

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings of the study, it can be concluded that the English teacher at SMP Negeri 3 Percut Sei Tuan applied three types of multisensory techniques in teaching reading comprehension of narrative texts, namely visual, auditory, and kinesthetic modalities. These sensory modalities were consistently observed across three classroom meetings. Visual techniques were implemented through the use of pictures and short videos, auditory techniques through reading aloud and listening activities, and kinesthetic techniques through gestures and simple movements related to the story. The tactile modality was not applied due to limitations in teaching facilities, materials, and preparation time. This indicates that although the multisensory approach was not fully implemented, the teacher made deliberate efforts to integrate multiple sensory channels to support students' comprehension of narrative texts.

In terms of the use of multisensory techniques, the findings show that the integration of visual, auditory, and kinesthetic modalities contributed positively to students' engagement and understanding during reading activities. Visual and auditory strategies were perceived as the most effective in helping students imagine story elements, follow the narrative flow, and maintain attention. Kinesthetic activities encouraged some students to participate more actively, although not all students felt equally comfortable with movement-based learning. Students'

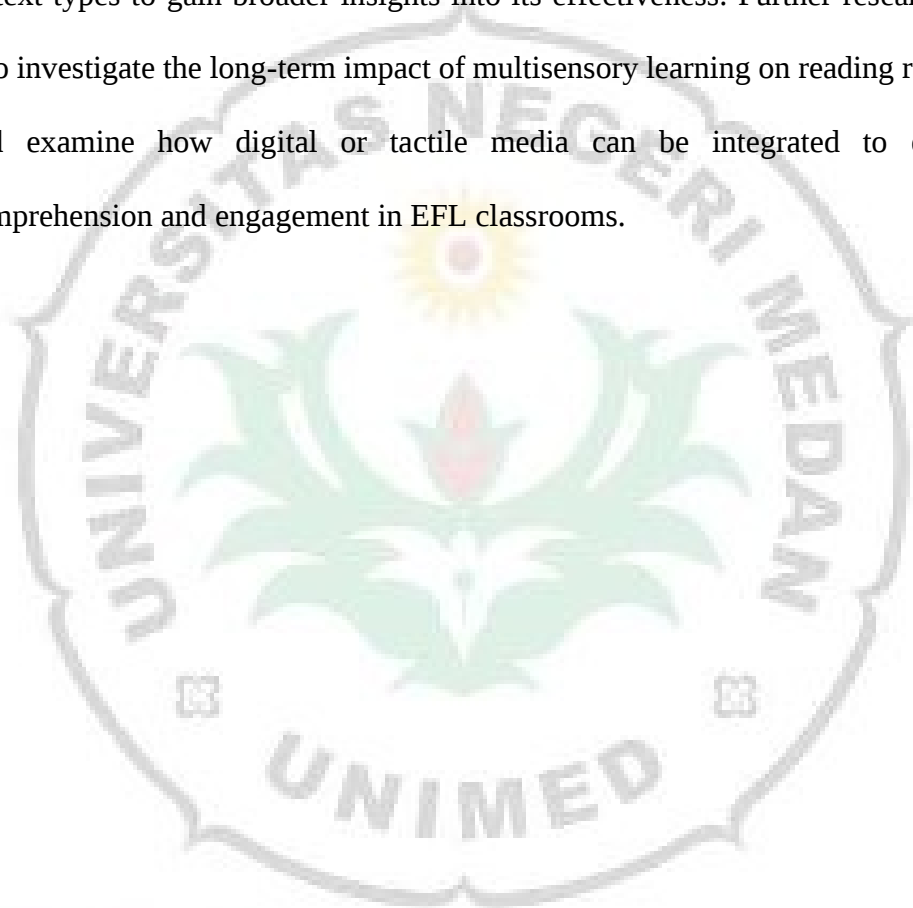
questionnaire responses reflected generally positive attitudes toward multisensory learning, particularly toward visual and auditory inputs, while responses related to kinesthetic activities and long-term memory retention were more varied. These findings suggest that multisensory techniques can enhance students' reading comprehension and engagement when applied consistently and supported by adequate materials and classroom management.

5.2 Suggestions

Based on the findings related to the types of multisensory techniques used by the teacher, it is suggested that future teaching practices place greater emphasis on expanding the range of sensory modalities applied in reading instruction. While visual, auditory, and kinesthetic modalities were implemented consistently, the inclusion of tactile elements could further enrich the multisensory experience by providing more concrete and hands-on learning opportunities. The use of simple tactile materials, such as story cards, real objects, or textured learning aids, may help students develop deeper comprehension of narrative texts and accommodate learners with tactile learning preferences. Careful planning and preparation are recommended to ensure that all sensory modalities are integrated meaningfully and align with the learning objectives.

In relation to the use of multisensory techniques in teaching reading comprehension, it is recommended that multisensory activities be applied more consistently and supported by structured student engagement strategies. Increasing opportunities for active participation through guided group activities, interactive reading tasks, and movement-based storytelling may help reduce passive behavior

and strengthen students' involvement during lessons. In addition, future studies are encouraged to explore multisensory instruction in different contexts, grade levels, or text types to gain broader insights into its effectiveness. Further research may also investigate the long-term impact of multisensory learning on reading retention and examine how digital or tactile media can be integrated to enhance comprehension and engagement in EFL classrooms.



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