

Motoric and sensory play as an English teaching method to teach pre-school student's vocabulary

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ABSTRACT

This study discusses the contribution of using motoric and sensory play to activeness and vocabulary mastery. The scope of this study focuses on motor and sensory play methods for teaching vocabulary in early childhood students. The purpose of this study is to find out the students' participation in the use of motor and sensory play method in vocabulary learning at AL-Uswah English Class (AEC) Pamekasan, and to find out whether motor and sensory play supports the exploration of vocabulary mastery at AL-Uswah English Class (AEC) Pamekasan from the perspective of teachers and students of AL-Uswah English Class (AEC) Pamekasan. By using qualitative methods, the narrative type is expected to find out more in-depth information about the application of sensory and motor methods. By using observation, interviews, and documents, it is expected to obtain to achieve the research objectives. In this study, it is found that students become more active by using motoric and sensory play methods, then it is also found that using motoric and sensory play methods can help students in mastering vocabulary, which students are more in mastering vocabulary in English. Thus, it is proven that applying motor and sensory play methods can make students more active and master more vocabulary in English language learning. The study has implications in developing English language learning methods, especially in vocabulary.

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INTRODUCTION

English learning at an early age is very important, because at this time the child's brain begins to develop such as motor and sensory, one of the main aspects is vocabulary, where in learning English vocabulary is the basic thing that needs to be mastered, this will quickly determine whether or not they speak using a foreign language, mastery of this knowledge is indeed needed by early childhood students, because understanding at this time will be more easily obtained and remembered by children so that children are faster in this knowledge.

Vocabulary is a set of words that a person acquires. Vocabulary mastery is the ability to use words that have been owned and mastered by someone as a basis for communication, such as writing and speaking. This vocabulary mastery needs to be owned by children, especially in early childhood, who are still in the early stages of communication. In learning vocabulary, so that students quickly accept and master vocabulary and find it easy to remember, stimulation is needed. Sensory stimulation can make someone remember something that happened, this will make someone have a strong memory for a long time (Fan et al., 2024; Wang et al., 2023).

Motor and sensory development is the most important part of a child's growth and development, because this will determine the child's ability, intelligence, as well as creativity or ideas in the future. Motor and sensory development is gradual; therefore, providing motor and sensory training or stimulation is needed. It is found that training a person's fine and gross motor skills can affect their motor skills (Arabi & Kakhki, 2025; Fajarwati & Arini, 2023; Maharani et al., 2025). The movement of children can show their motor skills or skills. This motor development is gradual starting from an early age, therefore it needs to be trained from an early age of the child so that fine and gross motor skills can develop properly (Bianco et al., 2024; Hwang et al., 2025).

In learning English at an early age, sometimes there are difficulties, which is due to the lack of learning methods that do not give freedom to children, such as traditional methods that only memorize, sing, and others. A lesson that gives students freedom to learn by controlling themselves has a positive impact on the results of the vocabulary learned by the students (Eğrikılıç & Dere, 2024; Yang et al., n.d.). Although it looks fun, it is still monotonous in learning, especially English, and this makes students feel bored in learning a foreign language, because this method does not teach students about the real form of understanding that is learned, so it will be more difficult to understand. As with sensory stimulation, using real experience can make someone remember something that happened to them. This is the same as the learning experience they get (Moorhouse & Kohnke, 2024; Wang et al., 2023).

The existence of motor and sensory stimulation indirectly shapes the development of the child's brain, which will more quickly accept what they can. By giving

stimulation to someone, their brain will be able to accept many things, which certainly affects the acceptance of what has been learned (Balboa-Bandeira et al., 2023; Seidl et al., 2024). This also applies to vocabulary learning. The use of sensory stimulation games in vocabulary learning in the classroom can attract students' attention, so that students are motivated in vocabulary learning (Aulina et al., 2024; Calafato & Clausen, 2024).

In this modern era there are many educational games that designed to train and stimulate children's motor and sensory development with the aim that their sensory and motor development, one of which is motor and sensory, this motor and sensory game is an interactive method, allowing students to explore more about vocabulary and more easily remembered by students. At AL-Uswah English Class (AEC), teachers have been paying attention to how methods are appropriate for early childhood, they have started using these motor and sensory games to train students' vocabulary acquisition in English learning, starting from vocabulary training that is often used in daily life then teaching with motor and sensory methods by telling the understanding and also the picture while followed by movements that describe the action for the understanding, as well as using other techniques that are also part of motor and sensory games.

Participation is whether or not people are enthusiastic about something. Student's participation is the activeness of students in the teaching and learning process, both oral and non-verbal, and written and discussion (Xuan Mai et al., 2024). It also refers to students' activity in vocabulary learning, such as answering questions (Sparapani et al., 2018). It include oral participation, non-verbal participation, classroom action, and classroom discussion (Barus et al., 2022). Meanwhile, a response is a person's opinion about something, such as accepting or rejecting something. A student and teacher responds as a teacher's perception of something in the learning process, as well as the teacher's perception of student participation in the classroom (Xuan Mai et al., 2024).

Vocabulary is the words that a person acquires. Vocabulary is a foundation in one's language acquisition. Vocabulary is basic in English, which is very important to learn for basic communication (Putri & Wahyuni, 2019). This includes general and specific vocabulary. Vocabulary mastery is the vocabulary mastered by people used in oral or written communication. Therefore, vocabulary can be spoken or written (Sparapani et al., 2018). Playing with vocabulary can help students become active in the learning process of vocabulary (Fitriana & Maro, 2018).

In literature review, multisensory is physical activity that include the movement and visual (Andrä et al., 2020). Sensory and motoric include the visual, movement, hearing, tactile, gustatory and others, it can use image or others (Barnes et al., 2023). Motor refers to physical abilities related to the movement and coordination of the

human body (Sutapa et al., 2021). Play is a fun activity that results in a sense of enjoyment and self-satisfaction (Sutapa et al., 2021). Play is not just a way to have fun; play is the most important thing in a child's growth and learning for a person. Play can also be learning because it can train children's motor skills (Christie et al., 2020). There are some types of play, such as sensorimotor play, role play, and constructive play (Sutapa et al., 2021).

Based on Piaget's theory in previous research is explained that children are born with sensory schemata or sensory and motor abilities. However, even though children are born with sensory and motor abilities, children still need to be trained with motor and sensory stimulation to develop their abilities to increase, especially in learning vocabulary as a basis for communication. In previous studies, many focused on applying motor and sensory play in children with autism or special needs to train their focus and introduce objects around them. Still, not many have discussed the application of motor and sensory play to normal children, especially in early childhood, to master vocabulary by using motor and sensory play methods so that they can master vocabulary. Therefore, the researcher is interested in researching motor and sensory play used to teach students to master vocabulary. This study aims to find out in-depth how students participate in using motor and sensory play, and then also to find out the responses of teachers and students regarding whether using motor and sensory play can help support the exploration of vocabulary mastery in early childhood students. This study has a practical contribution for teachers as a guideline for developing methods of learning English for students.

RESEARCH METHODOLOGY

Research Design

In this study, researchers used a qualitative method which is a method for understanding phenomena and a human's experience and written in the form of a description, with a narrative type, which in this education is related to a human's experience and also activities in the classroom (Cresswell, 2012). Researchers conducted research at the AL-Uswah English Class (AEC) Pamekasan, which is part of the Sekolah Islam Terpadu (SIT) AL Uswah Pamekasan, located in Lawangan Daya.

Participants

In the study, the researcher chose pre-kids, which consists of preschool and kindergarten as the source of research, and the subjects were teachers and students from pre kids to find out about student participation as well as teacher responses or responses related to the use of motoric and sensory play in exploring students' vocabulary mastery. Here the researcher is a participant, meaning that researchers

can interact with the subject is enough to build a good relationship, but they are not actually involved in the behavior or activities of the group and those being studied who the researcher is (Donald et al., 2010, p. 432-433).

Instruments

The instrument used by researchers in this research is observation; observation is carried out at AL-Uswah English Class (AEC) Pamekasan. Observation is observing a phenomenon that occurs in a place to provide a comprehensive picture of behavior in a particular environment (Cresswell, 2012, p. 213). Where researchers observed classroom learning using motoric and sensory play at AEC. Then there are also interviews. Interviewing is the process of asking participants questions that are used to collect data from people about their opinions, beliefs, and feelings about an issues (Cresswell, 2012, p. 217). In this case, interviews were conducted with several teachers and several students at AL0Uswah English Class (AEC) Pamekasan. Next is documentation. Documents refer to a wide variety of written, physical, and visual materials (Donald et al., 2010, p. 442). It includes documents such as public records, private documents, physical materials, and researcher documents (Cresswell, 2012, p. 223). Here is a document related to motoric and sensory play activities that have been implemented at AL-Uswah English Class (AEC) Pamekasan; this is seen from several teacher or school documents such as what kind of play or assignments related to motor and sensory play in learning.

Data Collections

In collecting the data, the researchers using observation, the observation is observing a phenomenon that occurs in a place to provide a comprehensive picture of behavior in a particular environment (Cresswell, 2012). In observation, the researcher observes the students' participants regarding vocabulary when they use motoric and sensory play. Next is interview, interview is where the researcher asks general questions to one or more subjects and records responses, and information from them as data from the research (Cresswell, 2012). In an interview, the researcher asks for the response or perspective of teachers and students in the use of motoric and sensory play to improve student vocabulary at the AL-Uswah English Class (AEC) Pamekasan by using a semi-structured interview. A semi-structured is an interview in which the interview topic is selected and questions are structured, but the interviewer may change the format or questions during the interview (Donald et al., 2010, p. 438). Moreover, researchers use documentation, documentation refers to a wide variety of written, physical, and visual materials, including what other authors call artifacts (Cresswell, 2012, p. 223). In this documentation, the researcher finds the motor games and sensory play that have been applied to students.

Data Analysis Procedures

The researcher uses step analysis data according to Miles and Huberman data condensation, data display, and drawing or verifying conclusion (Miles et al., 2014, p. 8-9). The first step is data condensation, where researchers summarize observations, interviews, and documents obtained during the research, and then make decisions on the data to be selected. The second is data display. In this case, the researcher will present the data, which can help researchers to understand what happened in the study. The last is drawing a conclusion, researchers draw conclusions from the findings in the field during the research.

RESULTS

How are students participating in the use of motor and sensory play in vocabulary learning at AL-Uswah English Class (AEC) Pamekasan?

First, the teacher provides real pictures related to the vocabulary being taught such as adjective vocabulary, such as clean and dirty, in this case the teacher gives examples using pictures that show the words clean and dirty, the teacher will give examples of pronunciation so that students hear the vocabulary being learned, after that the teacher will quickly exchange pictures with the vocabulary, between clean and dirty, In this lesson, students really participated in learning the vocabulary, starting from answering when the teacher asked questions related to the vocabulary, besides that during the observation the researcher found out that if students found a dirty place, they would show it to the teacher while using the vocabulary (dirty) to tell the teacher in the classroom that the place was dirty.

The second is where the teacher uses movement to learn parts of the body in vocabulary learning activities. Students are asked to stand, and the teacher plays a song that contains the names of human body parts, and students must show the parts heard through the song, such as the chin, arm, and nose. In the observation obtained by the researcher, students in this case were very enthusiastic, as shown by their freedom in moving quickly to show the part of the body referred to in English. In learning parts of the body, the teacher and students will make movements by pointing to the part of the body that is spoken, then this is repeated according to the speed, ranging from slow to very fast. Then the teacher will ask the students to show the part of body vocabulary randomly, and the students will show it quickly. This really makes students very enthusiastic and excited, especially when the speed increases, which also makes students focus on learning vocabulary.

The third is that the teacher uses movement to show the vocabulary learned about large and small sizes, students are asked to follow the movement while repeating what the teacher says (big) (small), then the teacher will repeat the movement quickly and students guess it, the teaching that continues to be repeated with examples of movement about size makes students very enthusiastic about learning, this can be

seen by the enthusiasm of students in following the teacher's movements and vocabulary that continues to be repeated during observation.

The fourth teacher provides many pictures about the vocabulary of about twelve vocabulary that has been learned for one month and asks students to remember this by giving the picture, besides that here the teacher asks students to count the pictures using English by the way the teacher shows one by one the picture while asking the English language of the picture. This shows that students are active in the learning process, and students can already master the vocabulary.

How do motor and sensory play support the exploration of students' vocabulary mastery at the AL-Uswah English Class from the perspective of teachers and students AL-Uswah English Class (AEC) Pamekasan?

This section presents the findings of the study on how motor and sensory play contribute to the exploration and mastery of vocabulary among students at AL-Uswah English Class (AEC) Pamekasan. Through interviews and observations involving teachers and students, the data reveal as follows:

Excerpt 1

Ms. Istib: "this motor and sensory play can help students master vocabulary by seeing examples, what the vocabulary looks like or hearing and giving movements about the vocabulary being learned, then this motor and sensory play makes students more active in class, because it gives students the freedom to move like playing but actually learning, because at this time it is their time to play freely to explore many things including vocabulary, although it must also be guided but this method also makes students more interested in learning so they are enthusiastic when learning vocabulary."

Excerpt 2

Ms. Dewi: "With learning using motoric and sensory games or playing motoric and sensory games makes students much more active, although sometimes there are external factors such as the mood of students, but with this, students will be active again. The use of motoric and sensory games also makes students master vocabulary, because they are usually taught using movement so they automatically catch the vocabulary taught faster, especially accompanied by visual learning, they already have a lot of vocabulary, and usually they can accept all the vocabulary learned in a month, because usually I as a teacher will repeat and ask again related to the vocabulary if the vocabulary taught is considered sufficient. This method is quite relevant for teaching early childhood."

Excerpt 3

Ms. Desy: "Motor and sensory play or games are enough to make students interested in the learning process. I think this method is good and suitable for kindergarten or preschool students. With this, students also know quite a lot of words, such as nouns, adjectives, and verbs. The verbs are usually basic verbs about daily life."

According to the teacher, by using this motoric and sensory play method, students become more active, so that the teaching and learning process becomes interactive because students are enthusiastic. This also makes it easier for students to get and remember the vocabulary given by the teacher.

Rama: "I like it when I play because it's fun, I also have a lot of vocabulary like colors, fruits, and adjectives. Learning is fun, so I can learn the vocabulary."

Audi: "I understand the vocabulary, I know colors, ABC, numbers. I like learning, I also remember the vocabulary until now."

Hafiza: "I like learning, because I can play too. Vocabulary that I know: head, shoulder, color, long, short, dirty, clean, elephant."

Arina: "I like games when I study, I know a lot of vocabulary in English."

Nasya : "I like the game because it's very interesting so I can enjoy the class."

Based on interviews with the four students, they stated that this motoric and sensory play method is fun when applied in class, which makes students enjoy the vocabulary learning process. In addition, the use of motoric and sensory play can help students master vocabulary, ranging from nouns, adjectives, to verbs.

Table 1. *The result of interview*

No	Interview Question	Yes	No
1.	Can motor and sensory support exploration of your vocabulary?	✓	
2.	Is motor and sensory play interesting in learning vocabulary?	✓	
3.	Can you master vocabulary with the use of motoric and sensory play?	✓	
4.	Does this use of motor and sensory play make you still lack vocabulary?		✓
5.	Have you mastered enough vocabulary ?	✓	
6.	Do you feel that using motoric and sensory play makes you more proficient in vocabulary?	✓	

7. Does the use of motoric and sensory play help students' vocabulary mastery? ✓
8. Are students more active when using motoric and sensory play in vocabulary learning? ✓
9. Are students more interested in vocabulary learning by using motoric and sensory play? ✓

Based on AL-Uswah documents there are several motor and sensory play methods that have been applied at AL-Uswah English Class (AEC) Pamekasan to help students master vocabulary, including:

1. Auditory: this is about using vocabulary accompanied by rhythms to support the learning of vocabulary, such as the alphabet (a b c), colors, body parts, and others.
2. Visual: This refers to the pictures shown to teach vocabulary, which means giving examples of the vocabulary in question in the form of pictures. Besides that, there are also various worksheets ranging from counting several pictures of ants, then showing colors, or also thickening vocabulary such as adjectives, and coloring nouns. Then, in this case also using real objects shown to students so that they understand the vocabulary in question, such as nouns (bag, bus, car, and others).
3. Body movement: In this case, learning vocabulary by using a movement to provide examples of shapes, sizes, activities, and parts, related to the vocabulary in question, such as long and short, tall and thin, nose, chin, knees, drinking, sitting, eating, and others.



Figure 1. The result of observation related to sensory play such as auditory, visual and body movement

DISCUSSION

Based on the research, it was found that students were active during vocabulary learning with the motoric and sensory play method. The use of motoric and sensory play led students to be more active in the learning process in class; the conditions in the classroom became lively because students seemed excited to learn vocabulary. It has been found that motor activities, such as body movements that train a person's motor skills, have an effect on student interest and attention, which is a major factor in the results of vocabulary teaching in early childhood (Padial-Ruz et al., 2019). This is because students are interested and feel no difficulty in accepting the vocabulary, they enjoy the teaching and learning process in class, besides this method can invite students like playing because at this time, it is time to play but also balanced with training their motor and sensory so that students can master vocabulary well through the motor and sensory play method. This daily play activity suits them well enough to engage them in vocabulary learning and has proven effective in increasing their engagement in the learning process. This bridges the worlds of play and learning for them, creating a learning experience that is fun and supports their motor and sensory skills, so that students can easily master their vocabulary in English learning at school.

The use of motor and sensory play, such as the use of pictures with many colors, can train their sensory visually and make them more enthusiastic. Visual learning theory that having striking colors makes students more interested in learning (Xu et al., 2022). In addition, the use of motor and sensory skills, such as body movement, used by the teacher to teach vocabulary, which is then followed by student movements, also makes students look more active and faster in accepting the vocabulary. The use of body movement by both teachers and students in learning can help students quickly accept the vocabulary learned in the classroom (Oppici et al., 2023). This has an impact on children's vocabulary acquisition, where children will master more vocabulary to support students' English learning vocabulary because this multisensory stimulation provides understanding between words and meanings for students. With this activity, it can create a strong memory to support students' vocabulary mastery, so that students' motor and sensory are more responsive in the learning process and accelerate vocabulary mastery.

In this class, students are active with various participation, such as oral participation and non-verbal participation, starting from those who try to answer the teacher's questions, then also follow the movements and repeat what the teacher says when teaching the vocabulary, which students also participate in repeating the vocabulary learned. This shows that students are very enthusiastic and excited about learning the vocabulary. On the other hand, there are one or two students who also participate but in writing, such as when asked to work on a worksheet to find the same shape (small) and which one (large) and count them, they will easily find it, this

is also part of the motor and sensory play method which is also able to make students active or participate in the learning process in the class. Students' activity in the learning process in this class can influence students' curiosity where students enthusiastically try and look freely related to objects around them that can contribute to the acquisition of students' understanding during the English learning process in class. That way, this can make learning in class quite fun and not monotonous, which of course, can support student learning outcomes in English vocabulary learning.

In a previous study said that motor and sensory games that can make children stronger and active with their movements that can be controlled by themselves (Sutapa et al., 2021). Then, based on the results of research that has been conducted by researchers in this study, it is found that this motor and sensory can indeed make children active in the learning process, especially vocabulary learning, so this is proven. This research strengthens the previous research that motor activities, such as body movements that train a person's motor skills, have an effect on student interest and attention, which is a major factor in the results of vocabulary teaching in early childhood. Physical activities such as this movement make students' motor skills more active besides that this can also make students interested and enjoy the activities more (Dapp et al., 2021). The existence of physical activity in a real learning process that can provide comfort to students is by the cognitive development of children according to age, where with emotional abilities and sensory-motor abilities, students are freely able to accept the material that has been delivered through stimulation. This can certainly support vocabulary learning in children at school so that it can facilitate the process of learning English, especially comprehension.

Furthermore, based on the results of interviews with teachers and students, it was found that this motoric and sensory play method can train students in learning vocabulary, this motoric and sensory play makes students trained in visual, auditory, and movement that will make students quickly capture and accept the vocabulary learned, such as giving vocabulary antonyms and showing them alternately quickly so that students can record the vocabulary taught. This method also trains students' focus on learning vocabulary, although it looks like playing, but students remain focused on learning vocabulary, by repeating what the teacher says and trying what is modeled and seen. It's related to the stimulation of providing visual images and body movements, which can improve students' abilities in learning, especially English vocabulary reception (Andrä et al., 2020). Thus it can be seen that students are more responsive to the motor and sensory approach. The existence of visualization and movement can influence students through real experiences that can make it easier to provide understanding quickly and higher memory. This method can create a learning process that is more fun, interactive, and meaningful so that it can achieve learning objectives.

According to the teachers at AL-Uswah English Class (AEC), teacher giving response that this method is suitable for students at an early age because it gives them the opportunity or space to move, and interactive so they do not feel that they are actually learning, but they feel that they are playing, but indirectly they are trained in their motor and sensory skills so that they can learn these words quickly and well. It is closely related to the use of educational games that provide experiences to children, such as through visual and auditory means, which can make learning more effective for students (Jafarkhani et al., 2024). This provides a clear view that students at an early age tend to remember English language learning, especially vocabulary, more easily through real experiences that are fun and interesting. Through this, students are much more attentive and involved in the vocabulary learning process to understand the surrounding environment with English vocabulary. This can create a learning atmosphere that is quite interesting and participative so that students can master understanding naturally.

This method is also able to lead students to know more about how the vocabulary is used, they will use the vocabulary obtained in everyday life, such as using the vocabulary "long" if it shows that the pants or skirt he is wearing is long, besides that they can show the teacher that he sees a dirty place and he say "dirty." On the other hand, the use of motoric and sensory play is seen to be very supportive of the exploration of students' vocabulary mastery, when researchers try to ask questions about certain vocabulary that have known, they will answer it even though the learning has been taught a few weeks ago, it means that students really understand and can remember the vocabulary obtained by the motoric and sensory play method. This clearly displays how students' physical and cognitive abilities are active in the learning process, by the characteristics of learning in early childhood. This approach can have an impact on classroom learning, where it can increase students' enthusiasm for learning vocabulary and strengthen students' vocabulary recall in English learning.

Based on the results of interviews with students, this motor and sensory method is fun, so it gives a special attraction for students without having to feel difficult, they admit that students like the method. According to them, they can easily get the vocabulary learned and also receive more vocabulary, and it is easier to remember. Therefore, the motor and sensory method can help students in exploring mastery or mastering vocabulary in English as a basis for learning English. It can be seen that it is fun and developmentally appropriate approach can be a medium for exploring the mastery of knowledge. This approach plays a role in practicing students' English skills as a foundation for using English. It can encourage English learning activities by helping stronger vocabulary absorption and providing real experiences for students to strengthen their mastery of English vocabulary early on in the classroom learning process.

With the teacher's and student's response that the motor and sensory play method can help students master the vocabulary learned with motor and sensory training. Play is a form of learning that gives children freedom in learning, especially vocabulary in the classroom, which has a positive impact on vocabulary learning outcomes. With activities that free children and move them in the learning process, it is easier for children to retain what they learn. The theory suggests that accumulation in children can affect their development, including their learning opportunities. With stimulation in free activity, children get a greater opportunity to explore materials and receive learning materials (Rakesh et al., 2024). Then based on the results of research that has been conducted by researchers in this study, it is found that motoric and sensory play can indeed make children quickly master vocabulary by learning through motoric and sensory play methods which indirectly stimulate and train their motoric and sensory well, so this is proven, with this research, it strengthens the previous research. This is in line with the theory of Stella Christie, related to play, which can train motoric and sensory skills, which affects children's health and creativity (Christie et al., 2020). Children's health can affect their brain development, so students can receive learning materials well and quickly, especially vocabulary, when learning vocabulary. This is also supported by the theory that body movement can influence the process of giving and receiving words for children at an early age (Barnes et al., 2023). This child's health condition can affect their acceptance of learning materials. Where students who are in good health can easily stimulate the brain in language understanding so that they are faster in understanding because they tend to have better concentration power, so they are better prepared to receive learning materials, especially understanding. It can liven up the classroom atmosphere with a fairly active English learning process so that it can provide opportunities for students to explore more understanding to master comprehension.

However, in learning English, from the many kinds of motor and sensory play, it turns out that students do not like games such as touching objects (tactile), so they do not get much vocabulary despite students can still acquire and master vocabulary. Students prefer to use body movement, auditory, and visual, which can help students master more vocabulary than using tactile. Although tactile is part of the motor and sensory game method, in its application, it is often combined with visuals to give examples of real objects and introduce types of textures in English to support vocabulary learning. It turns out that students are more interested in using visuals than in using tactile. This is due to the different learning styles of the students. Then it is also caused by the lack of facilities that make students less interested in using tactile so that it is less optimal. This causes students to tend not to be responsive and interactive so that it creates a sense of boredom in class, and affects the process

of learning English vocabulary during class, so that students do not master much vocabulary.

This study can be a basic guideline or reference for researchers. Then this study also explains the basic theory of motoric and sensory play in improving vocabulary that can be used for those in need, this research can also strengthen related motoric and sensory theories in students' learning, besides that, this research can also enrich reading material and scientific work. Next this study can help researchers explore the proper learning model in innovating learning methods for further research. Moreover, this research can help English education students develop methods and models of English learning in the future, as well as help students understand the right learning approach. Furthermore more this research can help teachers in developing strategies, approaches, and methods of learning English for students. Additionally, this research can help parents in understanding the importance of motor and sensory stimulation of children in games and learning so that children/students can grow and develop properly, besides that it can provide a deep understanding for parents about learning, so that they can support their children's education.

Possible limitations or weaknesses in the study are located in the sample size, where this study only involved students from one class in one school. This sample size affects the results of the study which may not provide a broad picture of the student experience or in large numbers, so with arguably few participants this does not provide an overview of a larger sample, so that further research can conduct research again with a larger sample size such as several classes in several schools. In addition, future research can use quantitative methods to determine for sure by using experimental research on students who are at a higher level such as primary schools, to avoid the external factors such as poor mood conditions that often occur in early childhood during the study.

The results of this study have an impact on all English language education students, namely providing new knowledge and can be literature material for further researchers, this also has a contribution to English teachers, especially those who teach students at an early age and elementary school and for pre-school teachers in creating learning innovations in the future. Besides that, provides new knowledge for parents in the community about how important motor and sensory play methods are for children, especially in the golden age period, such as training their focus, activity, and speed in responding to materials, so that they can apply it to their children in the future.

CONCLUSION

This study confirms the objectives, which are to find out how students participate in using motor and sensory games and then also to find out the responses of teachers

and students regarding whether the use of motor and sensory games can help students explore vocabulary mastery in early childhood especially at AL-Uswah English Class Pamekasan (AEC). The findings in this study are that the more often teachers provide motor and sensory stimulation by using motor and sensory play to students, the more active students are in exploring vocabulary, so that students master more vocabulary. This can be used as a teaching method for teachers in teaching vocabulary to increase vocabulary in students, especially in early childhood. Furthermore, can help English education students and teaching in developing English learning methods in the future. However, in this study, there are limitations where there are external factors of students who sometimes lack enthusiasm because they are still a young child and the use of qualitative methods that cannot provide opportunities for researchers to try to experiment during research, therefore for further research researchers can try at a primary school and can be developed by using other methods such as quantitative, so researchers can do experiment during teaching process.

CONFLICT OF INTEREST

In this study, there was no problem either from outside or inside, starting from the research process to the publication of this article. Researchers conduct research as it is, and collect data according to what happens in the field, so that the objectives of this researcher are really well done.

AUTHOR (S) CONTRIBUTION

The first researcher contributed to research by coming to the research site, then researching what happened in the field to write or interpret the data into this article. Then the second author contributed to guiding and helping in the process of refining the writing of this article.

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