



**THE USE OF MULTISENSORY TECHNIQUE TO IMPROVE
VOCABULARY OF THE SEVENTH GRADE STUDENTS WITH SPECIAL
NEED AT SLBN PELAMBUAN BANJARMASIN**

THESIS

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STATEMENT OF AUTHENTICITY

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Certify that work in this thesis is, to the best of my knowledge and belief original, except as acknowledge in the text, and has not been submitted, either in whole or in part, for degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be cancelled due to the law.

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APPROVAL

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ABSTRACT

Norhidayah, 2016. The Use of Multisensory Technique to Improve Vocabulary of The Seventh Grade Students with Special Need at SLBN Pelambuan Banjarmasin. Thesis. English Department. Antasari State Institute for Islamic Studies Banjarmasin. Advisors: (I) Rusnadi, S. Pd, I M. Pd, I M.A. (II) Puji Sri Rahayu, M.A

Keywords: multisensory technique, vocabulary, students with special need

Vocabulary has important role in mastering a language especially English which should be learned not only by normal students, but also the student with special need. In teaching vocabulary, students with special need has different way which they need appropriate technique based on their condition. The multisensory technique includes various of students' senses like visual, auditory, tactile and kinesthetic. The writer is interested in this technique and wants to prove that using multisensory technique will improve vocabulary.

The formulation of the research problems were: how is the improvement of vocabulary after using multisensory technique and not using multisensory technique and is there any significant difference of vocabulary mastery after using multisensory technique and not using multisensory technique. Then, the objectives of this research are to know and find out the answers of problem statements above.

The subject of this research is 6 students with mild mental retardation of the seventh grade that is divided into experiment class and control class at *SLBN* Pelambuan Banjarmasin. To collect the data, the researcher uses some techniques like observation, test, interview and documentary. The data are processed through: editing, scoring, tabulating and interpreting. Then, the collected data are analyzed by using statistical analysis, and concluded inductively.

This research find out the improvement of vocabulary after using multisensory technique in experiment class is in good category (69), while in control class is in fair category ($M=58.3$), and there is significant difference of vocabulary mastery after using multisensory technique and not using multisensory technique based on t test result which shown that $t_{table} (5\% = 2.57) < t_{test} (5.07) > t_{table} (1\% = 4.00)$. Thus, H_0 is rejected and H_a is accepted.

ABSTRAK

Norhidayah, 2016. *Penggunaan Multisensori Teknik dalam Meningkatkan Kosakata Siswa Berkebutuhan Khusus di Kelas Tujuh SLBN Pelambuan Banjarmasin*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, pembimbing (I) Rusnadi, S. Pd, I M. Pd, I M.A. (II) Puji Sri Rahayu, M.A

Kata Kunci: Multisensori Teknik, Kosakata, Siswa Berkebutuhan Khusus.

Kosakata memiliki peran penting dalam penguasaan suatu bahasa khususnya bahasa Inggris tidak hanya untuk siswa normal tetapi juga untuk siswa berkebutuhan khusus. Dalam pengajaran kosakata, siswa berkebutuhan khusus memiliki cara yang berbeda yang mana mereka memerlukan teknik yang tepat sesuai dengan kondisi mereka. Multisensori teknik yang melibatkan bermacam-macam panca indra seperti penglihatan, pendengaran, sentuhan dan gerakan. Penulis tertarik dengan teknik ini dan membuktikan bahwa dengan penggunaan multisensori teknik akan meningkatkan penguasaan kosakata.

Masalah yang diteliti dalam penelitian ini adalah bagaimana peningkatan kosakata siswa di kelas eksperimen setelah menggunakan multisensori teknik dan tanpa menggunakan multisensori teknik?, and apakah ada perbedaan signifikan setelah menggunakan multisensori teknik dan tanpa menggunakan multisensori teknik. Objektif dari penelitian ini adalah untuk mengetahui dan mencari jawaban dari rumusan masalah di atas.

Subjek penelitian ini adalah 6 siswa tuna grahita ringan kelas tujuh pada SLBN Pelambuan Banjarmasin yang terbagi menjadi kelas eksperimen dan kelas kontrol. Penulis menggunakan beberapa teknik seperti observasi, test, interview dan dokumentasi. Data dalam penelitian ini diproses 4 tahapan: pengeditan, penilaian, penyusunan dan interpretasi data. Data dianalisa dengan statistik, dan disimpulkan secara induktif.

Hasil dari penelitian ini menunjukkan peningkatan kosa kata siswa setelah menggunakan teknik multisensori di kelas eksperimen pada kategori baik ($M=69$), sementara di kelas control pada kategori sedang ($M=58.3$), dan ada perbedaan yang signifikan dari kemampuan kosakata siswa setelah menggunakan multisensori teknik dan tanpa multisensori teknik berdasarkan hasil t test yang menunjukkan $t_{table} (5\% = 2.57) < t_{test} (5.07) > t_{table} (1\% = 4.00)$. Jadi, H_a diterima dan H_o ditolak.

MOTTO

**Do not say “ I cannot do that”,
Before you try it.**

(the writer)

DEDICATION

This thesis is dedicated to:

Abah, mama and ading, who always pray for me. Thanks for love, affection,
motivation, and everything for my life.

All of my dearest friends of PBI D 2012 who always give me the sense of friendship
and togetherness.

And the last, for my friends in Ceria boarding house who always motivate and
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Praise be to Allah SWT the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Use of Multisensory Technique to Improve Vocabulary of the Seventh Grade Students with Special Need at SLBN Pelambuan Banjarmasin. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah.

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The last, there is nothing perfect in this world and this final project is not an exception. The writer realizes that there are many weaknesses in this final project. Therefore, suggestions and criticisms are always needed for making this thesis better. The writer hopes this final project will be useful for all the readers both of English teacher or English students.

Banjarmasin, 27 June 2016



Norhidayah

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