

## **APPLYING MULTISENSORY APPROACH TO PROMOTE ENGAGEMENT IN PRIMARY ENGLISH HOME-BASED LEARNING**

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### **Abstract**

This paper introduces the multisensory approach as a way of teaching that promotes engagement by involving the learners' senses of sight, hearing, touch, and physical movement. This paper aims to describe the teachers' role in applying multisensory approach in Primary English Home-based learning, find the benefits and challenges in applying multisensory approach, and provide strategies to overcome the challenges. This study uses qualitative descriptive as the research method and the data was taken from the researcher's reflections, lesson plans, observation reports and mentor's feedback. This study shows that multisensory approach positively promoted engagement in primary English home-based learning. Several classroom activities that can be used in applying multisensory approach are Total Physical Response, color codes, storytelling, art & craft, and interactive PowerPoint. The challenges occurred from technicalities and monitoring the students' behavior. Therefore, parents' involvement is highly required to monitor students' behavior in home-based learning process. For the next researcher, it is suggested to find ways to maximize home-based learning by maintaining social interaction among students.

**Keywords:** multisensory approach, engagement, primary students, home-based learning.

### **Introduction**

Students' engagement play a crucial role in stimulating online learning. Engagement is highly related to the effective and successful learning experience (Nguyen, Cannata, & Miller, 2018). There are a set of characteristics of engagement that can be used in a classroom observation (Jones, 2009). These are positive body language, consistent focus, verbal participation, confidence, and excitement. These characteristics are required in the process of achieving the learning objectives.

In the learning process, the teachers function to provide an engaging learning environment. Otherwise, the learning process will be less effective. However, students are engaged when the learning process covers their needs (Towell, Powell, & Brown, 2016). Therefore, the teachers must recognize the students' needs and adjust the lesson plan to more suitable ways. The teachers embrace the importance of creative teaching to make the learning attractive and enjoyable. With these roles,

the function of the teacher is to facilitate the students with a meaningful learning experience which would engage them.

Promoting engagement is one of the challenges in conducting home-based learning especially in primary classroom. Primary students tend to have a shorter attention span compared to older learners (Harmer, 2015). Primary students develop and learn best through their senses. Based on the researcher's experience in teaching practicum, the problem with online learning is that the teachers mostly involve only two senses, which are sight and hearing, in the learning process without involving the other senses (Appendix 3 and 5). This consequently caused boredom and made the students easily distracted. Whereas considering young learners' general characteristics and development, the teachers must create such learning experiences that will actively involve the students' senses. Therefore, a primary teacher must consider ways to promote engagement in home-based learning.

This paper focuses on promoting engagement in an English lesson of primary students. The researcher had done a teaching practicum for six weeks in one private school located in Kupang, Indonesia. The researcher had observed and taught primary students grade 1,2,3 and 6, following the teacher mentor's schedule. The primary classrooms consist of 25-30 students. The school conducted home-based learning and implemented blended learning for the teaching and learning process (Sistek-Chandler, 2020). According to the researcher's observation, when the students only sat and listened to direct explanation, they tend to move around the house, not follow the rules, did not participate actively, and did other unrelated activities (Appendix 5 and 7). Moreover, when the teacher tried to engage the students by asking questions, some students were silent, while others took more than two minutes to come up with incorrect answers. There was a moment when the teacher tried to use rewards, praises, and warnings to attract the students' attention. However, these ways were not proven to be effective because it worked temporarily. The students' engagement did not last long in those moments. Therefore, the teacher must consider more effective ways in promoting engagement.

Multisensory approach is a way of teaching that can promote engagement in English lesson especially to primary students. Multisensory approach was first developed by Grace Fernald and popularized by Maria Montessori in teaching language to young learners (Inocian, 2018; Nakra, 2019). Multisensory approach encourages the students to learn through their sensory experience that involve the senses of sight, hearing, touch, and physical movement (Baines, 2008). The senses work synchronously in processing daily life (Warren, 2012). By means, the senses are required in perceiving knowledge. Despite gaining knowledge, the senses enable human to find engagement and give response towards objects or phenomena. This sensibility also contributes to young learner's process of language development as well. Young learners prefer to learn language through the experience of using the language, rather than through studying rules (Richards, 2015). Young learners learn language as it occurs, as a part of doing things. Moreover, engagement is promoted by involving all the senses that will connect cognitive, emotional, and physical aspects of students (Towell et al., 2016).

Previous studies have proven that multi-sensory learning effectively improves students' engagement in English lesson. Shih (2020) found out that multisensory learning enriches students' imagination to express their own ideas and successfully

made the students participate actively in learning activity with their unique creativity. Moreover, Jubran (2012) found out that multisensory learning in English lesson positively sparked the students' curiosity, built cognitive connections to language, enhanced students' ability to capture ideas and motivated the students to achieve their full potential. Similarly, Korkmaz & Karatepe (2018) found out that applying multisensory approach in English lesson effectively made the lesson more attractive, revealed the students' creativity, and made the students eagerly participate in English lesson.

Considering all the facts and theories described above, this paper aims to answer the following research questions:

1. How will the teachers apply multisensory approach in primary English home-based learning?
2. What are the benefits of applying the multisensory approach?
3. What are the challenges of applying the multisensory approach?
4. How does the teachers overcome those challenges?

The researcher uses qualitative description as the research method. The data was taken from the researcher's reflection, lesson plan, classroom observation form, feedback from mentor and students' group chat room.

### ***Students' Engagement***

Engagement is an important aspect in the learning process. In terms of education, engagement is defined as the students' willingness to actively participate in the learning process, as well as a demonstrating of sustained involvement and positive emotional tone toward learning experiences (Miller et al., 2011). In home-based learning context, engagement is seen in students putting their time, energy, thought, effort, and feelings into the learning process (Dixson, 2015). Engagement is also about the connections students make with the content, the teacher, and other students in terms of participation, performance, and emotion. Therefore, engagement is highly required to achieve the learning objectives.

Engagement is classified into three primary domains which are cognitive, emotional, and behavioral engagement. This classification covers the complexity of students' engagement (Fredricks, Reschly, & Christenson, 2019). Behavioral engagement refers to students' participation in class-related activities. Emotional engagement refers to students' affective responses to learning; and cognitive engagement refers to mental effort to process information in execute classroom tasks (Ng, Bartlett, & Elliott, 2018). Behavioral and emotional engagement are preconditions of cognitive engagement (Ishak & Amjah, 2015). By means, before students become cognitively engaged, the students must show behavioral and emotional engagement.

There is an interrelation between emotional and behavioral engagement. Emotional engagement is about experience of emotional comfort and connectedness (Ishak & Amjah, 2015). Emotional engagement is a positive affective response that involves happiness, satisfaction, interest, and a sense of belonging in relation to learning experience (Ng et al., 2018; Nguyen et al., 2018). Meanwhile, behavioral engagement investigates the students' behaviors with regard to classroom or school norms, expectations, rules and procedures (Fredricks et al., 2019; James, 2015). Behavioral engagement also includes persistence, focus, and active participation in the learning process. Students who are emotionally

engaged are likely to develop positive behavioral engagement. In the learning process, emotional engagement is measured by positive feelings in relation to interest, enjoyment, and value of learning. Students who are excited in the learning process will develop a positive attitude and continue to engage with the subject. Otherwise, the students who are emotionally disengaged will show negative emotions such as boredom and easily being distracted. Consequently, negative attitudes towards the subject are developed. For instance, the students are likely to spend less time on the subject.

Teachers play the important roles in engaging the students and how the teachers portray themselves is significant to the learning process. According to Van Brummelen (2009), there are several metaphors of teaching that reveals valuable insights about how teachers view themselves. The metaphors that best portrays this outlook on teaching is the combination of teacher as artist and as a facilitator. As an artist and a facilitator, the teachers embrace the importance of creative teaching and provide the learning environment that motivates the students. The students are not treated as objects to be processed in assembly-line fashion. Instead, teaching is more artistic and spontaneous. The teachers also consider the students' engagement in the learning process as something important since the students might not react to every stimuli in the same way. Students' motives and personalities affect learning in complex ways. The learning is stimulated by well-crafted strategies to generate excitement.

There are 5 characteristics of engagement that the teacher can use as a reflective tool to examine themselves and determine students' engagement in the classroom (Jones, 2009). They are positive body language, consistent focus, verbal participation, confidence, and excitement. First, positive body language means students exhibit body postures that indicate they are listening and paying attention to the teacher and/or other students. This can be indicated from eye contact, head position, and leaning forward or backward. Second, consistent focus means the students focus on the learning experience and are not easily distracted by external disruptions. Otherwise, the students show lack of interest and knowledge of how to proceed. Third, verbal participation means students express their thoughtful ideas. The students participate actively, share opinions, reflect on complex problems, and ask relevant questions that are appropriate to the learning. Fourth, confidence means students initiate and complete the task given by the teacher and are willing to present their works. Lastly, excitement that means the students exhibit interest and enthusiasm in their participation.

In conclusion, student engagement is crucial in the learning process since it was about the students' active participation that helped achieving the learning objectives (Miller et al., 2011). There are three primary domains of student engagement which are cognitive, emotional, and behavioral engagement. Cognitive engagement is measured by emotional and behavioral engagement. Moreover, there is an interrelation between emotional and behavioral engagement, in which the students who are emotionally engaged will certainly show behavioral engagement (Fredricks et al., 2019; Ng et al., 2018). As the artist and facilitator, the teachers play important roles in engaging the students (Brummelen, 2009). There are several characteristics of engagement that are used to measure the students' engagement. These are body language, consistent focus, verbal participation, confidence, and excitement (Jones, 2009).

### ***Multi-Sensory Approach in Language Learning***

Multi-sensory approach is one of the ways to teach young learners. This approach was first introduced by Grace Fernald in 1943 and popularized by Maria Montessori (Inocian, 2018; Nakra, 2019). Multi-sensory approach engages the students to learn through sensory systems by involving their senses like sight, hearing, touch, and physical movement; some can also involve smell and taste if necessary (Birsh, 2011). Involving the senses in the learning process connects what learners think, do, and feel (Mayesky, 2014). Learning by involving senses positively improves cognitive function such as memory and attention (Walker, 2017). The goal of multisensory approach is to facilitate the learners with enjoyable learning experiences based on the learners' general preferences. This gives the students experience of learning by doing things for the pure joy of it, to have a full and rich understanding of the lessons.

Multisensory approach is particularly valuable in literacy and language learning. The involvement of senses in the learning process contributes to the learner's process of language development (Jubran, 2012). The experience of using the language through the association of movement, objects and context helps the students learn more effectively rather than through studying rules (Richards, 2015). The senses are incorporated into the learning process to simultaneously activate different parts of the brain and enhance the memory of the language use (Mayesky, 2014). This process connects the cognitive, emotional, and physical aspect of students (Towell et al., 2016). There are several teaching methods and techniques that can be used in classroom activities as the implementation of multi-sensory approach which are Total Physical Response (TPR), color codes, art and craft, storytelling, and interactive PowerPoint. These methods are often maximized by the use of teaching aids such as flashcards.

First, Total Physical Response (TPR) is a method of teaching language for young learners by synchronizing language and physical movement (Morretta & De Francisci, 2014). TPR was invented by James Asher. TPR is often used in teaching vocabularies. TPR is done by giving a physical action as the reaction to verbal input. This method makes a potential to reach fluency in a brief time, quick process of recognizing meaning and long-term memorization of the content. This method maintains the students' attention and motivation since it has created an enjoyable learning experience. This was best known to improve students' engagement in learning and reducing stress.

Second, color code is a classroom activity that enables the students to learn language by recognizing color and labelling certain concepts. This activity will help the students who do not yet know how to read (Mayesky, 2014). Color codes function to stimulate memory and attract the students' attention. Color codes are often used in teaching grammar and vocabularies. This activity is often maximized by the use of visual aids.

Third, 'Art and craft' is learning by creating things or manipulating objects (Mayesky, 2014). Language functions as a key part in this activity (Wright, 2013). This activity improves the students' receptive skills because the students will read or listen to the instructions of the required steps. The process of language learning is directly associated with the created objects, actions, and experiences. Moreover, it also makes the students understand the meaning from the context. In its practice,

this activity requires some art materials and equipment like scissors, papers, glue, and pencil colors. To avoid accidents, parental guidance is highly required.

Fifth, storytelling is one of the techniques in teaching language. Storytelling is used to stimulate students' imagination, provide meaningful context, and encourage the students' confidence in speaking English (Mart, 2012). Both story tellers and audiences can take part as the learners in this activity. The story tellers create the experience and tell a meaningful storyline with gestures, intonation, facial expression, and the use of properties. Meanwhile the audiences perceive the message, understand the meaning and create personal mental image from every word and gesture.

Lastly, interactive PowerPoint that can function as a game. Interactive games in PowerPoint can be done by firstly creating a concept map of a game (Osmani & Sanchez, 2017). Afterward, use hyperlink to a slide within the same presentation and lastly, hyperlink to an external file or web page in the presentation. Interactive PowerPoint includes the use of text styles, images, sound effects, transitions, and animations.

In conclusion, Multi-sensory approach is a way of teaching language by involving the students' senses like sight, smell, hearing, touch, and physical movement. Involving the students' senses in the learning process will eventually engage the students to actively participate and the knowledge will be successfully transferred (Inocian, 2018; Nakra, 2019; Walker, 2017). Some methods that can be used are Total Physical Response (TPR), color codes, art and craft, storytelling and interactive PowerPoint (Mart, 2012; Mayesky, 2014; Morretta & De Francisci, 2014; Wright, 2013).

### ***The Correlation between Primary Students' Engagement and Multisensory Approach***

Primary students benefit from multi-sensory learning. Kolb quoted in Chatterjee & Hannan (2016) argued that to gain the knowledge, the learner must be actively involved in the learning experience. Humans are created with senses that work synchronously in processing daily life (Warren, 2012). The senses enable human to explore and experience the world around them. Furthermore, the senses enable human to find engagement and give response towards objects or phenomena. In the multi-sensory learning, the learners construct new knowledge from their experiences and draw upon the experiences when certain objects are being explored (Hall, 2016). Multi-sensory approach functions to make the students appreciate the world around them and to enable the students to be aware of the five senses and develop skills of using them to compare and classify, acquire awareness of forms, color, lines texture, length, weight, and movement; and allowing the students explore and make sense of experience (Wright, 2013). By means, engagement can possibly be promoted through multi-sensory learning.

The significant correlation between students' engagement and the use of multi-sensory approach lies on the characteristics of primary students. Students' characteristics refer to individual mental factors that affect the learning process (Nakayama & Santiago, 2012). Primary students are those considered as young learners that learn differently from older learners. Harmer (2015) pointed out several general characteristics of primary students that make them learn differently from older learners. These characteristics are also related to the students' need for

emotional engagement. First, primary students learn from everything around them rather than focusing on one precise topic that is being taught. Therefore, repetition and clear explanation are required. Second, primary students' understanding comes not only from explanation but also from what they see, hear, touch, and interact with. Third, primary students display a curiosity about the things around them. Fourth, primary students have a need for attention and approval from the teachers. Fifth, primary students like talking about themselves, they respond well to learning that uses themselves or something related to their own lives as the topic of conversation in the classroom. This can be the way to maintain communication with the students. Last but not least, primary students have limited attention span, usually it only takes 10 minutes for them to get bored and lose interest—unless the learning activities are extremely engaging.

Since primary students have the characteristics that requires an engaging learning experience, primary students find it engaging when language is learned as part of doing tasks. Vygotsky quoted in Santrock (2017) claimed that language plays an important role in primary students' development. Besides for social interaction, primary students use language to help them solve tasks. Primary students used language to express their process of thinking in doing something (Wright, 2013). For instance, primary students talk aloud about such things as the object they are playing with or the tasks they are trying to complete, primary students also learn to read by pairing or coloring. Therefore, encouraging the students to express their thoughts through an engaging learning experience will help the students learn language better.

In essence, primary students have the characteristics that make them learn best by involving senses. For instance, primary students learn language as parts of doing things (Harmer, 2015; Nakayama & Santiago, 2012; Santrock, 2017; Wright, 2013). Therefore, primary students benefit from multi-sensory learning, as it engages them to participate actively and have a meaningful learning experience by involving their senses. Involving senses engage the students to achieve the learning objectives (Hall, 2016).

### ***Students' Engagement: Data and Previous Studies***

A study found that students' engagement decreased in home-based learning (Drane et al., 2020). Home-based learning refers to a form of distance education conducted in online delivery mode that allowed learners to participate regardless of geographic location, different time, and place (Richardson & Swan, 2003). Although home-based learning has been an alternative to face-to-face learning, home-based learning still creates a different experience that affects the entire atmosphere of the learning experience and engagement as well. For instance, Enomoto (2016) found out that the shifting from face-to-face learning to home-based learning caused a lot of adjustment. By being physically separated with peers and teachers, students feel disconnected and frustrated due to the lack of social interaction. Moreover, students had been overwhelmed by the increasing numbers of tasks to complete in online learning. Similarly, the researcher found that students protested when they got a lot of work to do (Appendix 7). Nevertheless, Simarmata & Indriani (2016) found that disengagement also occurred in face-to-face learning when the activities were not interesting or suitable for the students. The students were neither motivated nor feeling excited.

Hew (2016) claimed several factors that affected students' engagement in home-based learning. First, learning quality that is presented through activities and clear procedures. Promoting engagement requires active learning in which there must be tasks or activities that address students' learning needs and involve students to do things or think about the things they are doing. Second, the relationship with teachers. Third, peer interaction that could encourage knowledge construction among students. Peer interaction also happens in the form of peer pressure, in which students' behavior can affect other students. One possible solution for this factor is facilitating student assessments with a social approach. This is in line with a study done by Gedera et al. (2015) revealing that the interaction with peers affected students' engagement in the learning process.

In the practicum, the researcher found these 3 factors affected the students (Appendix 3,5 and 7). First, poor learning quality, in which the researcher noticed that the students were disengaged when the teacher only gave direct explanation and did not apply creative teaching. Second, relationship with the teacher; the students responded well when they knew the teacher. Otherwise, when a new teacher was first introduced in the class, the students tend to be silent and it took some moments to make the students respond. Third, peer pressure, in grade 3, everytime a student started texting in the chat room in a learning session, the other students replied with topics that were not related to the learning material kept on going.

To overcome students' disengagement, Azriani et al (2019) suggested the use of inquiry-based instruction in online learning. Inquiry based learning was done by giving questions to lead the students to the correct explanation of the materials. However, based on researcher's experience, the students did not show the characteristics of engagement when the teacher only asked questions or did direct explanations (Appendix 3 and 5). The researcher concluded that applying inquiry-based instruction is not enough to promote engagement in this classroom. Furthermore, Albalawi (2018) suggested the use of reward to engage the students. In the practicum, the teachers also tried to use reward (Appendix 5). For some time, the students were engaged and willing to participate when they knew there will be a reward for their efforts and praises to their achievements. However, it was also not enough because it worked temporarily. Albalawi also added that reward must not be used as a sole motivating factor to engage the students.

By all counts, studies proved that students' disengagement occurred both in home-based and face-to-face learning. Disengagement occurs when the activities were not interesting. Furthermore, the process of adjustment and the increasing number of tasks in home-based learning also affected engagement as well. (Drane et al., 2020; Enomoto, 2016; Simarmata & Indriani, 2016). There are three factors that affected engagement in home-based learning which are learning quality, relationship with teachers, and peer interaction (Gedera et al., 2015; Hew, 2016). To overcome students' disengagement, a study suggested to apply inquiry-based learning in which the teacher can engage the students by asking questions and another study suggested the use of reward (Albalawi, 2018; Azriani et al., 2019). However, the researcher found out that applying inquiry-based learning and the use of rewards are not enough to promote engagement in home-based learning.

### ***Multisensory Approach: Data and Previous Studies***

The researcher applied multisensory approach to promote engagement and it turned out to be effective (Appendix 1,2,3 and 6). Previously, Jubran (2012) has made an experiment for two groups of students for 8 weeks. The two groups were taught English language using two different approach which are multi-sensory approach and traditional way. In traditional way, the students only sat and listened. This study found out that the group that was attributed to the use of multi-sensory approach significantly improved in English vocabularies. Jubran concluded that students were more engaged in learning when they were given a chance to use all their senses in learning process. By means, multi-sensory approach has been a powerful tool to make the students learn English language in an interesting manner. Similarly, Branscomb (2015), Shih (2020), and Azmi (2013) found out that variety of multisensory material engages the students with artistic and contextual meanings. Another important outcome of this approach was improving critical thinking and cognitive development as they explored written text, illustrations, and body gestures.

A study by Korkmaz & Karatepe (2018) was done to 4th grade primary students. The teachers used variety of multisensory activities to teach reading. Including puzzles, dramatic performances, rhymes, flashcards, animations, toys, puppets, and realia. The language input is supported with colorful pictures. This study found out that primary students learned reading by comprehending the association of sounds with words as symbols. This process requires more complex cognitive processes as the materials become challenging. Students need to make more connections between sounds, symbols, and parts of the text. The teacher's function to facilitate the reading materials with more applicable ways to enrich their experience. The students were given diaries to write reflections about their experiences and feelings regarding every English lesson during the treatment. The data is taken from the students' reflection in the diary and the interview with the teacher. Both reflection and interview contained the challenges and benefits during the lesson.

Korkmaz & Karatepe (2018) found out that the students' reflection indicated excitement, fun and development of positive attitudes towards the English lesson. The student admitted it was a valuable and enjoyable lesson. However, some students admitted having difficulties in reading. Based on the interview with the teachers, the teacher admitted multisensory approach has increased students' willingness and desire to be actively involved in the learning activities. In fact, some students even complained when they were not personally involved in activities as much as they would have liked. The students were upset when they could not perform in the activity although they raised their hands. This became the challenges in monitoring and managing the class. However, the teachers still believed that practicing language should be through touching, doing, and experiencing. This study claimed that students' engagement are increased by this approach, and less energy is spent in only pressing button or clicking mouse.

Magulod (2017) found some technical problems in applying multisensory approach and suggested several ways to overcome the challenges. First, for the visual aids, the size of the letters or pictures should be suitable with the students condition. Moreover, handwritten letters are better off computerized and printed with larger fonts to be more readable. To facilitate the students who still do not

know how to read, the colors are better be life-like since they attracted primary students' interests. Further, to make the teaching aid more appealing, it is better be covered with long-lasting material to ensure the durability and multiple use. Guidelines of using the materials should be attached to the learning material. This is also in line with the researcher's experience in which some materials are sent to the students' houses. Therefore, the material must be well-packaged and long-lasting (Appendix 6).

In conclusion, multi-sensory approach function as fun learning experiences that engage the students (Azmi, 2013; Branscombe, 2015; Jubran, 2012). This approach can be implemented by combining several methods. The challenges in implementing this approach is to manage and monitor the students' behavior in taking turn to every activity. Another challenge comes from technical problems that can be overcome by optimizing the quality, durability and packaging of the materials (Korkmaz & Karatepe, 2018; Magulod, 2017).

### **Findings and Discussion**

In this part, the researcher will answer all the research questions by describing the researcher's experience in the practicum, based on what has been done both by the student teacher and the teacher mentor (Appendix 1,2 and 6). This approach was done by applying Total Physical Response (TPR), color coding, art & craft, story telling, and interactive PowerPoint (Mart, 2012; Mayesky, 2014; Morretta & De Francisci, 2014; Wright, 2013). The teachers had applied multisensory approach in teaching about body parts to grade 1, about observation to grade 2, about passive voice to grade 6 and about storytelling in elective class to grade 1&2. Since the school applied blended learning, the learning session was divided into two which are synchronous and asynchronous. The teachers applied all those methods both in synchronous and asynchronous sessions. In the asynchronous session, the students did self-study by exploring modules and watching videos prepared by the subject teachers. The modules and other teaching aids were sent to each student's place. In the synchronous session, the teachers and the students were scheduled to meet through video group calls for 30 minutes.

In teaching about body parts to grade 1, the teacher applied Total Physical Response, color codes, and art & craft (Appendix 2 and 6). The learning objectives are first, the students will be able to identify the correct function of body parts. Second, the students will be able to categorize the body parts into singular and plural based on the amount. In asynchronous session, the students watched a video and explored a module prepared by the teacher. In the module, the teacher provides an explanation about the body parts with pictures and colors. In the video, the teacher shows how to identify and categorize the body parts based on the colors. The students have to match the colors with the certain body parts based on the amounts. In the synchronous session, the teacher deepens the students' understanding by explaining about the body parts using gestures. The teacher had the students follow every gesture and tell about their body parts using the gestures. Afterward, the teacher checked the students' understanding by asking the students to determine the color of the body parts. During the next meeting, the teacher mentor had the students learn through art and craft (Appendix 6). The teacher prepared some cards containing pictures of body parts. In the video, the teacher mentioned where should each body parts be located after they cut them. The

students had to paste the picture of body parts that they had cut into the correct location in the module.

The teacher applied TPR in teaching about observation to grade 2 (Appendix 1). In the synchronous session, the teacher had the students look around their house and reach one object near them. The teacher explained the concept of observation by making the students explore things around their house, by touching some things and observing its details. During the next meeting, the student teacher continued the learning session with new material which is punctuation. For future reference, the mentor suggested that in teaching punctuation, the teacher can immediately apply TPR (Appendix 3). The teacher can have the students jump for the word 'exclamation', wiggle for the 'question marks' or squat for 'period'.

In teaching about passive voice to grade 6, the teacher used interactive PowerPoint with an activity called investigation game (Appendix 2). The students must investigate a case using the clues. The slide contains clues in the form of passive voice sentences. One clue led to another clue. The students must find the subject of every sentence using those clues. By means, the students learned by the experience of using the language before exploring the pattern of the grammar.

Lastly, the teachers taught storytelling to grade 1 and 2 using TPR and flashcards (Appendix 2). The flashcards were sent along with the modules to the students' places. The flashcards contained pictures of characters, places and objects used in the story. The teachers taught by having the students hold the flashcards and the teachers led the students in determining every character. Afterward, the teacher led the students in telling the story using certain gestures. Every student took turn to tell the story.

The benefit of applying multisensory approach is students are engaged in the learning process (Appendix 5). Students' engagement is measured with the characteristics of engagement pointed out by Jones (2009). The students participate actively, and the material are successfully delivered when the teacher asked them to move around, do some gestures, and play with some objects. Since the students have shown the characteristics of engagement, the researcher concluded that the students have been emotionally and behaviorally engaged (Fredricks et al., 2019). By means, this has contributed to the students' cognitive engagement. The students show their effort in participating actively, answering every question correctly, completing the tasks, and confidently present their works (Appendix 6).

Nevertheless, during the practicum, the researcher found some challenges occurring in the learning process both in the asynchronous and synchronous session. In the asynchronous session, some students were unable to access the video; some students reported that they had some problem in internet connection, some students reported their devices were not supporting and some students reported that they were unable to access the account (Appendix 8). The researcher has overcome these problems by investing some of the times in synchronous session to repeat the explanation in the video briefly. Moreover, for the students who had problem in internet connection, the videos had been saved online and are still available to access once the students have better internet service.

The challenges also occurred in the synchronous session. When the student teacher was first introduced, it took a longer moment to get the students' attention and made the students comfortable responding to the student teacher. Furthermore, another problem began to arise when the students were finally engaged in the

learning process. For instance, in grade 1,2 and 3, The students did not follow the rules and procedures, spoke without clicking the raise hands button, did not let others speak.

There were several strategies that the teachers had done to overcome the challenges in the synchronous session. Firstly, in the opening session, the teacher greeted the students with questions related to their daily activities, for instance 'have you had your breakfast?', 'what did you have for breakfast?', 'have you had your toilet time?', 'what was new?', 'does anyone want to share something?' (Appendix 4). This functions to maintain relationship with the students through communication. This worked well since the students like talking about themselves (Harmer, 2015). Secondly, to maintain appropriate behavior, the teacher stated clear rules and procedures in the opening session and repeated them every time the students did not behave well. Third, the teacher also warned the students and did not respond to the students who did not raise their hands before speaking. Fourth, the teacher also had the students do some stretches every 10 or 15 minutes. Fifth, to some classes, the teacher also applied the use of rewards to motivate the students to behave well and follow the correct rules and procedures. Furthermore, the teacher noticed the students who had not participated yet and encouraged them to speak by calling their name, the teacher also explained to those who spoke often to take turn with others to speak. Lastly, the teacher gave appreciation and feedbacks to the students before closing the class.

## **Conclusion**

On a final note, multisensory approach is a way of teaching language that can promote engagement in Primary home-based learning. This approach worked by involving the learners' senses like sight, hearing, touch, and physical movement. In home-based learning, disengagement occurs when learning only involves two senses which are sight and hearing, which consequently caused disengagement.

This paper has discussed about the application of multisensory approach in primary English home-based learning particularly in one private school located in Kupang, Indonesia. The researcher applied Total Physical Response (TPR), color coding, flashcard, art & craft, storytelling, and interactive PowerPoint as teaching methods. The implementation was done by combining two or three methods in one session. The important outcomes from this approach are engagement is positively promoted and the lesson is successfully delivered to the students. Nevertheless, factors like technical problems and students' inappropriate behavior often become the challenges in the learning process. These challenges can be overcome by applying some strategies which are building relationship with the students by asking questions related to their daily activities in the opening session, stating clear procedures, doing repetitions, warning the students, giving rewards, appreciating and giving feedbacks at the end of the lesson.

Since the students and the teachers have been physically separated in home-based learning process, parental involvement is highly required in managing and monitoring the students' behavior. Furthermore, the next researchers may find ways to maximize home-based learning by maintaining social interaction among students. Lastly, since this study had found out that the students usually used inappropriate language when talking to each other, it is highly suggested that

language teachers address this issue by promoting respectful behavior in the learning process.

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