less than 70 Howard (2004) as cited in (Hope).

Mild intellectual disabled children are considered as the biggest group in the community of intellectual disability. According to the information provided by the DSMIV, it was assured that they made up about 85% of all the intellectual disabled students Moustafa & Ghani (2016).

Based on the book by Ke X, Liu J (2012), moderate intellectual IQ is usually between 35 and 49, accounting for about 12% of all cases. They are slow in meeting intellectual developmental milestones; their ability to learn and think logically is impaired but are able to communicate and look after themselves with some support. With supervision, they can perform unskilled or semiskilled work.

#### **d. Physical Impairment**

Physical disability was defined as someone with a mobility or sensory impairment Saebu (2010). Based on Massachusetts Department of Elementary and Secondary Education explained that the physical capacity to move, coordinate actions,



or perform physical activities is significantly limited, impaired, or delayed and is exhibited by difficulties in one or more of the following areas: physical and motor task; independent movement; performing basic life functions. In this case, the students have physical impairment has an obvious impairment at sight. So, people who meet them personally or individually know with their condition.

#### **e. Emotional Disturbed and Social Mal- Adjusted**

The National Association of School Psychology, concur that there is no single definition for the constructs emotional and behavioural disorders. In fact, there are a number of terminologies used with reference to emotional and behavioural disorders. Researchers in the field of psychology have used terms such as emotionally disturbed, psychotic, socially maladjusted and emotionally handicapped. However, in the context of this paper, the term “emotional and behavioural disorder” means a disability that is characterized by behavioural or emotional responses in school programmes so different from the appropriate age, cultural, or ethnic norms that the responses adversely affect educational performance including academic, social, vocational or personal skills” (Anderson, 2012).

Dougherty as cited in (Tunde & Boluwatife,2015) stated social adjustment is the most significant area of mental health when compared to the other areas because it has both concurrent and predictive effects for child and adolescent psychopathology. In addition, students with physical impairments may have difficulties with mobility,

manual dexterity, and speech. Some would use a wheelchair all or some of the time (University of Cambridge's website).

#### **d. Multiple Handicapped**

Handicapped and disability has the same meaning. Multiple disability means concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disabilityorthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deafblindness (nichcy.org, 2012).

Multiple Disabilities (MD) refers to the presence of two or more impairments that significantly influence an individual's ability to learn and function without adaptations (Bebech, Oliver, Limperos, & Benjamin P. Schade, 2016).

Some examples of multiple disabilities are: deafblind (visual impairment + hearing impairment) ,visual impairment + hearing impairment + mental retardation, visual impairment + mental retardation, cerebral palsy + mental retardation/ hearing/ speech/ visual problem (National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), 2011)

## **B. Teaching English in Special need education**

Brown (2000) as cited in (Norhidayah, 2016) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching English is an activity of a teacher who teaches English. Teaching English is not limited in regular school only, but in another place, institutions, and schools as long as the goal is to teach about English. English has some skills or competence that students' have to achieve it. There are speaking, listening, reading, and writing. The teacher has many challenges during teaching English. In this case, all depends on the teacher itself, which skill they choose for their class and how can he/she managed their competence and learn by doing when they applying theories in reality, because in applying, it is more difficult rather than theories.

Likewise, Mohammadain (2016) as cited in (Moustafa & Ghani, 2016), claimed that teaching English to intellectually disabled students is more complicated than teaching it to normal EFL. He stated that the complexity of teaching English to intellectually disable as it requires specific techniques and methods. Students with intellectual disability experience difficulties in language classes

Besides, Barker, et al (2010) as cited in (Moustafa & Ghani (2016) refers to the fact that students with intellectual disability often lag behind their peers in achieving literacy skills due to the academic difficulties that they have due to the

intellectual disability. Harmer (2005) as cited in (Padurean, 2014) said that for teachers of English, the most common difficulties they have to face are oral communication disorders, reading and writing difficulties.

Harris and Sipay as cited in (Ergen & Elma, 2018) define reading difficulty as “a reading achievement which is extremely lower than it is expected from a student's age and learning potential and not in line with his/her cultural, linguistic and educational experiences”. Additionally, Baydik, B (2002) as cited in (Ergen & Elma, 2018) reveals students with reading difficulty have difficulty perceiving sounds in speech, recognizing voice, establishing sound-symbol relationships, articulating and analyzing correctly, reading fluently, understanding what they read and motivating to read. Reading disability has been considered as the most important factor of failure at school so that over 25% of children's failure at elementary school is oriented from reading disability (Narimani and Aghajani, 2004) as cited in (A. Ahmadi, Branch, Hosseinzadeh, & Amini, 2013).

For students with writing difficulty, teacher support is important (Ergen & Elma, 2018). On the other hand, Saskatchewan (2004) as cited in (Magombo, 2015) reading and writing difficulties are learning difficulties with no attachment to any disability. These are learning difficulties which can be corrected through suitable teaching methods and suitable teaching support.

Despite from AASEP (American Academy of Special Education Professionals), language difficulties include spoken language, reading and/or writing difficulties. Based on Special Education Eligibility chapter 12 about Speech Language Impairments (Communication Disorders) revealed that difficulties with speech may include being unintelligible due to a motor problem or due to poor learning. Bradord et al., (2006) mentioned that a lack of reading could limit the quality of life of the mild ID students. Therefore, the teaching of reading skills to them will definitely improve their quality of life, particularly for those who are literate (Moustafa & Ghani, 2016).

Besides, teaching English in special need educations is not an easy task, not only teach students' barrier to comprehend the lesson but teach the students with disabilities. According to Putten et al (2011), as cited in (Ureno, 2012), special needs students can create a challenge for teachers who are generally unfamiliar with children that have complex needs that comprise not only developmental but also a wide range of health needs.

Engelbrecht & Chris (1998) as cited in (Nthia, 2012) enforce that inclusive education demands relevant training and support for all teachers. There are very few training programs for specialists personnel such as educational audiologists, physiotherapists, occupational therapists, speech and language pathologists and communication support workers such as interpreters.

Since it is difficult, the teachers has to creative in choosing the technique to assist pupils in order to foster their English comprehension. Teaching English is not only transferring knowledge but how do the students are able to practice the knowledge that they got by the teacher. According to National Council for Special Education (2014), effective teachers don't blame their students for not learning and they don't exclude students who don't learn well. They 'blame' their instruction and try to alter it so that it works better. This kind of positive attitude is an essential part of special education and is the path to success for all students and their teachers.

Mattarima & Hamdan (2011) stated attitude means views to something by involving mental position relative to something like a way of behaving, thinking, and acting toward something. Bad or good views toward things have great potency to create positive attitudes toward the things. Attitudes mean beliefs and opinions about objects and events like management, union, empowering, and training that support or inhabit behavior. Lopes, Monteiro, and Sil (1994) as cited in Cassady (2011) found that the majority of teachers are not fully receptive to inclusion because they do not know how to differentiate instruction or what kind of support to provide to the children with disabilities.

Hence, teachers start from their attitude then following by technique of teaching to make teaching English effectively. There is a technique that suitable with special students' and help teacher to teaching English that is multisensory technique for some reason. As the researcher revealed in the background that the multisensory

technique familiar in special needs education. The creativity of teacher it will be the most important thing during teaching English use this technique. Dupourx et al (2006) as cited in (Arrah & Swain, 2014) discussed that the attitudes and beliefs of teachers contributed to their abilities to accommodate students with disabilities in their classes.

Besides, effective teachers make a conscious effort to design instruction that incorporates a broad variety of learning preferences beyond their own. Doolan & Honigfeld, 2000; Sadler-Smith & Smith (2004) as cited in (The Benefits Of A Multi Sensory Approach blog).

All thing considered, the instruction by the teacher is an essential element in a way applying the effective technique. Because the result may be relative by using the effective technique it depends on direction by themselves.

### **C. The Constraints in Teaching English for Special Needs Education**

The need for teachers who have both the knowledge and the ability to teach special-education students is more critical today than ever before (The Atlantic Montly Group, 2019).

A successful teacher according to Orodho (2014) is a scientific practitioner , who observe their students, develop hypothesis about learning, develop plans, observe results, use people and resources to support their students, learning and to ensure that every student benefits (Eunice & Orodho, 2014).

Manser (1995:86) defines constraints as a thing that limits or restricts somebody action. Meanwhile, according to Webster (1990:281) constraints is state of being checked, restricted, or compelled to avoid or to perform some actions in the teaching learning process (Prasetyowati, 2008).

They become more critical when we think of inclusion. In that regard, (Swart and Pettipher, 2007) consider educators to be a key force in determining the quality of inclusion. Therefore, it is without doubt that they can, if given support manage inclusive classrooms. Educators as key figures in the successful implementation of an inclusive education policy, their competencies in this field are of utmost importance (Thwal, 2015).

Teachers are the main in translating education policies into practice through the teaching learning process. The success of the inclusive education therefore depends upon the ability of teachers to respond to diversity in the classroom. The involvement of learners in managing their own learning has a positive effect on learners' self-esteem. Teachers' understanding of teaching and learning style is a major key to the implementation of inclusive education. Classroom practice must take into account how individual students learn most effectively. Teachers with a positive attitude towards inclusion more readily change and adapt the way they work in order to benefit learners with a range of learning needs. Teachers must have appropriate skills and be able to alter the format of the lesson, change arrangement of the group, change the way the instruction is delivered, use different materials and provide



alternative tasks (Westwood, 2007). Teachers should provide differentiated instruction by acknowledging that students learn at different rates in different ways (Griffin and Shevlin, 2011) as cited in (Mugambi, 2017)

In teaching, especially teaching English is a challenging job. So many common constraints occurred when teaching English. In this case, the difficulty in teaching English for special needs education is the learners needs extra help. Therefore, some common constraints are come in any aspects. For example, the constraint from the lack of facilities or the material resources.

The resources that are supplied, such as posters and audio cassettes, are either in poor condition, of low quality, or are outdated and match those in the current textbook. Furthermore, they are designed with the assumption that the students will all benefit from them to the same degree, regardless of their individual differences, varying learning styles, or language proficiency levels that they bring with them to the English classroom (Al-Seghayer, 2014).

The constraints in teaching English in special needs education usually from the teachers themselves. The teachers are not enough able in teaching English because of their pedagogical constraints.

Furthermore, most students who join English departments or TEFL programs are not proficient in English and a significant proportion of them graduate from programs at colleges of languages and translation or colleges of arts that prepare them

to specialize in translation or English literature. This lack of proficiency is especially true of graduates of colleges of arts, who neither take courses in English teaching methods nor go through a practicum teaching course for a semester in public schools. Thus, as both Shehdeh (2010) and Khan (2011) contend, due to their inadequate pedagogical preparation they are not qualified for the job of teaching EFL (Al-Seghayer, 2014).

The explanation of previous studies above occurred in Indonesia as well, even though not all the teachers candidate like that. That case mentioned above gives influence towards beliefs and attitude of the English teachers in Indonesia.

Another common constraint in teaching English in special needs education is the students. The diversities of students with disabilities need extra encouragement, it gives effect towards the teachers in which the primary cause of the teaching English improperly.

Ford and Schnorr (2001) describe principles that clarify the general considerations of inclusive settings such that, priority should be given to the development of fundamental skills which include successful interaction to complete task, solving problems and contributing to the classroom. Every student should also have the opportunity to experience mastery and accomplishment which is only possible through appropriate teaching and learning resources (Eunice & Orodho, 2014).

According to Bauer et. al. (2004), individual learning difference should be considered and support given to the needs of the individual. Since in inclusive classroom different students have different needs or level of disabilities hence instructional strategies should be organized to help guide individuals in identifying and organizing content. There should not be barriers to accessibility and acceptance of individuals with disabilities as the teachers also select and use specialized instructional strategies appropriate to the abilities and needs of the individuals (Eunice & Orodho, 2014).

These common constraints are usually occurred in special needs education. In conclusion there are some common constraints are lack of facilities or the material resources, pedagogical constraints and the diversities of the special students.

#### **D. Multisensory Technique**

##### **1. Definition of Multisensory Technique**

Multisensory technique is one of the techniques in which pioneered by Orton Gillingham designed to help struggling readers. Orton's neurological research Orton, 1973; Hornby & Shear (1980) on children struggling to learn how to read led him to identify the condition 'strephosymbolia'; to appreciate the work of Hellen Keller and Grace Fernald who were using kinesthetic methods and modalities to reinforce visual and auditory associations; and to build on this concept. Orton proposed the use of all sensory methods and modalities to improve 'weak memory patterns' in teaching

reading Johnson (1967) as cited in (Falzon, 2011). Orton's pioneering concept led to the Orton-Gillingham programme, put together by Anne Gillingham at the request of Orton himself. At this early stage, Orton understood the importance of multisensory techniques, the concept of metacognition in learning and to use these techniques when other processes are challenging to the reading situation.

Dr. Orton and his colleagues began using multisensory techniques in the mid 1920s at the mobile mental health clinic he directed in Iowa. Dr. Orton was influenced by the kinesthetic method described by Grace Fernald and Helen Keller. He suggested that kinesthetic-tactile reinforcement of visual and auditory associations could correct the tendency of confusing similar letters and transposing the sequence of letters while reading and writing. For example, students who confuse b and d are taught to use consistent, different strokes in forming each letter. Students make the vertical line before drawing the circle in printing the letter b; they form the circle before drawing the vertical line in printing the letter d. Anna Gillingham and Bessie Stillman based their original 1936 teaching manual for the "alphabetic method" on Dr. Orton's theories. They combined multisensory techniques with teaching the structure of written English, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. The phrase "Orton-Gillingham approach" refers to the structured, sequential, multisensory techniques established by Dr. Orton, Ms. Gillingham, and their colleagues. (The International Dyslexia Association, 2009).

Orton-Gillingham is also used with students who possess significant acquisition difficulties in the areas of reading, spelling and writing Academy of (Orton-Gillingham, 2012 as cited in Rosenberg, 2015).

This technique has been developing in many years before the 21<sup>st</sup> century. Thus, special needs education which familiar uses this technique in teaching recently. This technique very appropriate with diversities of students' needs and help teachers to teach their special students.

“...developing instructional methods for students with learning difficulties came when Grace Fernald and Helen Keller (1921) launched the VAKT method in the early 20th century to support students in the areas of reading and spelling. Their multisensory approach integrated visual, auditory, kinesthetic, and tactile modalities as cited in (Myers, 1978) as cited in (Rosenberg, 2015).

When English teacher in special need educations realize that their students have a disability because of many influential factors. Thus, the teacher has to care and has much preparation especially to the technique of teaching English. The multisensory technique is one of technique which assists to increase students' interests to learn English according to some researchers.

Abdallah (2015) revealed multisensory teaching refers to simultaneously using visual, auditory, and kinesthetic-tactile techniques to enhance memory and learning. Links are consistently made between the visual (what we see), auditory

(what we hear), and kinesthetic-tactile (what we feel) pathways of learning. Using a multisensory teaching technique means helping a child to learn through more than one sense (Goyal, 2017).

Therefore, each student can reach their comprehend towards the explanation by the teacher because meet their diversities of students' needs. But, it is not easy to apply in reality. So, it depend on teacher's proficiency apply that technique in teaching.

Also, the term multi-sensory is used to refer to any learning activity that combines two or more sensory strategies/ modalities simultaneously to take in or express information. The sensory modalities include visual (sight), auditory (hearing), tactile (touch) and kinesthetic (movement) (Sthapit & Kansakar, 2010).

Various researches proved that multi-sensory (visual, auditory, kinesthetic, and tactile (VAKT)) teaching uses all learning pathways in the brain (visual, auditory, kinesthetic, and tactile) to enhance memory and learning (Michael R., 2012) as cited in (Jeyasekaran, 2014).

Above all explanation, multisensory technique not bounded the teacher to create the creative activities as long as the activities involving some senses such as visual, auditory, kinesthetic and tactile during teaching English.

In summary, multisensory technique involves some sensory activities in teaching in order to the teacher able help meet diversities of students' needs, especially for students with disabilities.

## **2. The Multisensory Technique Activities**

According to Najmah (2011), the three modalities have different activities in learning. The following activities will accommodate students' learning style:

### **a. Visual activities use:**

- Text or a paper, posters, model, computer
- Film, video multi-image
- Color for highlighting, organizing information, or imaginary

### **b. Auditory activities use:**

- Books on tape
- Film, video, multi-image media with accompanying video
- Music, song, instruments, speaking, language games, etc.

### **c. Kinesthetic-tactile activities use:**

- Small object
- Modelling course material

- Clapping, stomping or other movements
- A song relates to course materials
- Dancing, flashcard, and other learning games

### **3. The Use of Multisensory Technique**

The result of previous study by Norhidayah (2016) stated based interview result with teacher, using multisensory technique in teaching vocabulary to students with mild mental retardation is very helpful to students with mild mental retardation that have limited intellectual in receiving the lesson. Based on the principle of multisensory technique that included various of students' senses teaching will be more effective because students mild mental retardation should be given stimulus in forms: verbal, sign, and physical. Example of verbal stimulus like teacher commands students to take their book, sign stimulus like teacher indicates object that will be taken by students and the last physical stimulus like teacher touch student's hand to take book.

According to Davis (2011) as cited in (Moustafa & Ghani, 2016) urges that the physical engagement of touching the grapheme enables the student to stay focus while imprinting the shape of the grapheme in the mind which will foster the ability of the students to remember the sound or the letter. Furthermore, Robles & Uglem (2003) stated it is necessary to give students the opportunity for campus visits, acting, being outdoors, moving around the classroom, standing up. While moving, the flow



of fluids to the brain increases and learning is improved. Just asking them to stand up to give the answer is useful.

Using multisensory teaching techniques may help teachers build on the students' strongest learning modes while still addressing the weaker ones thus allowing students to have success in word acquisition (Ashbaugh, 2016). Also, Adams-Gordon (2010) stated, "more recent research shows that the more senses we incorporate into the learning process the more efficient learning becomes for all types of learners."

According to Echeverry (2016) implementing multi-sensory techniques offers benefits such as updated classroom procedures and activities, inclusive activities for all the different learning styles and more overall engaging material.

Multi-sensory could also be referred to as multi-media in classroom communication encounter. It is assumed that reasons are the gateway of knowledge which we are all endowed with to learn and assimilate new pieces of information in so many surprising ways through these thoughts. It is natural that individuals have five physical senses: sight, hearing, touch, smell, and taste which are not functioning (working) at the same rate. Some people's minds are more active than others, and this affects the rate of understanding and perception. As a result, use of different types of media which takes care of students' unique way of understanding in teaching-learning process is preferable (Aja, et al, 2017).

In conclusion, multisensory technique has so many activities that combining several senses or different sensory activities in which be able give influence towards the students in concentrating or pay serious attention to the lesson, especially for special students. Also, the important thing in teaching is practice or action not only focus on the theory without any efforts to apply it properly.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study used a descriptive qualitative technique. It contains sentences or descriptions of the objects. The goal of descriptive research is to describe a phenomenon and its characteristics. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007) as cited in (Nassaji, 2015).

The researcher conducted a qualitative method because this study want to describe and explain regarding how does the English teacher use multisensory technique and what are the constrain faced by the teacher based on the research setting.

#### **B. Research Setting**

In terms of setting, the researcher conducted this research in SMALB B/C Dharma Wanita Persatuan Banjarmasin. It is located, Jl. Dharma Praja No.5 RT. 12, Banjarmasin city, South Kalimantan. This school specialized in teaching students with hearing impairment (*SLB B*) and mild intellectual disability (*SLB C*).

The exact locale of the setting in this study was Banjarmasin East Sub-district in Banjarmasin that around three minutes from Antasari State Islamic University, Banjarmasin.

### **C. Subject and Object of Data**

#### **1. Subject**

The subject of this research is an English teacher who teaches English subject at SMALB B/C Dharma Wanita Persatuan Banjarmasin.

#### **2. Object**

Object of this research is the application of multisensory technique in teaching English and the teacher's constraints that faced by the English teacher at SMALB B/C Dharma Wanita Persatuan Banjarmasin.

### **D. Data and Source of Data**

The researcher collected the data about multisensory technique in teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin such as how does the English teacher apply multisensory technique, and the teacher's constraints in teaching English through observation and interview towards the subject of this study. Also, supporting data can be allowed as long as the data referable and to complete this study.

## **E. Techniques of Data Collection**

The researcher observed activities in the learning and teaching process related to all important things appropriate to the research questions of this study in the certain class or group at SMALB B/C Dharma Wanita Persatuan Banjarmasin. The researcher also held a number of interviews to the English teacher to support the data.

The data for this study were collected through observations, depth-interview, and documentation. The researcher have obtained data through various data collection tools such as classroom observation, field notes, interviews, and documentation. The researcher did pre-observation interview to the subject, field notes from classroom observation through direct observation. Then, each after observation, the researcher did daily interview in order to obtain the data related to research question number two. As the final step, the researcher did post-observation interview as a final interview.

## **F. Data Analysis Procedure**

The data were analyzed in qualitative. In this study, the researcher used technique of data analysis based on Miles and Huberman (2004) in third edition, there are three steps: data reduction, data display, and conclusion drawing/verification.

## **1. Data Reduction**

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns

## **2. Data Display**

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action

## **3. Conclusion Drawing/Verification**

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter examined the findings of the classroom observation and the results of the teacher interviews. Before explaining further about data presentation, the writer wants to describe the process of collecting data. This research began on July 16<sup>th</sup> until September 16<sup>th</sup>, 2018 in academic year 2018/2019.

#### **A. Findings**

In this research, the researcher found that each class has different classification of special needs. There are B, C, and C1 class. It means, B for hear impairment, C for mild intellectual disability and C1 for moderate intellectual disability. The English teacher in this study revealed that each special needs students still has their own intelligence. The data of this research are collected from observation and interview.

The researcher observed the teaching and learning activity in the classroom taken eight meetings on July 31<sup>st</sup> one meeting, August 1<sup>st</sup> one meeting, August 2<sup>nd</sup> two meetings, August 6<sup>th</sup> one meeting, and August 9<sup>th</sup>, 2018 three meetings.

The researcher did some interviews that divided into three section that were pre-observation interview, daily interview, and post-observation interview. The result of interviews shows the constraints faced by the English teacher in applied

multisensory technique in teaching in SMALB B/C Dharma Wanita Persatuan Banjarmasin.

# **1. Multisensory Technique in Teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin**

In this section, the writer describes about the result of the research on the field research that collected by observation and interview. The researcher completely has done the research and got the data from observing eight meetings. The researcher describes about the result of each meeting on the field research to answer research question (1) how does the teacher apply multisensory technique in teaching English at SMALB B/C Dharma Wanita Persatuan, as follows:

## **a. First Meeting ( July 31<sup>st</sup>, 2018 )**

This meeting, in the class of XI-B (hear impairment) the teacher began the lesson with asked students to pray together and then she greeting to each student because the students' could not hear properly. Also, her students answered with inarticulate. After that, the teacher continue the previous lesson with asked students "what is our previous lesson?". But the students did not answer her question. The teacher continue gave an introduction about the lesson and the topic is about the expression of introduction based on the textbook. The teacher direct wrote down the text of dialog from textbook to the whiteboard. After she finished wrote it out when she asked students to wrote down or tracing the text to their own book. The teacher



waited her students did write activity by themselves. After students finished it, then the teacher read it and asked students to listen to her. The teacher asked students to read it one by one. Even though their reading was inarticulate or barrier in reading English text and the teacher guided them patiently. Due to the time was over, the teacher closed the lesson.

In this meeting, the activities of multisensory technique did not apply properly. visual activity. Although, auditory activity included when the teacher asked the students to listen to the pronunciation of words and read it. So, this meeting applied two senses at the same time in a simple way.

**b. Second Meeting ( August 1<sup>st</sup>, 2018 )**

The second meeting in the class of XI-C (mild intellectual disability). This class consists of four students present. In this class, students could hear the explanation of the teacher. So, they were able did communication with their English teacher.

Firstly, the teacher opened the lesson with asked students to pray together. Then, the teacher asked what is the day in Indonesian and then students answered it. The teacher direct wrote the dialog about the introduction in the whiteboard. After she finished wrote it, she asked her students to write the text on their own book. She carries on their teaching activity with explained the topic. Then, she wrote exercises consist of five questions. She direct translated the meaning of the dialog on the

bellow of the text. This meeting applied visual activity, the students look to the text and wrote to their own books.

This activity same with the previous meeting in class XI-B. This meeting used visual activity and emphasized to write the text. Also, this meeting used auditory activity in which the student asked by the teacher read, listened to the teacher's explanation, and did interaction.

**c. Third Meeting ( August 2<sup>nd</sup>, 2018 )**

The teacher started the lesson for XII-C after praying together with greeting students. The teacher asked students "what day it is?" in the Indonesian language. The students answered it that the day is "Thursday". Then the teacher wrote the date in the whiteboard. As usual, this class very different from other class, this class more talk-active. After that, the teacher wrote it down the text about the introduction to the whiteboard. Next, she asked her students to write it and answered it by their selves. The teacher waited the students wrote the text and answered it. Next, the teacher asked students to read it and also explained the topic.

She explained the topic with engaged students to imagine it in real life, also the students tried to comprehend with the lesson by thinking what is the importance of introduction. In this case, the technique help students to comprehend the function of introduction. The special needs students could not comprehend more complex explanation.

Finally, the English teacher closed the meeting. In this meeting, the multisensory technique more emphasized visual activities. Another activities such as auditory activities were not the priority but still used by the teacher that the interaction between teacher and the students.

**d. Fourth Meeting ( August 2<sup>nd</sup>, 2018 )**

The teacher did greeting for her students. The lesson began, the teacher wrote the words about the vocabulary of the profession by using dots in order to her students could write or trace it in their own books. The students did look at the dots then tracing it the concrete words. This activity applied by the English teacher was sight word. The teacher did not explain the material of the lesson. The teacher closed this meeting after her students finished writing. In fact, the students understood enough with the course material based on their responses to the instruction.

Therefore, in this meeting, the researcher did not find new activities of multisensory technique. Because the condition of the special needs students, the students just focus on did trace the certain words on their own books. The situation in the classroom was calm. Also, the multisensory technique does not apply by the teacher well. Because in this meeting applied one activity only, then the obvious thing that the fourth meeting did not use the multisensory technique.

**e. Fifth Meeting ( August 6<sup>th</sup>, 2018 )**

In this meeting, in X B, the activities of teaching are the teacher started the lesson with asked students to pray together and did greeting for her students. And then, teacher ask “is there homework?” in Indonesian language. Then, she checked it out the students’ homework. After students collected their homework, she continues gave a score and turn her students’ book back.

Thus, the teacher carries on explained and reviewed the previous lesson and wrote the text about respons goodbye in the whiteboard. As usual, she asked her students to write it.

Further, she listed the absence of her students while her students wrote the text. Next, she explained the use of this topic used sign language and also the verbal explanation in order to the students listen and comprehend the lesson. In this case, sign language is included in kinesthetic activity in which use hand or finger movements. This movement activity is a part of the multisensory technique. Also, the teacher gave an example the way of saying goodbye with the gesture of wave hand to other people for say “Daaah”. Then, she translated the text of the course material and also closed the lesson because the meeting has done.

Due to the condition of this class is the students have heard impairment. So, the complex activity of auditory impossible to do. Therefore, this meeting emphasized writing skill again and focus on students’ writing than speaking or other

activities. So, visual activity, an auditory activity, and kinesthetic activity used in this meeting.

**f. Sixth Meeting ( August 9<sup>th</sup>, 2018 )**

This meeting in XII-C, as usual, the teacher started the lesson with asked students to pray together. Then, some students direct answered it and other students did not answer it. The teacher asked about the previous lesson about the introduction. Some students were able gave respond to their teacher. So, the interaction occurred between the teacher and the students rather than other class, for example in class B. Next, the teacher did brainstorming about the invitation. For example, birthday invitation, wedding invitation and so on. Her students were ably communicated gave respond again and pay serious attention.

After that, the teacher wrote the translation of the text about invitation card and the example of invitation in the whiteboard following read it in front of her students. The teacher asked and waited for the students to write it. Then, students followed the instruction to write it. After that, the teacher gave a conclusion about the topic. Finally, the teacher closed the lesson.

This meeting applied visual activity only, this activity emphasized to write the text, that included in the visual activity. But, the students listen to the explanation and did interact with the teacher, it could be included in part of speaking in which for

auditory activity. Yet, the other activities of the multisensory technique did not use in this meeting.

**g. Seventh Meeting ( August 9<sup>th</sup>, 2018 )**

This seventh meeting, in XII-C1. This atmosphere of this class still same with the previous meeting was very calm. The teacher started the lesson with the greeting, even though there is no students want to answer it. The teacher asked, "what day it is?". But, some students did not answer it and others just shake of the head to give a sign that they did not know. The teacher understand with her students' disabilities. The teacher took 3D puzzle board to assist her to explain about the profession.

The teacher using it for explained the topic because there are some pictures of the profession such as teacher, policeman, farmer, doctor, etc. After the explanation finished, the teacher asked the students to match the 3D picture to the right column. The next instruction was the students touch the object. Then, they memorized all the words of the job based on the puzzle board. Fortunately, they understood how to use it or how to match it, but some students very slow to match it. The teacher keeps guided them patiently. This activity included to tactile activity because of touch the object. The 3D puzzle board is an object that can assist pupils to comprehend the course material. Therefore, when the students touch the object, memorized the word, and see the pictures on the board at the same time was a part of the multisensory technique.

The teacher gave them compliment with asked students to clap their hand. But, students did not appreciate her command. The teacher continues with created dots in each the students' book in order to assist her students to trace the vocabularies about the profession as their exercise. Each student who finished have to collect it to the teacher and then the teacher gave her students score. After that, she closed this meeting.

In this meeting, the teacher applied all activities of multisensory technique such as visual activity, auditory activity, kinaesthetic activity, and tactile activity.

#### **h. Eighth Meeting ( August 9<sup>th</sup>, 2018 )**

The teacher started the lesson by greeting to students. The teacher did brainstorming about "day" in English, she sings a song of days. The students follow the rhythm but they could not sing together properly. This activity was a part of the auditory activity, but the song was not the same as the course material. Also, the teacher did movement when singing along to stimulate her students and did sign language in order to the students easy to comprehend her instruction and explanation.

This meeting in X-C in which in this class students could did communication well. After that, the teacher continues with another activity that wrote the text about greeting in the whiteboard. Teacher asked students to write it. This activity was a part of visual activity. Visual activity used in this meeting was so simple, just write the text on the whiteboard and trace to the students' books.

This condition of this class spends a long time because some students writing slowly. Due to their disabilities, some of them could not write the text easily. So that, the teacher did not sufficient time to explain it and the teacher decided to explain in the next meeting. The meeting was over.

In this meeting, the teacher applied visual activity, auditory activity and kinaesthetic. Even though, the activities was still the simple activities due to the condition of the student.

In the final analysis, the multisensory technique was not applied properly in this research. During the application of multisensory for certain meetings, visual activity and auditory activity dominant activities applied by the English teacher. The implementation of the multisensory technique in each meeting was not applying yet various activities appropriate to the previous study.

## **2. The Constraints Faced by the English Teacher in Applying Multisensory Technique**

Firstly, the researcher observed and interviewed the English teacher in each meeting to know what is constraints faced by the English teacher in applying the multisensory technique. Then, the writer describes based on the result of this research in this section.

According to the researcher, there is a constraint faced by the English teacher as a subject in this research that is the teacher did not familiar with the name of the



multisensory technique. But, the English teacher knew various activities in which a part of the multisensory technique.

Based on the result of the interview, the English teacher did not a guidebook of multisensory technique. She just followed the curriculum and did the activities by her knowledge. Also, there are no constraints in teaching English faced by the English teacher at the time. The English teacher revealed that the atmosphere of the classroom was conducive. The English teacher felt enjoy when teaching English and the English teacher tolerate towards the condition of her students. Then, the researcher caught that based on the interview the teacher indirectly revealed that the constraints in applying multisensory technique were the diversities condition of the special needs students. As before, the teacher still stated that there is no constraint she faced when applying the activities.

The English teacher stated that the actual constraint was the condition of her students. For example, the English teacher could not apply speaking activity in class B (hear impairment). Based on the observation, the researcher found the fact that the students of B class have a reading barrier. They were not able to pronounce English words because of their disabilities. Besides, another condition of the special needs students of C class that were they were calm, other students were talk-active (out of topic) during class, some students retarded in comprehend with the objective course, they were not able to comprehend the difficult instructions and so on. Due to those

diversities condition of the special needs students, the application of some activities of multisensory technique considered by English teacher

Next, the condition of C1 ( moderate mental retardation) students was could not focus on the lesson. They just able did the simple activity and followed the simple instructions. Even, their reaction to the English teacher that was they acted focus on to themselves. This is one of the constraints faced the English teacher when teaching English. Based on the observation in eight meetings, the constraint faced by the English teacher was the diversities of her students' condition.

Furthermore, the teacher stated in the last meeting that the constraint in class C was explained the English text because in teaching English should know the meaning of the text, but they all have good manners.

In conclusion, the main constraint faced by the English teacher in applying some activities of multisensory technique that was the diversities condition of the special needs students. Therefore, the multisensory technique did not apply properly by the English teacher because of that matter.

## **B. Discussion**

In the previous chapter mentioned two specific research questions addressed to this study as follows: (1) how does the English teacher apply the multisensory technique in teaching English in SMALB B/C Dharma Wanita Persatuan

Banjarmasin? (2) What are the constraint that are faced by the English teacher in applying multisensory technique?

The researcher will answer these research questions based on the finding of this study in which the data obtained from the observation and interview of the English teacher.

### **1. The Application of multisensory Technique in Teaching English in SMALB B/C Dharma Wanita Persatuan Banjarmasin**

The researcher discuss related to the research questions that are how does English teacher in applying the multisensory technique in teaching English in SMALB B/C Dharma Wanita Persatuan Banjarmasin and what are the constraints faced by the English teacher.

The application of multisensory technique by an English teacher at SMALB Dharma Wanita Persatuan Banjarmasin ifrequently gave a significant atmosphere. Because in this research, the technique lack of facilities and types of equipment to support the English teacher in order to appropriate with multisensory technique. Based on the theory of Najmah (2011), the different activities using visual activity are text or a paper, posters, model, computer, film, video multi-image, color for highlighting, organizing information, or imaginary. In fact, the researcher did not find out those activities used by the English teacher in some meetings except use text in which written in the whiteboard by the teacher.

The students comprehend the topic by looking at text and reading the text on the whiteboard. So, this activities called visual activity which always used by the English teacher. Whereas, this technique are able to expand and become innovative if some activities such as posters, video and so on used properly by the teacher.

Based on the interview, the teacher stated that the student in class B (hear impairment) cannot hear, it was affected auditory activities could not be applied. Also, Najmah (2011) said that in the auditory activities can use these media they are books on tape, film, video, multi-image media with accompanying video, music, song, instruments, speaking, language games, etc. Meanwhile, these media could not use in that class because of the students' condition.

Most importantly, the technique usually applied using two sensory activities. the technique has many activities to assist the teacher to engage in the students with the lesson. It was observed that the activities of multisensory technique were not all combined each lesson. The activities always applied two senses only. This is to be tangible evidence that being an English teacher in special education is not an easy task. However, this application technique should involve by so many supports or facilities.

Faced with such special needs students with current behaviour and intelligence constraint, there is the consideration of applying multisensory technique and the school facilities conditionally. If the school already give a stock of facilities

aid, it will be better those facilities are used by the teacher to exploit the school facilities related to some activities for this technique. This technique takes a lot of preparation such as teaching media, innovative teaching skills and knowledge about this technique in order to attain the aim of this technique. This technique application needed development facilities.

Based on the theory, links are consistently made between the visual ( what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways of learning. Using a multisensory teaching technique means helping a child to learn through more than one sense (Goyal, 2017). In fact, visual activity and tactile was applied by the teacher that was 3D puzzle board and the board has some pictures related to the topic on one object. It assisted the intellectual disability students comfortable with the lesson. Specifically, the students were happy and understood with the teaching and learning at the time. The activity of tactile able gave a good atmosphere in teaching and learning activity. Tactile activity able assist the teacher in teaching English vocabularies of the job for intellectually disabled students.

Norhidayah (2016) stated based on the principle of multisensory technique that included various of students' senses teaching will be more effective because students mild mental retardation should be given stimulus in forms: verbal, sign, and physical. As Najmah (2011) stated in theory in chapter two, the activities of kinesthetic-tactile are small object, model, clapping, stomping or other movements, a song relates to course materials, dancing, flashcard, and other learning games. In this

research, the tactile used 3D puzzle board as an obvious object. Also, some pictures on the board as the picture in which included to the visual object.

Additionally, if this technique in Class C1 could use 3D puzzle board, in second chance, the researcher gives recommend to do other activities of multisensory technique that is use sand or playdough in a way make a word related to the lesson. So, the student would feel the alphabet by fingering in order to they to memorize based on touch to the concrete object easily. Also, they can comprehend it not limited to use a pencil or pen only. Tactile activities will enhance comprehension for special students. The multisensory technique is amendable related to the condition and the course material.

Najmah (2011) said that part of multisensory technique such as a small object, modeling course material, clapping, stomping or other movements, a song relates to course materials, dancing, flashcard, and other learning games are kinesthetic activities. In this research, the activity used by the teacher sang a song of days song before start the actual topic or the material.

Using multisensory teaching techniques may help teachers build on the students' strongest learning modes while still addressing the weaker ones thus allowing students to have success in word acquisition (Ashbaugh, Multi-Sensory Techniques in Spelling Instruction: An Action Research Study for Students with Dyslexia, 2016).

This technique has to get awareness by some parties in concerned to special education in Banjarmasin, South Kalimantan. The information of multisensory technique has to widespread. Because, this technique encompassing some senses that are visual, auditory and kinesthetic-tactile. These are very important because this technique expecting to facilitate meet diversities of students' needs while learning process in the classroom.

According to Van Der Putten et al (2011), as cited in Ureno (2012), special needs students can create a challenge for teachers who are generally unfamiliar with children that have complex needs that comprise not only developmental but also a wide range of health needs.

According to Goyal (2017), using a multisensory teaching technique means helping a child to learn through more than one sense. According to Bradford (2008) as cited in Ureno (2012), the best teaching method is to involve the use of more of the child's senses, especially the use of touch and kinesthetic movement will give the child's brain tactile and kinesthetic memories to hang on to, as well as the visual and auditory ones. Movement such as tracing or running fingers through sand to make words helps connect the brain to the word which written. These connections help special needs students to memorize the important skills needed to master the curriculum.

In addition, the teacher explained that she was not using any activities because of the following the curriculum and guidebook. The guidebook consists texts, so it was influenced her did the activity in which mostly aim to skill of writing.

In conclusion, there are some common activities of multisensory technique applied by the English teacher in this special need education. The activities which included in multisensory technique applied in some meetings. But, some activities applied in this research not in exact accord yet with previous studies yet. Also, the same activities applied in each meeting. Therefore, this research got inadequate information and below expectation about the application of multisensory technique.

## **2. What are the constraint that are faced by the English teacher in applying multisensory technique**

According to the researcher, the bigger constraint is the condition of the special students whom even though in the same group and class but there are differences of them who made this technique did not apply properly, multisensory technique not master yet by the English teacher in this special need education, also lack of facilities and information about multisensory technique. Likewise, Rosenberg (2015) added the information that Orton-Gillingham is also used with students who possess significant acquisition difficulties in the areas of reading, spelling, and writing (Academy of Orton-Gillingham, 2012). Hence, multisensory technique able to assist pupils who were difficult in the area English skills.



The application of multisensory technique in teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin did not show yet various activities. So that, the researcher could not give information related to various activities on multisensory technique. Therefore, this study needs development study related to this technique to inform more about this technique. Also, this research can be amendable in the future in order to the information or knowledge about multisensory technique and do not stop in this research only. Additionally, the multisensory technique is an ideal technique if the application related to the previous study or more innovative than before. Then, multisensory will get attention in order to increase the quality of the education system in Indonesia especially in teaching English in the future.

According to Van der Putten, (2011), as cited in (Ureno, 2012), special needs students can create a challenge for teachers who are generally unfamiliar with children that have complex needs that comprise not only developmental but also a wide range of health needs. Mohammadain (2016) as cited in (Moustafa & Ghani, 2016), said that teaching English to intellectually disabled students is more complicated than teaching it to normal EFL.

Some students have diversities disability. So, the teacher could not force them to learn English if they were not able to comprehend the lesson because of their disability. Therefore, this technique in this research could not help every student in *SLB*. Also, all results were same because the activities used by teacher approximated same. During the application in the classroom, various activities from four senses of

multisensory technique were only once applied by the teacher. Even, there is one meeting did not use this technique because only focus on one activity that was visual activity.

The teacher stated in the last meeting that the constraint in class C was explained the English text because in teaching English should know the meaning of the text. According to Mohammadain (2016), as cited in Moustafa & Ghani (2016), the students of intelligence disabilities have difficulties in the language class.

Even though the previous study stated that this technique was good. But, the application of this technique was not easy. The English teacher have to prepare the teaching media, there are facilities by the school, related object, the suitable course material, and so on. In reality, based on the observation, the types of equipment did not prepare by the teacher properly. Therefore, the multisensory technique did not give many contributions in this research because of the constraint faced by the English teacher in this study.

The weakness of this research is this study did not find various constraints faced by the English teacher in applying multisensory technique in special need education. Because of the some activities as the recommendation in previous studies did not apply all by the English teacher. Therefore, this research needed developing information and knowledge about multisensory technique in the future.

In summary, multisensory technique involves visual, auditory, kinesthetic, and tactile activity in teaching the lesson. It will be good if all English teachers are able creative and innovative in combine some activities which a part of this technique to assist the teacher to achieve the actual aims in teaching English at special needs education even at regular school. In fact, this not only depends on the technique but also teacher's proficiency towards the application of technique and eager to prepare the teaching media as the recommendation in previous studies in order to they can make the technique which they use will work properly.

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the research was conducted in SMALB B/C Dharma Wanita Persatuan Banjarmasin, on “Multisensory Technique in Teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin” which was done through observation and interview. The researcher can conclude that:

1. In applying multisensory technique in teaching English in teaching English at SMALB B/C Dharma Wanita Persatuan Banjarmasin, the teacher mostly concerns with visual and auditory actively by using letter tracing, text, reading, speaking and sing a song. She applied a combination of visual activity, auditory activity and kinesthetic activity applied by the teacher only twice. Meanwhile, the combination of visual activity, auditory activity kinesthetic activity, and tactile activity were applied by the teacher only once by using the object, pictures in the object, speaking, and clapping instruction.
2. The main constraint faced by the English teacher in applying multisensory technique at SMALB B/C Dharma Wanita Persatuan Banjarmasin that was the diversities condition of the special needs students. For example calm behaviour, talk-active (out of topic) during class, retarded in comprehend with the objective course, reading difficulties and so on. The teacher could not

ward off this constraint. Therefore, some activities of multisensory technique could not apply like the previous study that suggested.

### **C. Suggestion**

Teaching English is one of the difficult jobs for certain English teachers. In fact, the technique for teaching English have been developed from traditional to the effective technique. Talk about multisensory technique, it needs some support, encouragement, action, equipment, expense, socialization, and development to make the technique more effective in special need education or special needs education.

Based on the findings of the research, the writer would like to propose the following suggestions:

1. Teachers are expected to use different activities of multisensory technique to address the diversities of students' needs. In this case, the English teacher should acquire about various activities of multisensory technique in order to he or she is able to apply it. The teacher needs to modify this technique to make it appropriate with the condition of their students and the school.
2. For the schools, the multisensory technique needs some facilities to assist the application of this technique appropriate to the previous study. Also, provide various media sources and media teaching to help the teacher find new ideas related to this technique and help them to solve the constraint and

to achieve effective teaching-learning process. For example, guidebooks and journal related to multisensory technique, add the stock of posters related to the topic, add various object appropriate standard of special needs education, and workshop course about multisensory technique.

3. For the next researcher, it is expected this research can give beneficial information or enlighten to other researchers about multisensory technique. The writer hopes the next researchers who want to do the same research will make a better study and enriched information about multisensory technique in the future in any aspects related to multisensory technique.