



**IMPLEMENTATION OF UNIVERSAL DESIGN FOR LEARNING (UDL)
THROUGH MULTIPLE MEANS OF EXPRESSION (MME) IN
VOCABULARY LEARNING AT MTS MANBAUL ULUM TANGSIL
WETAN BONDOWOSO**

THESIS

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ABSTRACT

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One effective strategy that can meet a range of learning needs is the Universal Design for Learning (UDL) framework. This study examines its second principle, Multiple Means of Expression (MME), which aims to show students' understanding using a variety of methods that suit their learning preferences and strengths. This study was conducted to determine how well students at MTs Manbaul Ulum Tangsil Wetan Bondowoso learned vocabulary and how UDL-MME improved their motivation and vocabulary mastery.

The problems in this study come from the necessity to determine the efficacy of implementing Multiple Means of Expression (MME) in a real-world learning environment, particularly in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso. The purposes of this study are to: (1) describe the implementation of Universal Design for Learning (UDL) through Multiple Means of Expression (MME), (2) identify the participants perception towards Universal Design for Learning (UDL) through Multiple Means of Expression (MME) for vocabulary learning, (3) understand the challenges and support are experienced by teachers. The purpose of this study is not only to describe the classroom practice but also to understand the impact of MME on students' engagement and motivation.

This study applied a qualitative approach and a descriptive case study design. Classroom observations, semi-structured interviews with the teacher and three students, open-ended questionnaires were given to 24 students in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso, and documentation of learning scenarios were all used to gather data. The goal of triangulating these different tools is to get a complete view from multiple perspectives.

The findings indicate that, by their interests and preferred methods of learning, students can freely express their understanding through writing, drawing, or speaking. Because they may select the method that works best for them, most students are more driven and excited to learn new words. Despite difficulties with assessment time and one-on-one mentoring, teachers also observed an increase in students' participation and comprehension.

This study suggests that in order to establish flexible and student-centred learning, English teachers should begin incorporating MME-based strategies. The



advantages of improving motivation and vocabulary learning make MME a feasible strategy to use in language classes, despite time and evaluation limitations. It is recommended that future studies look into the use of MME in a larger population and setting.



CHAPTER I

INTRODUCTION

This chapter contains a discussion of the research background, research questions, research objectives, research significance, research scope and limitations, and definitions of key terms.

1.1 Research Background

Differences are a gift from Almighty God, who created humans not the same, with each having their respective privileges. Differences are not a reason for conflict between each other. Rather, differences create colourful variations in everything. So that fellow humans will coexist, get to know each other, and even compete healthily. Living with real differences prompts humans to find ways to unite them. One of them is in the way of receiving information and processing it. In the world of education, this difference is referred to as a learning style.

Human personalities, interactions, responses, and other aspects are reflected in learning styles, which will undoubtedly differ. Learning styles are unique to each individual, so they have different preferences in the teaching and learning process in the school environment. Different learning styles affect how individuals receive and manage information.

In essence, every student has abilities but they are not the same. Identifying differences is essential for achieving optimal results. The success of learners hinges significantly on their dedication and actions. When they put forth genuine effort, they pave the way for greater achievement and growth. One significant

factor that affects this success is their learning approach (Qomari et al., 2022). Equalising differences is not the ideal learning solution. Instead, it is important to bring together individuals with their unique qualities without trying to change them. The learning strategy should focus on blending and adapting to the abilities that each student possesses, allowing them to develop their skills appropriately. This way, their abilities are preserved and enhanced rather than diminished, leading to continuous improvement. Learners will perform better if the assignments given by the teacher match their skills and understanding (Naibaho, 2023). Using the appropriate learning strategies for different learning styles can significantly enhance the effectiveness of the learning process.

. It is essential for both teaching and learning to implement strategies that maximise the achievement of learning objectives. Numerous learning strategies have been developed and are widely recognised for their positive impact on the teaching and learning experience. Various kinds of strategies are designed according to the needs and abilities of students at each level. A good strategy is a strategy that adapts to the class situation and learning targets. The learning strategy follows the flow of time, which now continues to emphasise innovation and creation. Balancing science and technology, which continue to evolve and be updated over time. Effective learning strategies are sought after and developed by many researchers. Up to this point, innovation and novelty have been highly sought after and studied to enhance future learning systems. As generations change, teaching methods employed by educators also evolve. Rather than relying solely on traditional lecture or dictation techniques, today's educational approach

embraces openness and freedom of thought. This shift aims to ensure that each individual's abilities are nurtured effectively and appropriately.

An effective strategy for addressing the diverse learning styles of students is beneficial because it allows each individual to develop their abilities according to their strengths while still achieving the same learning goals. One approach that incorporates this idea is Universal Design for Learning (UDL). UDL is based on three main principles: First, multiple Means of Representation. This principle focuses on the various modalities and learning styles through which students perceive and comprehend information, including visual, tactile, auditory, and kinesthetic methods. Second, multiple means of action and expression that speak to how the activities should be designed and implemented that cater to the individual physical, emotional, and cognitive needs of students. Third, multiple means of engagement on why something is done, instilling student motivation, persistence, and engagement (Moodley, 2024).

One of the learning strategies that has been implemented by the teacher in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso is the Multiple Means of Expression (MME) principle, part of the Universal Design for Learning (UDL) framework. The researcher actively investigates the application of these learning strategies in increasing student motivation in Class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso, especially vocabulary learning. Class VIII A is one of the top classes at MTs Manbaul Ulum Tangsil Wetan Bondowoso. It is recognised for its supportive learning environment, strong academic performance,

and a relatively high level of student motivation compared to other classes. Therefore, class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso was chosen as the focus of this study as it is considered representative to describe in depth how the innovative learning strategy, Multiple Means of Expression (MME), is implemented in English vocabulary learning. This research uses a case study approach to describe and analyse the real practice of implementing the strategy in a real classroom context.

Based on initial observations, students showed a positive response to this strategy. They seemed more enthusiastic and more involved in the learning process. The freedom to choose how to do the task through various forms, such as writing, drawing or speaking, makes them feel valued and more confident. The teacher also said that MME makes it easier to understand the extent of students' understanding of vocabulary materials.

Previous research has also shown that teachers' attitudes towards the UDL framework are generally positive (Chen et al., 2023). This research is comprehensive and involved 120 teachers as participants, ensuring specificity in its results. However, it only focuses on teachers and does not address students. According to research by Han & Lei (2024), there is a lack of studies investigating students' beliefs and experiences regarding the UDL framework, as most existing research explores teachers' beliefs and attitudes about implementing the UDL framework in their teaching practices. This gap suggests that researchers should also voice students' perceptions in the UDL learning process. So that

teachers and students can see each other's perspectives on the implementation of UDL in learning. Another study, conducted by Agalyasri and Bhuvaneswari (2024), highlighted the Universal Design for Learning (UDL) and demonstrated that the UDL framework can effectively enhance speaking skills for learners with speech impairments. The key distinction between this study and the researcher's focus is that while this study addresses speaking skills, the researcher concentrates on vocabulary learning.

The research indicates that early childhood education teachers can enhance active participation and diverse forms of student expression by using technology with Multiple Means of Expression (MME). They can achieve this by visualising materials, offering options for demonstrating learning outcomes and mastery and implementing hands-on activities. These methods are effective for assessing academic and behavioural targets in inclusive classrooms and monitoring students' learning progress (Hovey et al., 2022). One of the ways of giving students options in learning is applied in this study. The expected outcome of this research is to produce positive results, similar to the previous studies. However, the key difference lies in the research subjects. Previous studies focused on early childhood education, while this research will concentrate on junior high school students. The researcher has noted a scarcity of prior studies addressing the application of Multiple Means of Expression (MME) in education, indicating a need for further investigation in this area.

So far, there are still few studies that specifically highlight the application of UDL-MME in the context of vocabulary learning in Islamic boarding school based junior secondary schools, especially from the perspective of students. Most of the previous studies focus more on teachers or students with special needs. Therefore, this study aims to describe the implementation of UDL-MME in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso, explore students' perceptions of the strategy, and identify the challenges and supports faced by teachers during the learning process. This study is beneficial not only for class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso but also for teachers, the school community, and learning in other classes outside the school environment.

1.2 Research Questions

The focus is on using Multiple Means of Expression (MME) to enhance student motivation in vocabulary learning. The details of the research questions are as follows:

1. How is the implementation of Universal Design for Learning (UDL) through Multiple Means of Expression (MME) in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso?
2. How do the participants perceive Universal Design for Learning (UDL) through Multiple Means of Expression (MME) for vocabulary learning in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso?

3. What the challenges and support are experienced by teachers in implementing Universal Design for Learning (UDL) through Multiple Means of Expression (MME) in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso?

1.3 Research Objectives

The aim of this study is to examine how the second UDL principle, MME, is implemented by analyzing the responses of teachers and students who are actively involved in classroom learning. The research objectives answer the questions from the research question above:

1. To describe the implementation of Universal Design for Learning (UDL) through Multiple Means of Expression (MME) in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso.
2. To identify the participants perception towards Universal Design for Learning (UDL) through Multiple Means of Expression (MME) for vocabulary learning in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso.
3. To understand the challenges and support are experienced by teachers in implementing Universal Design for Learning (UDL) through Multiple Means of Expression (MME) in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso.

1.4 Research Significance

1.4.1 Theoretical Significance

This study enriched several theories covering the implementation of Multiple Means of Expression (MME) in vocabulary learning. First, the Universal

Design for Learning (UDL) theory was developed by CAST (2011). The focus of this theory is an educational framework designed to accommodate the needs of all learners with three main principles, but this study explores the second principle, namely Multiple Means of Expression. Second, the Self-Determination Theory (SDT) was popularised by Deci & Ryan (2000). This theory discusses autonomy, competence, and relatedness as triggers for intrinsic motivation. Third, Nation's (2001) theory on vocabulary learning.

1.4.2 Practical Significance

This research offers a range of experiences for both teachers and students. The diversity of learning styles allows students to express themselves based on their interests and to choose learning methods that align with their abilities. As a result, they can develop a better understanding of themselves and discover the most effective way for them to learn. Also, the teacher in his teaching experience will 'learn' a lot as a teacher who keeps up with the times and science and technology. To ensure that teachers can remain flexible without requiring students to adhere to outdated methods that often overwhelm them, the MME strategy in English learning is being effectively applied in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso. This approach benefits both teachers and students.

1.5 Research Scope and Limitation

The focus of this research is on class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso, specifically involving one teacher and 24 students aged approximately 14 to 15 years. MTs Manbaul Ulum is one of the institutions under

the auspices of the Manbaul Ulum Tangsil Wetan Islamic Boarding School. Its location is on Jl. Kyai Togo Anbarsari RT 01 RW 01 Tangsil Wetan, Wonosari sub-district, Bondowoso district.

This study has several limitations. First, the relatively short duration of the study limited the ability to observe the long-term impact of the MME strategy. Second, the interview instruments were not sufficiently in-depth. Finally, the references were not entirely up to date.

1.6 Definition of Key Terms

1.6.1 Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a pedagogical approach that caters to the diverse abilities and learning styles of students, thereby ensuring flexibility in the learning process. UDL is a strategy designed to address vocabulary learning issues in English language classes. It does this by offering various ways of delivering material, engaging students, and expressing learning outcomes. UDL aims to increase student motivation to learn English vocabulary. This research focuses on one of its three principles, specifically Multiple Means of Expression (MME). This strategy provides students with a platform to express their understanding of English vocabulary in ways that align with their individual abilities.

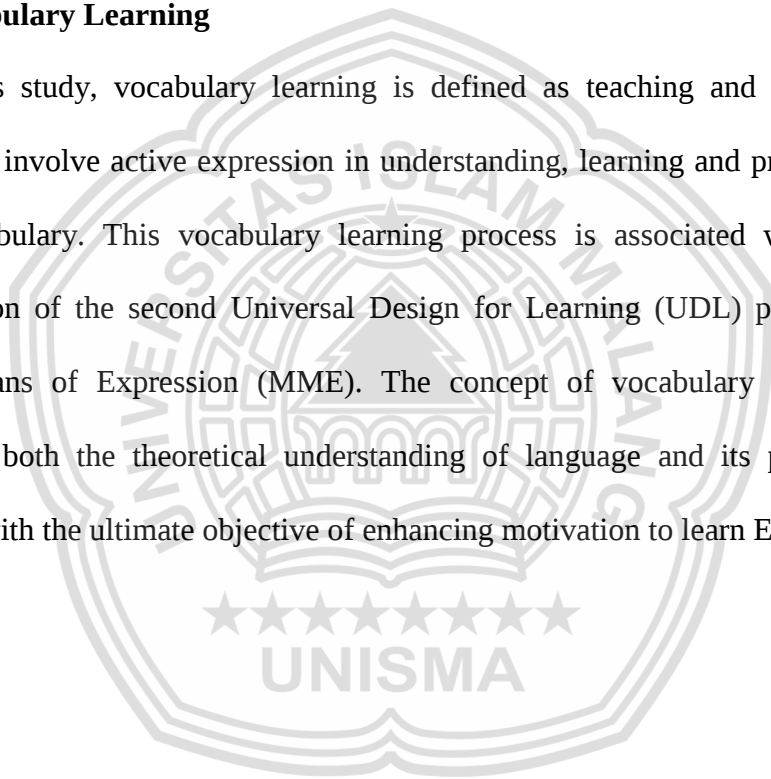
1.6.2 Multiple Means of Expression (MME)

In the context of this study, Multiple Means of Expression (MME) refers to the provision of a selection of tasks as student learning outcomes with a variety

of expressions as an alternative way of demonstrating understanding of English vocabulary learning. The expressions under scrutiny are of three distinct types: written, oral, and visual. The objective of this strategy is to engender a sense of enjoyment in students when expressing their knowledge, by embracing their different learning styles and abilities.

1.6.3 Vocabulary Learning

In this study, vocabulary learning is defined as teaching and learning activities that involve active expression in understanding, learning and practising English vocabulary. This vocabulary learning process is associated with the implementation of the second Universal Design for Learning (UDL) principle, Multiple Means of Expression (MME). The concept of vocabulary learning encompasses both the theoretical understanding of language and its practical application, with the ultimate objective of enhancing motivation to learn English.



CHAPTER V

DISCUSSION

This chapter presents a discussion of the research findings with direct reference to the research questions. Each discussion point is organised based on the research questions and supported by data obtained through observations, interviews, open-ended questionnaires, and learning scenarios. The analysis also links the findings with relevant theories and previous studies to provide a comprehensive understanding of the implementation of UDL through Multiple Means of Expression (MME) in vocabulary learning.

5.1 The Implementation of Universal Design for Learning (UDL) through Multiple Means of Expression (MME) in Vocabulary Learning

Based on the observation and interview results, the teacher applied the MME strategy with three types of expression: writing, speaking, and drawing. The various methods were adaptable to students' diverse personalities. The results indicated that students preferred different ways to express their understanding. As revealed in the open-ended questionnaire about the reasons for choosing these expressions. They chose and gave reasons corresponding to their self-expression. However, most students chose writing from the three expression options provided, citing a lack of confidence to speak in front of the class.

This aligns with the theory of Universal Design for Learning (UDL), particularly the principle of Multiple Means of Expression (MME). This principle emphasizes that offering various ways for students to express their understanding

enables them to choose how to demonstrate their knowledge based on their individual strengths (CAST, 2011). Another theory related to Competence and Relatedness by Deci and Ryan (2000) states that when students choose forms of expression based on their interests and skills, they feel capable, comfortable, and connected to the task. Additionally, Nation's (2001) vocabulary theory states that activities with varied preferences encompassing various methods (speaking, writing, drawing) help expand and enrich the dimensions of vocabulary learning in terms of form, meaning, and use if designed appropriately. However, the fact that some students still faced difficulties also suggests that vocabulary learning requires repeated exposure and support, as recommended by Nation's recycling principle. Thus, the implementation of MME both confirms the benefits of personalised expression and reveals the need for continuous scaffolding to strengthen retention. These three theories highlight the effectiveness of using MME to enhance students' motivation in vocabulary learning.

A research by Ewe and Galvin (2023) found that implementing a multimodal learning environment based on Universal Design for Learning (UDL) principles positively impacted student engagement. This study emphasised the importance of providing a variety of learning formats to meet the diverse needs of students. An article in *The Journal of Special Education Apprenticeship* by Finnegan et al. (2019) discusses how offering students multiple ways to demonstrate their understanding—such as through writing, oral presentations, or creative projects—allows students to showcase their knowledge in ways that best align with their individual strengths. Another study by Priyadharsini and Mary

(2024), emphasises the importance of providing students with various ways to express their understanding, such as through oral presentations, written essays, or visual projects. This approach allows students to choose the method that best suits their learning style, thereby enhancing the learning process.

The above studies demonstrate the importance of implementing flexible learning to accommodate the various needs and abilities of students. One example is the use of UDL with the MME principle. This approach allows students to express themselves freely while still being guided and supervised by teachers, optimising the learning process.

5.2 Participants' Perception Towards Universal Design for Learning (UDL) through Multiple Means of Expression (MME) for Vocabulary Learning

The discussion of the second research question with regard to participants perception highlights two main aspects that emerged from the data; increasing learning motivation through choice and improving vocabulary comprehension and memory.

Increasing Learning Motivation Through Choice

The implementation of MME in class VIII A MTs Manbaul Ulum Tangsil Wetan Bondowoso yielded good results. This was because student motivation had increased from previous lessons, especially vocabulary lessons. Observations also showed that students were actively involved in learning new vocabulary, either by using dictionaries or asking their classmates and teachers. The students were

excited about completing their assignments because they had the freedom to choose their own topics.

As explained by the students in the open-ended questionnaire, most students expressed feelings of joy, excitement, and interest when learning vocabulary in various ways and with various choices (*see open-ended questionnaire, question number 1 in appendix 6*). This statement was reinforced in an interview that indicates an increase in learning motivation through MME by providing students with the freedom to choose methods they prefer.

This approach to learning is consistent with the Self-Determination Theory of autonomy proposed by Deci and Ryan (2000), which suggests that providing students with the freedom to choose how they learn can enhance their intrinsic motivation. This theory is consistent with the application of MME, which provides students with the freedom to choose how they learn, thereby increasing their motivation to learn. Previous research by Katz and Assor (2007) supports this, stating that giving students choices can increase intrinsic motivation because they feel more engaged when they have control over their learning. Furthermore, Alamri et al. (2020) found that learning strategies providing autonomy and choices can increase satisfaction with basic psychological needs and intrinsic motivation. Similarly, in their systematic review, Phelan et al. (2025) concluded that providing choices in assessments or tasks can increase student engagement and motivation. Therefore, the MME strategy has significant potential to enhance students' learning motivation effectively and efficiently.

Improving Vocabulary Comprehension and Memory

Findings on vocabulary comprehension and memory using the MME strategy received positive feedback from nearly all students. Most students admitted that MME helped them understand and remember vocabulary more easily. They also stated that the varied methods made it easier for them to understand and remember vocabulary. This is in line with the responses of three students interviewed who were asked whether it was easier to learn vocabulary when given the option to express it in various ways. They all agreed that this method was more effective than conventional learning methods such as memorisation, which they found boring and tiring (*see student interview, question number 2 in appendix 4*). While student's vocabulary recall also highlight the diversity of their learning outcomes. Some students could remember several past tense verbs and daily activity words, others only retained one or two items. (*see student interview, question number 6 in appendix 4*).

This variation is consistent with the principle of Universal Design for Learning (UDL), which recognises that learners differ in their skills, confidence, and preferred modes of expression (CAST, 2011). Nation (2001) states that learning vocabulary is more effective when it includes context and usage rather than focusing solely on form or memorisation. Consistent with this is the research conducted by Hu and Huang (2021) which describes how variation in expression (MME) in UDL can improve EFL students' memory for and comprehension of vocabulary. Dazzeo and Rao (2020) examined the effectiveness of a digital Frayer

model integrating technology and UDL principles in supporting vocabulary acquisition. Their results showed that this approach increased student engagement and aided vocabulary retention.

Aedo and Millafilo (2022) conducted another study that assessed the use of multimodal texts in vocabulary learning among young EFL students. This study also indicated that this approach is effective in improving vocabulary acquisition and retention. Therefore, effective vocabulary learning for EFL students relies not only on memorising word forms but also on understanding their meaning and contextual usage. UDL-based approaches, particularly the Multiple Means of Expression (MME) strategy, have been shown to enhance vocabulary retention and understanding.

5.3 Teacher Challenges and Support

Various challenges are faced by teachers and students when conducting the teaching and learning process by implementing MME in vocabulary learning. Students' challenges are generally very varied, including nervousness when speaking in front of the class, difficulty reading, and confusion when using a dictionary, whether in searching for vocabulary or translating it

According to SDT (2000), the Theoretical Analysis discusses support for competence. This theory emphasises the importance of having a sense of ability and feeling competent. This need must be met for students with language difficulties or anxiety, as otherwise motivation may be reduced. Therefore, teachers need to set achievable goals. As outlined in the UDL theory (CAST,

2011), scaffolding, or providing temporary support to help students understand material or complete initially difficult tasks until they can do so independently, is important in facilitating learning for all students, especially those with cognitive and emotional challenges.

Related research on the importance of differentiated support rather than simply providing choices is the study by Tajik et al. (2023). This study emphasises that effective differentiated learning provides students with choices and support tailored to their needs. Integrating technology and collaborative learning enables teachers to overcome resource limitations and provide timely assistance, thereby improving students' understanding of English as a foreign language (EFL). Another study by Hou et al. (2023) investigated the effects of using Parsons Problems as a form of scaffolding in programming education for students with varying levels of self-confidence. The results showed that this support helped students with low self-confidence to perform better and solve problems more efficiently. Sellier and An (2020) developed an interactive peripheral system that facilitates communication between teachers and students, supporting differentiated learning in the classroom. This system allows teachers to offer real-time support that is customized to meet the individual needs of each student.

In addition to the challenges faced by students, teachers also encounter technical difficulties, such as managing various types of assignments and student needs. While the implementation of MME provides students with freedom of

expression, this finding indicates that it poses challenges for teachers in terms of classroom management and time. This aligns with a study by Cai et al. (2024) which found that implementing UDL, including the MME principle, was closely correlated with effective differentiation practices. The study emphasises the importance of a growth mindset and adaptive teaching practices for managing formative assessment and differentiated tasks. Furthermore, the Arkansas Division of Elementary and Secondary Education (2021) emphasises the importance of teachers' strategic planning to facilitate diverse modes of student expression, as well as the necessity of providing teachers with support and training to effectively implement MME principles.

These technical difficulties can be explained using the Universal Design for Learning framework (CAST, 2018a). This framework recognises that providing flexible expression options requires careful planning and adaptive assessment tools. It also requires teachers to have the capacity to provide personalised guidance. Therefore, this challenge is not only technical but also a consequence of the commitment to inclusive, student-centred learning. The success of implementing MME relies on both student and teacher readiness in terms of structure and pedagogy. Therefore, comprehensive professional training is essential for the effective application of UDL.

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