

THE EFFECTIVENESS OF MULTISENSORY APPROACH ON IMPROVING THE SPELLING SKILLS OF THE GRADE 1 PUPILS

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The purpose of this study was to examine the effectiveness of multisensory approach on the spelling achievement of the struggling spellers of grade 1. The respondents were 12 heterogeneous grade 1 pupils, 8 boys and 4 girls. The pupils were given a pre-test of fifteen high frequency words. Then the list of fifteen words was broken down into four words each day. The students were taught spelling for 30 minutes each day using the multisensory approach. Activities involved visual, auditory and kinaesthetic-tactile modalities. After instruction, a post- test was given and results were analysed using t-test of mean difference. A significant improvement on the spelling achievement of the students was found after incorporating multisensory approach in teaching spelling. Based on observations, respondents' engagement to the lesson was improved which led to greater spelling achievement.