

To Improve Speaking Skill Of Students With Special Needs By Mentioning The Words Heard Using Multisensory Storytelling

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Abstract: This research was conducted to improve speaking skill of students with special needs by mentioning the words heard using the Multisensory Storytelling method. Multisensory Storytelling is an approach uses storytelling while using variety senses of special needs students. There are five main activities in this research : Love Fruits, 'Put Me Right', 'Story Time', 'Wooden Puzzle' and 'Multisensory Storybook'. This research focuses on three objectives namely improving the speech of special needs students through the pronunciation of words uttered, increase the vocabulary and use of variety of senses in helping to improve speaking skill of students with special needs. The participants are two special needs students at one of the primary schools located in Johor, Malaysia. This research is using the design of the action research. The main instruments used are observation and interview. From the observation analysis, teacher found that speaking skills can be improved by increasing the number of words pronounced from none to five out of seven words. Field notes, checklists and video analysis have been used to support this observation findings. Based on the results of the interview, teacher found that the participant's mother also observed the feedback that the speaking skill of the students were improved through the use of the Multisensory Storytelling method as their children can speak up the words in the given situation. The students were able to tell the name of the fruit correctly and the colour of fruit as well. For further research, the researcher proposes this method is widely to help Speech Language Impairment among other categories of learning disabilities.

Keyword : speech, special needs students, speaking skill, Multisensory Storytelling

INTRODUCTION

Background

Special needs students are those who need a comprehensive education plan with appropriate and effective methods. Therefore, the Special Education was established in the education system in Malaysia. Special Education Division was created with the purpose of meeting the needs. In addition, the *Kurikulum Standard Sekolah Rendah* (KSSR) is also formulated in accordance with the skills that special needs students must master. Therefore, one of the skills emphasized in the KSSR is speech skills. Speech is defined as a neuromuscular action that produces sound through the use of language.

Problem Statement

Teacher identified speech problems among students with special needs during the fourth week of teaching and learning Bahasa Malaysia during teaching and learning in class. Based on the teacher's preliminary observations, the student cannot repeat the words spoken by the teacher if the picture is not shown and the response question based on the picture shown is invalid. However, according to Kuder (2008), most children between the ages of 3 and 4 are able to speak in 4 to 5 words and have at least 1,000

words. The speech of the participants of the 11-year-old and 13-year-olds did not reach the level required by Kuder (2008). Researcher can relate this to the cognitive skills of the study participants. This is supported by Owen, Metz & Haas (2007), which are speech problems caused by either brain developmental factors, cognitive skills, short-term memory problems, attention problems, hearing problems and long-term memory problems. In addition, speech problems are often closely related to expressive language problems.

As a result, teacher have chosen to use the Multisensory Storytelling method to enhance their special needs student speaking skills. According to Matos, Rocha, Cabral & Bessa (2015), multisensory storytelling techniques are stories that are accompanied by stimuli (audio, video, tactile and odor). For those with low IQ due to limited cognitive limitations, this technique is seen as helpful in shaping and building innovation and is an effective pedagogical solution to motivate students with learning disabilities thus helping to provide effective learning processes.

Literature Review

Based on this problem, teacher have used Multisensory Storytelling in research and development to improve the speaking skills of the study participants. Multisensory Storytelling is seen as effective because it promotes the use of verbal language and attracts students through the use of interesting teaching aids such as story-based simulation activities using real objects and multisensory storybooks. In addition, the sensory experiences experienced by students with special needs can be fully used by the teacher to serve as a stimulus to encourage the students to speak. Additionally, students with special needs should use one or more senses to interact with objects, people, places and events. According to Corbett (2008), methods of storytelling are of great benefit to the learning of special needs students. One of the benefits is that students with special needs are able to add words through the receptive language that the teacher has delivered as a storyteller. In fact, Corbett (2008) also emphasized that the first stage of storytelling is the imitation phase (imitation). The imitation phase is meant to communicate processes through the use of the same word and multisensory activities are strongly helpful to improve children's memory.

Research Objectives

Enhancing special needs student speaking skills focusing on the pronunciation of words utter by teacher using Multisensory Storytelling.

Increasing vocabulary of special needs students through words utter by teacher using Multisensory Storytelling.

Increase the use of a variety of senses in helping to improve the language skills of special needs students.

Research Questions

Do special needs students speaking skill focus on the pronunciation of words utter by teacher through Multisensory Storytelling?

Do special needs students vocabulary be enhanced through Multisensory Storytelling?

Does the use of variety senses help to improve the speaking skill of students?

METHOD

Data Collection

Teacher conducted the Oral Test, document analysis (Disability Child Form), structured observations (checklist), field notes and interviews. After the action was taken, teacher had checklists, field notes and video analysis. In addition, teacher also received feedback from the students' mother about their children speech.

Data Analysis

Teacher used video analysis, field notes, and checklists. Teacher had observed those instruments seven target words: lime, kitchen, basket, squeeze, juice, orange and knife. These seven words were analyzed based on the pronunciation of the words utter by teacher and if the students were able to pronounce the words, teacher would assess the vocabulary level of the students whether they were increasing or not. Interviews with the study participants' mothers were also to provide feedback to support the findings of this study.

Research Conduct

Activity 1: Love Fruits

Teacher introduced the the real fruit. Teacher then used the prompting questions. For example: "What do you like to eat? What are these? "Next, the teacher asked the study participants to pick the one they liked and put the fruit in one place. While the students selected the fruit they liked, the teacher asked about the feature of the fruits.

Activity 2: Put Me Right

Students were asked to recognize the picture of the fruits. Teacher then showed a puzzle of the picture introduced just now and asked the students to arrange and put it accordingly.

Activity 3: Story Time!

For activity 3, teacher divided the activity into two sessions. The first session was the simulation activity with the fruit and the second session was the Story Bag activity. Teacher then performed a simulation activity based on the story containing the target words. Students were engaged in story-based activities; step by step. Then, the teacher introduced a story bag. In the story bag, Teacher asked students to take out the real lemon from the bag. Teacher asked the student questions about the physical features of the lemon taken from the story bag.

Activity 4 :

In this Wooden Puzzle activity, students were asked to complete a lemon puzzle in the right place while telling the story. Teacher showed the wooden puzzle to be solved by the students. Then, the teacher instructed students to put pieces of wooden puzzle in the correct place. Teacher asked the participants questions about the features of the lemon on the puzzle board.

Activity 5 : Multisensory Storybook

Teacher introduced the storybook to the students. Students were asked to open the switch to turn on the LED light on the storybook cover. After that, the students were asked to touch the fruit sticker on the front of the story book. Students were asked to attach a picture magnet based on the story read by the researcher. Students were asked to place a picture magnet while referring to the picture. When completed, the study participants were asked to open the last page of the storybook as a reward for solving the story in the book. Once the music played, the storybook came to the end.

FINDING AND DISCUSSION

As a result of the teacher's observations, the students have shown an increase in mastering of spoken words in their speech. Teacher recorded the video through the activities of the students. Teacher

also has used field notes for each activity using the Multisensory Storytelling method. Both students showed improvement in their pronunciation of words.

Objective 1: Enhancing special needs student speaking skills focusing on the pronunciation of words heard using Multisensory Storytelling.

Both study participants showed improvement in their pronunciation of words. Participant 1 was able to say five words out of seven words that the researcher had mentioned based on the picture. Participant 1 correctly spelled the words lemon, kitchen, knife, basket and orange correctly. Similarly, Participant 2 also managed to say five words out of seven words referred to as picture-based researchers. Participant 2 is able to pronounce the words lime, kitchen, knife, knife and basket correctly. The researcher also used video analysis to see the achievements of the study participants.

Table 1. Target Words Analysis Checklist Before and After

TARGET WORDS	PARTICIPANT 1		PARTICIPANT 2	
	BEFORE	AFTER	BEFORE	AFTER
Lemon	/	/	/	/
Kitchen	X	/	X	/
Knife	/	/	X	/
Squeeze	X	X	X	/
Juice	X	X	X	X
Basket	X	/	X	/
Orange	X	/	X	X

Objective 2: Improve vocabulary of special needs students through words called teachers using Multisensory Storytelling.

Table 3. Target Words Video Analysis Checklist

TARGET WORDS	VIDEO ANALYSIS			
	Participant 1		Participant 2	
	(before)	(after)	(before)	(after)
Lemon	Mentioned	Mentioned	Mentioned	Mentioned
Kitchen	Not Mentioned	Mentioned	Not Mentioned	Mentioned
Knife	Mentioned	Mentioned	Not Mentioned	Mentioned
Squeeze	Not Mentioned	Mentioned	Not Mentioned	Mentioned
Juice	Not Mentioned	Replace with Lemon Water	Not Mentioned	Replace with Orange water
Basket	Not Mentioned	Mentioned	Not Mentioned	Mentioned
Orange	Not Mentioned	Mentioned	Not Mentioned	Mentioned

Objective 3: Increase the use of a variety of senses in helping to improve the language skills of special needs students.

Table 4 . Activities Participants' Senses Involved Checklist

ACTIVITIES	SENSES INVOLVED					
	Visual	Auditory	Kinesthetic	Tactile	Olfactory	Gustatory
<i>Love Fruits</i>	/	/	X	/	X	X
<i>Put Me Right</i>	/	/	/	X	X	X
<i>Story Time</i>	/	/	/	/	/	/
<i>Wooden Puzzle</i>	/	/	/	/	X	X
<i>Multisensory Storybook</i>	/	/	/	/	X	X

CONCLUSION

In conclusion, many things have been learnt through this study. Even more space is needed in the implementation of this method. The scope of implementation of the Multisensory Storytelling method is seen as more flexible in helping to improve student speaking skills. In this regard, the creativity of teachers to diversify their activities and to present their stories in a more creative and appropriate manner to the level of student ability is essential in enhancing the effectiveness of this method. Without the creativity of teachers such as the diversification of activity materials that engage the sensors of students, this method is no different from the usual storytelling methods that are practiced in mainstream schools. Studies on the needs of students with special needs using the Multisensory Storytelling method require more research and reading to further improve the quality of implementation to help students with special needs.

Students' mastery of the specific language skills of the pupils using the Multisensory Storytelling method is of great need for extensive reading and in-depth understanding so that the real problems faced by a student can be assisted and adapted to this method. Improvements will be made by other researchers to enhance the quality of education, especially in the field of special education

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