

ABSTRACT

Maulidya, Dwi Zahra. 2025. *The Effectiveness of Multisensory Approach in Seventh Grade Students Vocabulary Achievement at MTsN 2 Blitar*. English Language Education Department. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Hj. Ida Isnawati, M.Pd.

Keywords: *Multisensory Approach, Vocabulary Achievement, Vocabulary Teaching Strategy*

In the journey of mastering English as a foreign language, vocabulary serves as a crucial foundation. Without sufficient vocabulary, students may struggle not only to comprehend reading materials but also to engage actively in classroom discussions and express their thoughts clearly. In response to this problem, teachers are encouraged to implement innovative and interactive teaching methods. One such method is the Multisensory Approach, which involves the simultaneous use of visual, auditory, tactile, and kinesthetic modalities to enhance learning experiences.

This study examines the effectiveness of the Multisensory Approach in improving vocabulary achievement among seventh-grade students at MTsN 2 Blitar. It is intended to determine whether including visual, auditory, kinesthetic, and tactile elements into vocabulary instruction improves students' comprehension and retention of new words. The main research problem is whether there is a significant difference in vocabulary achievement before and after employing the multisensory approach.

This study applied a quantitative method using a quasi-experimental design. The participants were 66 seventh-grade students at MTsN 2 Blitar, divided into two groups: 32 students in the experimental class and 34 students in the control class. The researcher used a post-test as the primary instrument to collect data on students' vocabulary mastery. The selection of post-test only was based on the fact that the researcher had already administered previous assessments during a prior teaching internship, which confirmed that both groups had equal initial abilities. The statistical analysis was conducted using the independent samples t-test in IBM SPSS 27.

The findings of this study were as follows: (1) the mean score of the experimental class was 89.13, which was higher than the control class, which had a mean score of 83.06; (2) the significance value (Sig. 2-tailed) was 0.002, which is lower than the significance level of 0.05; thus, there was a significant difference between the two groups in terms of vocabulary achievement; (3) the use of the Multisensory Approach effectively enhanced students' vocabulary mastery compared to conventional teaching methods. The conclusion of this research is that the Multisensory Approach significantly improves students' vocabulary achievement and provides a more engaging and effective learning experience. This approach may be particularly beneficial in junior high school settings where students require active and stimulating learning environments.

ABSTRAK

Maulidya, Dwi Zahra. 2025. *The Effectiveness of Multisensory Approach in Seventh Grade Students' Vocabulary Achievement at MTsN 2 Blitar*. Jurusan Tadris Bahasa Inggris, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Dosen Pembimbing: Dr. Hj. Ida Isnawati, M.Pd.

Kata Kunci: *Multisensory Approach, Vocabulary Achievement, Strategi Pengajaran Kosakata*

Kosakata merupakan dasar penting dalam pembelajaran Bahasa Inggris sebagai bahasa asing. Tanpa penguasaan kosakata yang memadai, siswa akan kesulitan dalam memahami teks bacaan, berpartisipasi dalam diskusi kelas, dan mengungkapkan ide secara jelas. Untuk mengatasi permasalahan tersebut, guru perlu menggunakan metode pembelajaran inovatif dan interaktif, salah satunya adalah *Multisensory Approach* yang menggabungkan unsur visual, auditorial, kinestetik, dan taktil dalam proses pembelajaran.

Penelitian ini bertujuan untuk mengetahui efektivitas pendekatan multisensori dalam meningkatkan pencapaian kosakata siswa kelas VII di MTsN 2 Blitar. Tujuan utamanya adalah untuk mengetahui apakah integrasi unsur visual, auditori, kinestetik, dan taktil dalam pembelajaran kosakata dapat meningkatkan pemahaman dan retensi kosakata baru pada siswa. Permasalahan utama dalam penelitian ini adalah apakah terdapat perbedaan signifikan dalam pencapaian kosakata siswa sebelum dan sesudah diajarkan menggunakan pendekatan multisensori.

Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimen. Subjek penelitian berjumlah 66 siswa kelas VII yang terbagi menjadi dua kelompok: 32 siswa sebagai kelas eksperimen dan 34 siswa sebagai kelas kontrol. Instrumen utama dalam pengumpulan data adalah *post-test*, karena peneliti telah memiliki data kemampuan awal dari kegiatan PPL sebelumnya. Analisis data dilakukan menggunakan uji *independent sample t-test* melalui program IBM SPSS 27.

Hasil penelitian menunjukkan bahwa: (1) nilai rata-rata kelas eksperimen adalah 89,13, lebih tinggi dibandingkan kelas kontrol yaitu 83,06; (2) nilai signifikansi (Sig. 2-tailed) sebesar $0,002 < 0,05$, yang berarti terdapat perbedaan yang signifikan antara kedua kelompok; (3) pendekatan multisensori terbukti efektif meningkatkan penguasaan kosakata siswa. Dengan demikian, *Multisensory Approach* dapat menjadi strategi pengajaran yang lebih menarik dan efektif, khususnya di tingkat SMP, di mana siswa membutuhkan lingkungan belajar yang aktif dan menstimulasi.