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**EMPLOYING SIMULTANEOUS PRESENTATION OF TEXT
AND PICTURES TO IMPROVE STUDENTS' VOCABULARY
MASTERY OF ENGLISH: AN EXPERIMENTAL STUDY
AT A JUNIOR HIGH SCHOOL IN ROKAN HILIR**



UIN SUSKA RIAU

BY

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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Thesis

Submitted as partial fulfillment of the requirements

for Bachelor Degree of English Education

(S.Pd.)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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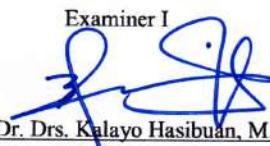
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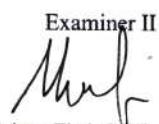
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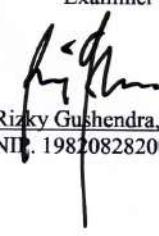
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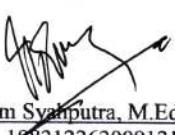
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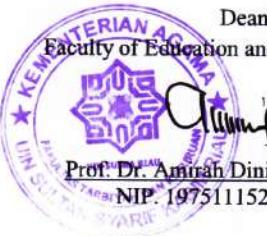
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ABSTRACT

Nur Miftahul Jannah (2025): Employing Simultaneous Presentation of Text and Pictures to Improve Students' Vocabulary Mastery of English: An Experimental Study at a Junior High School In Rokan Hilir

The purpose of this study was to find out whether there was a significant difference in mastery of English vocabulary between students taught by using simultaneous presentation of texts and pictures and those taught without using simultaneous presentation of texts and pictures. The type of this research was a non-equivalent control group quasi-experimental design. The researcher used two groups of pre-test and post-test. The researcher used the experimental class and control class as a sample of the research by using Cluster Random Sampling technique, where the number of samples were 30 students who were selected by two classes from the research population. In collecting the data, the researcher used multiple choice questions that were given twice called pre-test and post-test. To analyze the data, the researcher used an independent sample t-test by using SPSS 23 version. This research found that the results of the data analysis show that sig (2-tailed) value was 0.000. It can be stated that $0.000 < 0.05$. It means that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. In other words, it can be concluded that there is a significant difference in mastery of English vocabulary between students taught by using and those taught without using simultaneous presentation of text and pictures to improve students vocabulary mastery of English at a junior high school in Rokan Hilir



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ABSTRAK

Nur Miftahul Jannah (2025): Penggunaan Penyajian Teks dan Gambar Secara Simultan untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa: Sebuah Studi Eksperimental di Sekolah Menengah Pertama di Rokan Hilir

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat perbedaan yang signifikan dalam penguasaan kosakata bahasa Inggris antara siswa yang diajarkan dengan menggunakan presentasi teks dan gambar secara bersamaan dan yang diajarkan tanpa menggunakan presentasi teks dan gambar secara bersamaan. Jenis penelitian ini adalah penelitian kuasi eksperimen dengan kelompok kontrol non ekuivalen. Peneliti menggunakan dua kelompok yaitu pre-test dan post-test. Peneliti menggunakan kelas eksperimen dan kelas kontrol sebagai sampel dari penelitian dengan menggunakan teknik Cluster Random Sampling, dimana jumlah sampel sebanyak 30 siswa yang dipilih dua kelas dari populasi penelitian. Dalam mengumpulkan data, peneliti menggunakan soal pilihan ganda yang diberikan sebanyak dua kali yaitu pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan independent sample t-test dengan menggunakan SPSS versi 23. Hasil analisis data menunjukkan bahwa nilai sig (2-tailed) sebesar 0,000. Hal ini dapat dinyatakan bahwa $0,000 < 0,05$. Hal ini berarti hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Dengan kata lain, dapat disimpulkan bahwa terdapat perbedaan yang signifikan dalam penguasaan kosakata bahasa Inggris antara siswa yang diajar dengan menggunakan dan yang diajar tanpa menggunakan penyajian teks dan gambar secara simultan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa di sebuah sekolah menengah pertama di Rokan Hilir

ملخص

نور مفتاح الجنة، (٢٠٢٥): استخدام عرض النصوص والصور بشكل متزامن لترقية إتقان المفردات في اللغة الإنجليزية لدى التلاميذ: دراسة تجريبية في مدرسة متوسطة بمنطقة روكان هيلير

هذا البحث يهدف إلى معرفة ما إذا كان هناك فرق كبير في إتقان المفردات في اللغة الإنجليزية بين التلاميذ الذين تم تعليمهم باستخدام عرض النصوص والصور بشكل متزامن، وبين الذين تم تعليمهم دون استخدام العرض المتزامن للنصوص والصور. نوع هذا البحث هو بحث شبه تجريبي باستخدام تصميم المجموعتين (الضابطة والتجريبية) غير المتكافئتين. استخدمت الباحثة مجموعتين: اختبار قبلي وختياري بعدي. وقد استخدمت الباحثة الصفة التجريبية والصف الضابط كعينتين للبحث باستخدام تقنية العينة العشوائية العنقودية، حيث بلغ عدد العينة ٣٠ تلميذا تم اختيارهم من صفين ضمن مجتمع البحث. في جمع البيانات، استخدمت الباحثة اختبارا على شكل أسلمة اختيار من متعدد، أُعطي مرتين: اختبار قبلي وختبار بعدي. ولتحليل البيانات، استخدمت الباحثة الاختبار الثاني لعينة مستقلة من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٣. أظهرت نتائج التحليل أن القيمة الإحصائية (ثنائية الدليل) هي ٠٠٠٠٠٥، وهي أقل من ٠٠٠٥، مما يعني رفض الفرضية المبدئية وقبول الفرضية البديلة. وبعبارة أخرى، يمكن استنتاج أن هناك فرقا كبيرا في إتقان المفردات في اللغة الإنجليزية بين التلاميذ الذين تم تعليمهم باستخدام عرض النصوص والصور بشكل متزامن، وبين الذين تم تعليمهم دون استخدام هذا الأسلوب، وذلك في إحدى المدارس المتوسطة بمنطقة روكان هيلير.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is a term in English language teaching and learning, as it is the collection of words that students know that helps them understand written texts at large. According to Nontasee & Sukying (2021), vocabulary is one of the key elements that highlight how crucial vocabulary mastery is to language acquisition, particularly when learning English. Furthermore, they argue that vocabulary knowledge components are acknowledged as an essential component of second language learning (Schmitt et. al 2020). Learning vocabulary is therefore one of the fundamental skills that pupils need to acquire.

In Indonesia, vocabulary mastery for most students is an unresolved issue. According to Freigang et al. (2018, p. 38), the concept of the Merdeka curriculum is a scientific approach, which means that students learn more independently in the learning process. Vocabulary development in language is an important part of the four linguistic skills, namely reading, writing, speaking, and listening, according to Milton (2013). Especially in Indonesia, the teaching of English language learning is very important, including vocabulary mastery. In other words, learning vocabulary is the first step for students to become competent speakers of the language. Where students cannot develop English language skills effectively without attaining proficiency vocabulary.

There are still issues with English language acquisition in schools. This is due to the distinctions between Indonesian and English. The variations in vocabulary, grammar and pronunciation systems. Developing a successful plan

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and carrying out creative, effective English instruction is a difficult task for teachers. As a result, it should be possible for teachers to plan lessons and activities. They have to use the right instructional techniques to deliver the content. Teaching is about just how to encourage the students to achieve their goals and other times it requires that we actually facilitate resources and foster experiences so that the students can learn, continue learning and love the process. Students comprehend and grasp the material when a teacher uses an effective teaching technique. Teaching languages demands the use of proper methods, just like teaching any other topic does.

The simultaneous presentation of text and pictures is a core element of multimedia learning, which aims to facilitate deeper understanding by engaging multiple channels of information processing. According to the Cognitive Theory of Multimedia Learning (CTML) proposed by Mayer (2009, 2021), learning is more effective when information is presented through both verbal (text) and visual (picture) formats simultaneously, allowing learners to form integrated mental representations. This integration helps learners process and retain new information more efficiently, particularly in the context of vocabulary acquisition, where abstract word meanings can be difficult to grasp without concrete visual cues.

The primary goal of simultaneous presentation is to support dual-channel processing, where learners can process verbal and visual input at the same time without overloading their working memory. Mayer (2021) further explains that when texts provide definitions or explanations of words along with relevant illustrations, learners can build more robust mental models of the word

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meanings. The use of images reduces cognitive load by minimizing the effort required to imagine the concept mentally, which is particularly beneficial for EFL learners who often struggle with abstract vocabulary due to limited language exposure.

In accordance with this, Nation (2013) emphasizes that vocabulary learning is most effective when supported by various input modes such as visual pictures, auditory exposure, and L1 translation. These modalities reinforce comprehension and memory by allowing learners to associate the new vocabulary with multiple mental hooks. Visuals are especially helpful in representing concrete nouns and actions, but when paired with text, they also aid in the understanding of more abstract or context-based vocabulary. Furthermore, Hasnine et al. (2019) assert that the presence of pictures significantly enhances vocabulary learning by making the meaning of words more accessible and relatable. Complementing this view, Alghamdi (2016) points out that L1 translation remains a common and effective strategy for learners to infer meaning in L2 contexts. Therefore, integrating both text (with L1 support when needed) and pictures provides a comprehensive vocabulary learning approach that aligns with how students naturally acquire and consolidate new language knowledge.

The importance of simultaneous text-picture presentation lies in its ability to enhance students' engagement, support idea generation, and facilitate the organization of written expression. This approach transforms passive learning into active multimodal interaction, where students not only read but also visualize and structure their ideas before writing. According to Clark & Paivio

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(1991) and the Dual Coding Theory, verbal and non-verbal systems work together to encode and retrieve information. When learners are exposed to both textual and pictorial representations, they are more likely to generate relevant vocabulary, build context, and express their ideas more clearly in writing. In classroom practice, simultaneous presentation serves as a strategy to combine academic writing development with cognitive processing. For instance, using pictures alongside prompts or vocabulary lists can help students plan the content of their writing more effectively. This is especially helpful in the EFL context, where students may struggle with word choice, grammar, and coherence due to limited language input.

Researcher found that a junior high school in Rokan Hilir, which implements the Merdeka curriculum for English subjects, aims to enhance the quality of learning while providing flexibility for both teachers and students in the teaching and learning process. Within this framework, students are expected to achieve proficiency in four main English skills, with a particular emphasis on writing skills. This research specifically focuses on improving vocabulary mastery through the simultaneous presentation of text and pictures, particularly in the context of descriptive texts. To effectively write descriptive passages, students must acquire a substantial vocabulary that enables them to express their ideas clearly and accurately. By integrating visual elements with textual information, students can better understand and retain vocabulary, ultimately enhancing their ability to use the language proficiently in their writing.

Based on the Minimum Completeness Criteria (KKM) set by the Indonesian Ministry of Education, where the KKM for English is set at 75, data from

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student report cards at junior high schools in Rokan Hilir indicate that only 55% of students achieved this standard, highlighting significant challenges in vocabulary mastery in this region. Interviews conducted with the students indicated that the teacher has implemented the learning system in alignment with the Merdeka curriculum, which emphasizes student-centered learning and flexibility. Specifically, the teacher employs interactive methods, such as games and group activities, to engage students in learning English. However, some students reported fewer difficulties with text structure, social functions, written language, and understanding the context of articles like 'a' and 'the,' they expressed challenges with word parts, including adjectives, verbs, adverbs, and nouns. This observation is supported by findings from subject teachers at a junior high school in Rokan Hilir, who noted that vocabulary mastery remains a significant obstacle for many students in the region, especially in recognizing and using these parts of speech effectively.

Despite the effective implementation of the curriculum, not all students fully grasp the material. According to a survey conducted by the researcher at a junior high school in Rokan Hilir, approximately 45% of students reported feeling bored and uninterested in learning English, often citing the pace of instruction and the relevance of the material to their daily lives as contributing factors. To enhance engagement and improve vocabulary mastery, it is recommended that teachers in Rokan Hilir incorporate more varied instructional strategies, such as contextual learning, real-life applications of vocabulary in lessons, and the use of technology to create interactive learning experiences. Additionally, providing

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targeted support for students struggling with specific language components can help address their individual needs."

Based on several relevant theories and research, Jana Arndt et al. (2018) found that simultaneous presentation led to better text-picture integration, as measured by recall and recognition tests. In the classroom, the teacher has employed a technique of simultaneous presentation, where both text and images are displayed together during lessons. This method allows students to make connections between the visual and textual information, enhancing their understanding and retention of vocabulary. According to Rustam Shadiev et al. (2020), some suggestions and implications are given for the teaching and research community. Shufang et al. (2021) found that both visual glossing modes (L2 definition + picture and L2 definition + video) were more effective than audio and L2 definition only. Concerning reading comprehension, all multimedia glossing presentations led to better reading comprehension, but no differences were found among all the glossing groups.

Liu Xiaobin (2022) showed that although both groups achieved significant gains, participants learning with picture-first input performed significantly better and reported positive attitudes. This study reveals the advantageous effects of presenting pictures before L1 translations on L2 vocabulary meaning learning, indicating that the Sequencing Effects of the IPTC Model and the Scaffolding Assumption can be applied to the L2 multimodal vocabulary learning context. This provides valuable pedagogical implications for EFL teachers and material developers. In the classroom, teachers can implement a picture-first approach by introducing visual aids before providing L1

translations, which can enhance students' understanding and retention of vocabulary. According to Muhsinin et al. (2024), there was an improvement in positive responses during the teaching-learning process of vocabulary through the use of pictures as media, and it also showed that students were motivated throughout the implementation of pictures.

Revealed that the learning model of simultaneous presentation of text and pictures can improve student learning outcomes. Then improving conceptual understanding and visual memory can be an effective approach to improving vocabulary mastery in EFL students. In addition, the use of picture media is more effective in vocabulary learning for students. However, this research was aimed at students in elementary schools, junior high school, senior high school, and university. In the research, researcher emphasized students' vocabulary mastery in junior high school in Rokan Hilir, second year students to be precise.

From the text above, the researcher concludes there has not been much previous research focused on employing Simultaneous Presentation of Text and Pictures in English on students' vocabulary. Therefore, this research aims to fill this gap by employing simultaneous presentation of text and pictures at junior high school in Rokan Hilir. After that, researcher was interested in examining the simultaneous presentation of text and pictures to know the effect of this method.

B. Identification of the Problem

1. Identification of the Problem

Some problems can be recognized based on the context of the issues mentioned above at a junior high school in Rokan Hilir. Issues with students

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include not understanding the vocabulary when learning English, being confused by word meanings, and yet being seen by teachers using conventional techniques to acquire English. In this case, researchers are interested in employing the simultaneous presentation of text and pictures, which is suitable for application.

2. Limitation of the Problem

Researcher focuses on employing simultaneous presentation of text and pictures to improve students' mastery of English vocabulary, specifically in the context of at the junior high school level in Rokan Hilir. The research is confined to vocabulary relevant to descriptive writing, including content words (nouns, verbs, adjectives, adverbs). The study examines how simultaneous presentation of text and pictures helps students improving comprehension and recall of vocabulary in context, particularly in descriptive writing. This scope ensures a targeted investigation into the effectiveness of multimodal learning for vocabulary development within a defined pedagogical context.

3. Formulation of the Problem

Based on the problem above, the researcher formulated of the problem in this research as follows:

1. Is there a significant difference in mastery of English vocabulary between students taught by using simultaneous presentation of text and pictures and those taught without using simultaneous presentation of text and pictures?

C. Purpose and Significance of the Research

1. Purpose of the Research

To examine whether there is a significant difference in mastery of English vocabulary between students taught by using simultaneous presentation of text and pictures and those taught without using simultaneous presentation of text and pictures.

2. Significance of the Research

This study broadens the understanding of text and picture influence for English teachers. Therefore, text and pictures may be combined in a presentation to teach vocabulary in English while also providing information for more study. It is intended that the research's conclusions would help educators by offering a reference teacher for pupils at junior high school in Rokan Hilir. The teacher will assess each student's language acquisition comprehension. Legislators should be informed that schools should support the use of text and pictures in the classroom when implementing new curriculum.

The findings of this study allow students to practice translating a limited vocabulary in mastery English by employing the simultaneous presentation of texts and pictures.

D. Definition of Key Terms

1. Simultaneous Presentation of Text and Pictures

Simultaneous presentation of text and pictures, as opposed to one after the other in a sequential manner, is known as the simultaneous presentation

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of text and pictures. Text and pictures can work well together to enhance vocabulary acquisition, Ramezanali and Faez (2021). In this research, simultaneous presentation of texts and pictures refers to the method of displaying text alongside relevant pictures to facilitate understanding and retention of vocabulary.

2. Vocabulary Mastery

Vocabulary mastery is the sum of all words in a language or all words that someone uses to know how to teach it, either in books or subjects, Hornby (1995, p. 1331). Thus, mastering vocabulary is described as understanding not only the meaning of words but also their appearance and usage in specific contexts.

3. Experimental Study

According to Creswell (2008), experimental studies as a type of research designed to test the causal relationship between variables. In these studies, researchers actively manipulate one or more independent variables to observe their effects on dependent variables, with the aim of determining whether there is a significant relationship.



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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Vocabulary Mastery

a. Vocabulary Mastery

Vocabulary is a fundamental component of language learning and use. It represents the collection of words that an individual knows and can use to communicate effectively. According to Hornby (1995), vocabulary refers to “the total number of words in a language, all the words known to a person, or all the words used in a particular book, subject, or activity.” This broad definition highlights the essential role vocabulary plays in both general communication and subject-specific comprehension.

Schmitt and Schmitt (2020) argue that vocabulary is a core element of language competence, influencing a learner’s ability to listen, speak, read, and write. This aligns with Rivers in Nunan (1991), who asserts that a strong vocabulary is crucial for successful second language use. Without an adequate range of vocabulary, even knowledge of grammatical structures is insufficient for effective communication. Therefore, developing vocabulary is not an optional aspect of language learning but a fundamental one.

In the context of English as a Foreign Language (EFL), vocabulary mastery becomes even more critical. Cameron (2003) emphasizes that

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knowing a word involves more than simply recognizing its meaning; it includes knowing its form (sound, spelling, and grammatical features), its conceptual content (meaning and associations), and its use (collocations, context, and frequency). This multifaceted understanding is particularly important for learners in EFL settings, who often lack extensive exposure to the target language outside the classroom.

Furthermore, Butler et al. (2010) define vocabulary as “knowledge of words and their meanings,” a simple yet powerful idea that encapsulates the essence of vocabulary mastery. According to Saidbakhramovna et al. (2021), vocabulary development enables learners to become proficient communicators, comprehend both spoken and written texts, and produce well-structured, expressive sentences. In EFL environments, where learners typically have limited authentic exposure to English, intentional vocabulary instruction is especially important to bridge the gap between classroom learning and real-world language use.

Despite its importance, vocabulary instruction is often neglected. Nunan (1991) observes that while vocabulary is one of the most easily acquired aspects of language, it is rarely given systematic attention in classrooms. Many teachers, particularly at the junior and senior high school levels, tend to focus more on grammar or reading comprehension without explicitly teaching vocabulary. This can hinder students’ overall

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language development, especially in contexts where English is not used regularly outside of school.

From a pedagogical perspective, several scholars emphasize the need for systematic vocabulary instruction in EFL. Nation (2001) proposes that a balanced language course should integrate vocabulary learning across four strands: (1) meaning-focused input, (2) meaning-focused output, (3) language-focused learning, and (4) fluency development. These components support the idea that vocabulary must be taught both directly and incidentally across multiple contexts to ensure long-term retention.

Richards and Renandya (2002) also point out that learners often struggle to communicate not due to poor grammar, but due to a lack of vocabulary. Therefore, vocabulary development should be prioritized in the EFL classroom. Similarly, Laufer (1997) emphasizes that lexical competence is central to communicative competence, and that learners need at least 3,000 to 5,000 word families to engage in basic communication and academic tasks effectively.

According to Thornbury (2002) distinguishes between receptive and productive vocabulary, stressing that instruction should encourage both recognition and active use of words. Zimmerman (1997) argues that incidental vocabulary learning through reading is not enough for EFL learners, who need structured and explicit vocabulary teaching. This shows that repeated exposure to words in various contexts

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enhances vocabulary retention, particularly when supported by visual and contextual clues by Webb (2008).

From a cognitive standpoint, Paivio's (1986) Dual Coding Theory asserts that information is better retained when presented through both verbal and visual channels. This theory underpins the use of simultaneous presentation of text and pictures, as combining written language with imagery helps activate dual processing systems in the brain, making vocabulary learning more effective. In EFL contexts, this multimodal approach is especially helpful where learners may need more support to grasp new words.

Graves (2006) outlines four components of an effective vocabulary program: providing rich and varied language experiences, teaching individual words directly, teaching word-learning strategies, and fostering word consciousness. These elements align with a more comprehensive approach to vocabulary instruction in EFL settings. In addition, Ellis (2002), advocating a constructivist and task-based approach, emphasizes that learners should be engaged in meaningful tasks that involve vocabulary use. Through communicative tasks, students not only learn new words but also apply them in relevant contexts, reinforcing both form and meaning.

Vocabulary learning strategies (VLS) also play a key role in supporting EFL learners. Rabadi (2016) states that learners must employ a range of strategies to acquire and use new lexical items effectively.

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Nirattisai and Chiramanee (2014) note that successful learners use strategies such as using context clues, word mapping, repetition, and multimedia tools. These strategies help learners take ownership of their vocabulary learning and become more autonomous. Vocabulary mastery is more than memorizing definitions. It involves understanding word forms, meanings, and usage in various contexts, and employing strategies to learn and retain vocabulary effectively. In EFL instruction, where learners face limited exposure to English, teachers should adopt a range of methods including multimodal input, strategic instruction, and communicative activities to help students develop the vocabulary needed for language success.

b. Types of Vocabulary Mastery

The base of this study is Schmitt's taxonomy. Schmitt's taxonomy (1997) is widely recognized and serves as a fundamental framework for several scholars studying language acquisition techniques. Consolidation and Discovery strategies are the two categories into which Schmitt (2000) divided vocabulary learning strategies. Each strategy is broken down into its own strategy group:

1) Discovery strategy includes the following:

a) Determination

A determination strategy is a set of personal tactics used to comprehend word meanings without assistance from others. Schmitt (2000) made clear that resolve is the tactic learners

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employ when faced with learning a new word's meaning without the benefit of another person's experience. When attempting to determine a word's meaning, learners may guess the word using context, first language, structural understanding of the language, or reference materials. Rather than only repeating previously acquired phrases, this method is frequently used to determine the meaning of new words.

b) Social

Schmitt (2000) suggested that certain techniques required the use of the other intervention. Social techniques were those that were put into practice when interacting with other people. Individuals to enhance language acquisition. Pupils research new words by asking teachers or their 23 classmates, and they provide information in a variety of methods, such as synonyms or translations.

c) Memory

The term "relating the word with some previously learned knowledge" was used to describe memory methods. It was accomplished by applying a type of grouping imagery known as memory techniques. According to Schmidt (2000).

A mnemonic method is another name for this tactic that is frequently used (Hatch & Brown, 1995). They help in learning new vocabulary. By grouping the words based on their form or

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topic, creating hypothetical connections, utilizing physical actions, making connections between new words and experiences from the past, checking the spelling of the words, and speaking the words aloud while studying them, learners will be able to relate their prior knowledge with the target words through these strategies.

d) Cognitive

The learner's collective manipulation or alteration of the target language is demonstrated via cognitive techniques. It's comparable to memory techniques, although they are not centered on cognitive manipulation. These consist of studying language by mechanical techniques and repetition (Schmitt, 2000).

Thus, in order to learn language, cognitive methods make use of repetition and specialized resources. COG strategies include marking tangible items with their meanings in the target language, creating lists of words, and repeating words both orally and on paper.

e) Metacognitive

It required choosing the optimal study strategy and taking a deliberate look at the learning process. Enhancing input accessibility, choosing the most effective way to review or study, as well as self-testing to gauge progress (Schmitt, 2000).

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When using metacognitive methods, students choose the phrases they want to pay more attention to and investigate deeper. Students often use word examinations to assess their comprehension. Use of English-language media, skipping or passing new terms, continuously learning new words, and self-testing through word quizzes and games are a few examples of metacognitive methods.

c. Component of Vocabulary Mastery

English vocabulary is made up of several elements according to Nation (2001), Schmitt (2000), McCarthy (1990), and Thornbury (2002), some of which are as follows:

1) Form

The ability to write and pronounce a word correctly is known as vocabulary form. This involves being aware of syllables, accents that are important to pronounce, and spelling. Nation (2001) states that vocabulary form understanding is critical to language development.

2) Interpretation

Knowing the meaning of a word is called its meaning. This encompasses the understanding of word definitions, synonyms, antonyms, and connotations. Schmitt (2000) emphasizes the significance of comprehending word meanings in various settings. Importance of comprehending how words are used in authentic conversation.

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3) Use

The quarter deals with the appropriate usage and timing of words in context. This involves becoming familiar with idioms, registers, and collections-word combinations that are frequently used together. McCarthy (1990) emphasized the significance of comprehending how words are used in authentic conversation.

4) Grammar

Grammar expands on a word's interactions with other words in a phrase. This is the understanding of sentence patterns, word forms (such plural or past tenses), and parts of speech. According to Thornbury (2002), studying grammar is crucial to expanding one's vocabulary.

Similarly Nation (2001) explain that "Vocabulary mastery has four aspects in each. They are; meaning of word, form of word, appropriate choice of word, and use of word". Meaning of the word refers to comprehending the idea behind the foreign term or expression. Because the word can be directly associated with its meaning or because there is an English counterpart, this is frequently simple. Types of meaning relationships between antonyms and synonyms.

Form and meaning, concept and referents, and relationships all contribute to vocabulary meaning. It alludes to the usage of words to help pupils increase their vocabulary in English. Tenses have the advantage of allowing pupils to acquire a large vocabulary with a single,

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fundamental definition. This indicates a relationship between the word and its shape. Form typically has to do with writing, spelling, and word components.

Appropriate choice of words, it means that the students can answer questions based on the context. Students are able to match the correct words in a sentence. The last is use of word, is one aspect to get at the meaning of an unknown word. the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

So, based on the experts' explanation above, the researcher concludes that vocabulary mastery is the master of students to understand and use words and meanings. So that students have a large vocabulary. Vocabulary mastery students should understand the meaning of words, form of words, appropriate of words, and use of words. It involves four aspects in each, they are; meaning of word, form of word, appropriate choice of word, and use of word. The researcher takes it as indicators of this research.

Meanwhile, according to Tarigan (2013: 23), basically there are 4 ways to test vocabulary, namely:

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- 1) Identification: students respond verbally or in writing by identifying a word according to its limitations or usage.
- 2) Multiple choices: students choose the correct meaning of money for the tested word from three or four limits.
- 3) Matching: the tested words are presented in one line and the boundaries will be matched and presented arbitrarily in another column. This is actually another form of multiple choice exams.
- 4) Checking: students check the words they know or don't know. He was also required to write down the boundaries of the words he checked.

d. Kinds of Vocabulary Mastery

A vocabulary list or set is a list of terms exclusive to a language or a collection of phrases that a single language speaker may employ (Hatch and Brown, 1995, p.1). However, Poor comprehension of words and their meanings can lead to confusion or misunderstandings in both written and spoken communication. Various aspects of word knowledge can be utilized to assess an individual's understanding of vocabulary. There exist two categories of vocabulary, as per Kamil and Hiebert's (2005) findings: productive (or achieve) and receptive (or receive).

Students with a productive vocabulary are those who can articulate words clearly, comprehend them, and use them to their advantage when writing and speaking. Students with a receptive vocabulary are those who have a greater familiarity with words that are also seen to be less

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useful or that they may not employ on their own since they get the meaning of the words while reading and listening.

That being said, in addition to productive and receptive vocabulary, Kamil and Hiebert (2005) also discuss additional types of vocabulary. In this case, the terms in the print vocabulary are those whose meanings are known while reading aloud or writing, while the terms in the oral vocabulary are those whose meanings are known when speaking or reading.

Fromkin, Rodman, and Hyams (2003, p.73-74) divide word classifications into two categories:

- 1) A content word is a term that is used to convey or describe a concept, an item, an action, or an attribute. Noun, verb, adjective, and adverb make up this composition. Crystal (2008) defines content words as those that have deep meaning in communication and can stand alone. They are at the heart of the information that must be communicated. Since they are the words most commonly used in daily speech and are essential for understanding texts, content words are highly significant when it comes to vocabulary learning.
- 2) A function word is one that is just employed to describe a grammatical function; it lacks a clear definition or notion. Preposition, article, and pronoun make up this sentence. Function words are crucial for creating sentence structure and aiding in the comprehension of the connections between words in a phrase,

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according to Biber et al. (1999). According to Schmitt (2000), function words are crucial for linguistic fluency and smoothness because they aid in the formation of coherent sentences, even when they do not have deep meanings.

Words are divided into two groups: lexical categories and functional categories, according to Radford et al. (2009, p. 129–132). Words are separated into five word classes according to their lexical categories, which are adjective, verb, adverb, noun, and preposition. A noun is a term used to describe an item, which can be either physical or abstract. On the other hand, the word "verb" is frequently used to describe actions. The next word is an adjective, which is used to modify a noun and usually relates to attributes that belong to persons or objects. The term that is most frequently used to modify a verb, adjective, or other adverb is an adverb. It provides information on how, when, or why something took place. Lastly, a preposition is a term that is frequently employed to link things, people, or events in space or time.

Vocabulary is classified or organized according to the description provided above. Vocabulary based on the division of linguistic skills, including function words, synonyms, words, and content words. Both the receptive and the productive vocabulary are crucial in this situation because they are linked to the receptive language skills, which include reading and speaking, and the productive vocabulary is linked to the productive language skills, which include speaking and writing.

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According to Harmer (1988) word meaning in language can relate to each other in a range ways, called sense relation, also labeled semantic relations or lexical relations. The types of sense relations that hold between words include:

- 1) Antonym are two words that have the opposite meaning, contradiction, or contrast between one another. Antonyms are also called opposite words e.g. alive-dead.
- 2) Synonym are two or more words which have the same meaning e.g. rich-wealthy.

2. Using Simultaneous Presentation of Text and Pictures

a. Definition of Simultaneous Presentation of Text and Pictures

The simultaneous presentation of text and pictures refers to the method in which written text and visual pictures are displayed together at the same time. This approach is commonly used in multimedia learning, where information is conveyed to students through both words and graphics. According to Schuler et al. (2020), text-picture integration manifests as a cross-modal effect, where the specific information conveyed by one representation leads to a particular integrated representation that is reflected in assessments. This is illustrated in alternative formats.

According to Mayer (2001), in the Temporal Contiguity Principle of Multimedia Learning, students benefit more from an immediate display of linked words and pictures than from a later presentation. The

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bulk of past studies have shown the advantages of incorporating images into L2 vocabulary education while providing L1 translations and visuals simultaneous. Çakmak and Erçetin (2018) investigated the impact of gloss type on text recall and incidental vocabulary learning in mobile-assisted L2 listening.

Simultaneous presentation of text and pictures has an effect on vocabulary acquisition and text memory when text and visuals are presented concurrently. Student memory will be impacted by the teacher's use of this strategy. Text and image-rich environments are ideal for vocabulary development. The framework adheres to Pavio's (1986) dual coding notion, which postulates the existence of both a verbal and a picture system in the human mind, each with its own distinct mental code.

Additionally, Ramezanali et al. (2020) state that a double gloss mode (such as text plus picture) has a medium effect size compared to a single gloss (either L1 or L2 gloss only) and advise against using it. Single textual glosses, on the other hand, promote students' word learning. As a result, the instructor has developed a picture that will look great on a large chart. Pictures can also be displayed using other applications, such as PowerPoint. According to Afandi (2015), learning "goal reference criteria" are utilized to demonstrate that the outputs of students' learning activities are indeed "learning outcomes." One model

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that helps enhance learning results is the Simultaneous Presentation of Text and Pictures in English vocabulary learning.

This model shows that students can accurately grasp the content offered by the teacher, which is an indication of positive learning outcomes. These qualities make this learning paradigm dynamic, inventive, creative, and enjoyable. All things considered, using several modes to facilitate learning and effectively transmit information is achieved through the simultaneous presentation of text and pictures.

b. Procedure of Simultaneous Presentation of Text and Pictures

The simultaneous presentation of text and pictures is a very effective technique to be used in the teaching and learning process. This approach can improve retention, comprehension, and application of the subject matter being studied. Based on Mayer (2021) there are some steps how to conduct the simultaneous presentation of texts and pictures in the learning process:

- 1) Researcher start by introducing the topic and explaining the purpose of learning.
- 2) Show a slide that combines simultaneous of text and pictures in PowerPoint form. Use pictures to reinforce or explain key points of the text.
- 3) Invite students to interact with the material. For example, ask their opinions about pictures or ask them to explain the text displayed.

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- 4) Use quizzes based on pictures and text to test students' understanding.
- 5) Provide written evaluations to assess the student's understanding of the material.
- 6) Students' feedback to evaluate the effectiveness of texts and pictures use in a presentation.

c. The Advantages of Simultaneous Presentation of Text and Pictures

According to Mayer (2009), Paivio (1986), and Sweller (1988) said that the advantages of simultaneous presentation of text and pictures are as follows:

- 1) Presenting content simultaneous helps enhance students' comprehension. Students can get information from two distinct information processing pathways by integrating text and visuals. According to Mayer (2009), using texts and visuals together can improve students' understanding and help them make connections between the lessons being taught.
- 2) Providing students with text and graphics at the same time can help them remember the information. The dual coding hypothesis, first proposed by Paivio (1986), asserts that information delivered both verbally and visually has a higher retention rate than information supplied verbally alone. Students are better able to retain and recall the material they have learned when they use two different channels for information processing.

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- 3) The combination of text and pictures in learning can increase student motivation and engagement. An attractive and visual presentation can make learning more interesting and motivate students to actively participate in the learning process. Mayer (2009) emphasizes the importance of attractive and relevant multimedia design to maintain student interest.
- 4) Simultaneous presentation facilitates visual and verbal learning concurrently. In this context, students can develop better reading, listening, viewing and understanding skills. Scholars such as Sweller (1988) highlight the importance of using two channels of information processing visual and verbal in strengthening comprehension and recall.

d. Simultaneous Presentation of Text and Pictures in Teaching Vocabulary

In teaching vocabulary, teachers must be able to make students improve their understanding well. Teachers must consider the ability to master the vocabulary that students must have. In this case, it is necessary to use appropriate media. In this teaching the learning process uses a style of simultaneous presentation of text and pictures.

In the Merdeka curriculum there are many kinds of text and pictures that students can use as their learning materials. To study the process of text-pictures integration during learning, integrative displays and transitions have been analyzed. The display of depicts the duration

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(fixation times) to reread the text while rechecking the picture (i.e. looking from the text to the picture) and rechecking image while rereading the text (i.e., looking from picture to text, see Mason, Pluchino, & Tornatora, 2013, 2015). This will help both teachers and students to revise the understanding of translating students' vocabulary and be more fun than usual.

Multimedia learning has been shown to yield superior learning outcomes when text and pictures are combined, according to Mayer (2009). A multimedia impact is how people typically refer to this. According to this theory, combining text and pictures might aid pupils in remembering and applying the knowledge they have acquired to new situations.

B. Relevant Research

There are several relevant researchers which deal with the research about simultaneous presentation of text and pictures. Relevant research is intended to avoid plagiarism in the design and findings of previous researchers. There are several relevant research that have been conducted on this topic:

First, Turk Emine and Gu'lcan Ercetin (2012) this research entitled Effects of interactive versus simultaneous display of multimedia glosses on L2 reading comprehension and incidental vocabulary learning. The purpose of the study was to investigate the effects of interactive versus simultaneous display of multimedia glosses on L2 reading comprehension and incidental vocabulary learning. The study was a quasi-experimental study that compares the effects of

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interactive versus simultaneous display of multimedia glosses on reading comprehension and vocabulary learning. The study was conducted with grade nine students in a state high school in Turkey. The results of the study suggest that interactive display of multimedia glosses has a more significant effect on reading comprehension and vocabulary learning than simultaneous display.

Second, Kashani, S. and Shafiee, S. (2016) conducted research the title “A Comparison of the Effect of Text-Picture and Audio-Picture Annotations in Second Language Vocabulary Recall among Iranian EFL Learners. The present study compared the effect of text-picture and audio-picture multimedia annotations in second language vocabulary recall among Iranian EFL learners. The participants were 80 students who were studying advanced-level English at in a language institute in Iran. The design of this research was experimental. The results of the study demonstrate that audio-picture annotation is more effective than text-picture.

Third, Rebonna, et. al (2017) conducted research, the title was “Vocabulary Learning Strategies Applied by the Students of The English Education Study Program of Bengkulu University”. This research focused on finding out vocabulary learning strategies applied by the students of The English Education study program of Bengkulu University and the most and the least frequently applied strategies. The design of this research was descriptive quantitative. Then, the samples were 86 students. The result showed that average students of the English Education Study Program applied vocabulary learning strategies proposed by Schmitt.

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Fourth, Arndta Jana, et. al (2018) this research entitled Investigating the Influence of Simultaneous- Versus Sequential-Text-Picture Presentation on Text-Picture Integration. The purpose of the study was to investigate the influence of simultaneous versus sequential text-picture presentation on text-picture integration. The study was an experimental study that compares the effects of simultaneous versus sequential text-picture presentation on text-picture integration. The subject of this research was the students major from University Germany. Then, the samples were 99 students. The results of the study suggest that text-picture integration is facilitated when text and pictures were presented simultaneously rather than sequentially. The study found that simultaneous presentation led to better text-picture integration, as measured by recall and recognition tests. This suggests that simultaneous presentation may be a more effective way to present information that includes both text and pictures.

Fifth, Susanti (2018) also conducted the research. The title was “A Case Study of Vocabulary Learning Strategy Used by Male and Female Students of English Department in IAIN Salatiga”. This research aimed to describe the Vocabulary Learning Strategy used by male and female students of IAIN Salatiga and to describe the gender difference pattern in the application of VLS done by students of the English department of IAIN Salatiga. The design of this research was qualitative. Then, the result showed that the gender difference had only existed in the implementation of social strategies for discovery, cognitive strategy for consolidation, and metacognitive strategy for consolidation. The

other strategy, namely: determination, social strategy for consolidation, and memory strategy indicated no difference in terms of gender.

Sixth, Rustam Shadiev et al. (2020), the title was Using image-to-text recognition technology to facilitate vocabulary acquisition in authentic contexts. The purpose of the study was the effectiveness of the related system to facilitate vocabulary acquisition was tested. The students' perception of this tool and the system's affordance for vocabulary acquisition was also explored. The sample 40 native Russian speakers learning English as a foreign language from an elementary school participated. The design of the research was experimental. The results revealed that the majority of students in the experimental group had a positive perception of the system. In addition, the qualitative results showed three main categories of affordances. Based on these results, some suggestions and implications were given for the teaching and research community.

Seventh, Shufang Wang and Chang In Lee (2021) Multimedia Gloss Presentation: Learners' Preference and the Effects on EFL Vocabulary Learning and Reading Comprehension. The study aimed to investigate what type of multimedia glossing presentation better aids EFL learners to comprehend texts and learn more words. The study utilized a quasi-experimental design to investigate the effectiveness of different multimedia glosses on learners' vocabulary learning and reading comprehension. The results of the study supported the positive role of multimedia gloss presentation on vocabulary learning and reading comprehension. They showed that both visual glossing

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modes (L2 definition + picture and L2 definition + video) were more effective than audio and L2 definition only. Concerning reading comprehension, all multimedia glossing presentations led to better reading comprehension, but no differences were found among all the glossing groups.

Eight, Jia Yu and Xiaobin Liu (2022) also conducted research. The title was *Text First or Picture First? Evaluating Two Modes of Multimodal Input for EFL Vocabulary Meaning Acquisition*. The purpose of the study was to compare the effects of text-first and picture-first multimodal input on EFL vocabulary meaning acquisition. The study aimed to investigate which mode of multimodal input is more effective in facilitating EFL learners' vocabulary acquisition. The research was quasi-experimental. The subject of this research was grade 8 students whose native language was Chinese in two intact classes in Guangzhou, Guangdong Province, China. The results showed that though both groups achieved significant gains, participants learning with picture-first input performed significantly better and reported positive attitudes. This study reveals the advantageous effects of presenting pictures before L1 translations on L2 vocabulary meaning learning, thus indicating that the Sequencing Effects of IPTC Model and the Scaffolding Assumption can be applied to the L2 multimodal vocabulary learning context, and providing pedagogical implications for EFL teachers and material developers.

Last, Muhsinin, et al. (2024) also conducted research. The title was “*The Use of Picture-Based English Materials to Improve Students' Vocabulary Mastery for States Elementary Schools*”. The purpose of the study was to find

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out improving students' vocabulary mastery by using pictures. This research was conducted by using Classroom Action Research (CAR). The object of this research was to improve the students' vocabulary mastery through pictures. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. Then, from the result of observation it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through pictures as media and it also showed that the students were motivated in teaching-learning process during the implementation of pictures.

From the text above, it can be seen that there are researchers who carry out research taught by using reading comprehension; all multimedia glossing presentations led to better reading comprehension; the advantageous effects of presenting pictures before L1 translations on L2 vocabulary meaning learning can be applied to the L2 multimodal vocabulary learning context; and interactive display of multimedia glosses had a more significant effect on reading comprehension and vocabulary learning. Based on several previous studies mentioned above, it can be assumed that most previous research focuses on Versus Sequential–Text–Picture multimodal differences in teaching student's English vocabulary and students' understanding of reading. However, research rarely focuses on employing simultaneous presentation of text and pictures when learning English vocabulary mastery. Therefore, the researcher is interested in filling this gap to find out how to teach simultaneous presentation

of text and pictures and those taught without using the simultaneous presentation of text and pictures while learning English vocabulary mastery

C. Operational Concept

Operational concept is the term that is used to clarify the theories in this research in order to avoid misunderstandings. In this research, the writer would like to explain briefly about the variables. This research is an experiment which focuses on employing simultaneous presentation of text and pictures to improve students' vocabulary mastery of English. Therefore, there are two variables in this research.

1. The indicators of variable X (Simultaneous presentation of text and pictures) are as follows:

In this research, the procedure employing simultaneous text and pictures is performed the following procedure Mayer (2021).

- a. Start by introducing the topic and explaining the purpose of learning.
- b. Show a slide that combines simultaneous of text and pictures in PowerPoint form. Use images to reinforce or explain key points of the text.
- c. Invite students to interact with the material. For example, ask their opinions about pictures or ask them to explain the text displayed.
- d. Use quizzes based on pictures and text to test students' understanding.
- e. Provide written evaluations to assess the student's understanding of the material.

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f. Students' feedback to evaluate the effectiveness of text and picture use in a presentation.

2. The indicators of Variables Y (Students' Vocabulary Mastery)

The researcher employ the indicators that must be measured in this study based on theories from Nation (2001), there are:

a. Mastering the content words.

Content word is the word used to express or describe things such as actions, objects, attributes, and ideas. It consists of nouns, verbs, adjectives, and adverbs.

b. Mastering the function words

Function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of prepositions, articles, and pronouns.

c. Using choice of words

Appropriate choice of words, it means that the students can answer questions based on the context. Students are able to match the correct words in a sentence.

d. Being able to use synonym and antonym

Synonyms are words that share a similar meaning and antonyms are words with the opposite meaning.

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D. Assumptions and Hypotheses**1. Assumption**

In this research, the researcher assumes that Simultaneous Presentation of Text and Pictures has a difference in mastery of English vocabulary between students taught by using simultaneous presentation of text and pictures and those taught without using simultaneous presentation of text and pictures.

2. Hypothesis

H_0 : There is no significant difference in students' vocabulary mastery when taught and without taught using simultaneous presentation of text and pictures at junior high school in Rokan Hilir.

H_a : There is a significant difference in students' vocabulary mastery when taught and without taught using simultaneous presentation of text and pictures at junior high school in Rokan Hilir.

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CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research was quantitative research, specifically quantitative experiments. According to Creswell (2012), quantitative research was a method for testing certain theories by examining variables that were measured with research instruments so that the data consists of numbers. Sugiyono (2018) states that quantitative data was a positivistic-based research method, where research data was in the form of numbers collected through statistical procedures or quantification.

Experimental based on Creswell, (2008) “An experiment is to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”. The design of this research used a quasi-experimental design called a non-equivalent control group design which uses pretest- and posttest. A nonequivalent control group design has two groups which are, experimental and control group. By using a nonequivalent control group research design, where a group of subjects was taken from a certain population and underwent pretest, then was subjected to treatment. After being treated, the subject was given a post-test to measure the effect of treatment on the group. The given instrument contained the same weight. The difference between the pretest with the post-test scores showed the results of the treatment that had been given.

Experimental and quasi-experimental research designs examined whether there was a causal relationship between independent and dependent variables.

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Simply defined, the independent variable was the variable of influence and the dependent variable was the variable that was being influenced (Loewen & Plonsky, 2016) in (Rogers and Andrea, 2005). "Quasi-experimental research was similar to experimental research in that there was manipulation of an independent variable," according to Abraham and McDonald (2011) of Iowa State University. Because there was not a control group, random selection, random assignment, or active manipulation, it varied from experimental research.

There were two variables of this research, the independent variable and the dependent variable. The independent variable was simultaneous presentation of text and pictures, symbolized by "X" and the dependent variable was Vocabulary mastery symbolized by "Y". Research variables were study items that are relevant to a topic of interest stated by Arikunto (2006). Independent variables and dependent variables were two categories into which research variables may be divided. In experimental quantitative research, the connection between independent and dependent variables is the primary emphasis.

Tabel III. 1
Quasi Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experimental	Pre-test	Using simultaneous presentation of text and pictures	Post-test
Control Group	Pre-test	Without using simultaneous presentation of text and pictures	Post-test

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B. Location and Time of the Research

This research was conducted at a junior high school in Rokan Hilir, which was located at Jl. Teluk Bano 1 especially Rokan Hilir. The time of this research started from March 2025 until April 2025 in the academic year 2024/2025.

C. Subject and Object of the research

The subject of this research was the eighth-grade students of junior high school Rokan Hilir. The object of this research was the eighth-grade students in class and Bilingual class.

D. Population and Sample of the Research**1. Population**

Populations were groups of people with comparable features, according to Creswell (2012). The population of this research was the eighth-grade students of junior high school in Rokan Hilir. The total of the population of the eight grades was 95 students.

There were two classes of participants in this research. The first one was the experimental class, which was taught by simultaneous presentation of text and pictures on students' vocabulary mastery, and the other was the control class, which was taught without simultaneous presentation of text and pictures on students' vocabulary mastery in English, as mentioned by Creswell (2008).

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Tabel III. 2
The total population of eighth-grade students
of junior high school Rokan Hilir

No	Class	Students
1	VIII A	30
2	VIII B	30
3	VIII C	35
Total		95

2. Sample of the Research

As per Ary, Jacobs, and Sorensen (2010), a sample was a specific group of the population that was chosen for observation. The researcher used cluster sampling for this purpose. The division of the population into clusters or groups was known as cluster sampling. Following this, a random sample is drawn from each of these clusters, and each one was utilized in the final (Wilson, 2010) in (Taherdoost, 2016).

There were 60 students in the sample as a whole. Using cluster random sampling, the researcher used two classes as the sample. When using cluster sampling, the entire population was divided into groups, or clusters. These clusters were then randomly sampled, and all of these were utilized in the final (Wilson, 2010) in Taherdoost, (2016). VIII A serves as the experimental class in this study, whereas VIII B serves as the control group. The researcher chose to use this class as both a control group and an experimental group because, when asked how they felt about learning English, particularly when it came to examining vocabulary meaning, both

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groups responded similarly, stating that they were confused about what the meaning of specific words meant in the language.

Tabel III. 3
Sample of the Research

No	Class	Students
1	VIII A	30
2	VIII B	30
Total		60

E. Technique of Collection Data

The data for this study was gathered through testing. Brown (2006), a test is a means of evaluating a person's aptitude, expertise, or performance in a certain field. For this study, the researcher employed multiple choice questions to get data from the sample examine. According to Roediger (2006) findings, completing the essay test resulted in better retention of relevant and previously tested material over both short and long delays, compared to a comparable cued recall test. The two variables were measured using this essay test.

1. Pre test

Students who were acquiring vocabulary took a test consisting of essay test prior to receiving therapy. The pupils' post-test scores following therapy were compared to the pre-test findings. Before subjects in an experiment get treatment, a pre-test could be used quantify a certain feature or characteristic using a pre-test (Creswell, 2012).

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In other words, prior to receiving therapy, the pre-test was utilized to assess students' proficiency in translating terminology related to English language acquisition. The capacity to evaluate word selections for vocabulary learning was tested in this study using content validity. According to Brown (2003), evaluating whether the instrument's content adequately represented the intended domain was one way to assess the content validity of the tool. An expert was engaged regarding this exam. It was determined that this test satisfied the criteria to be employed as a test in this study.

2. Post-test

A post-test to evaluate specific vocabulary was given to each student after completing the program. This type of test was a cloze multiple-choice vocabulary test. According to Creswell (2012), the post-test measured a number of traits or qualities evaluated for the experimental participants after undergoing their therapy. This showed that vocabulary acquisition was assessed using a post-test after presentation-based instruction for students. In this test, the researcher used text and pictures in the procedure text material simultaneously in the experimental and control classes to assess the students' vocabulary mastery. After the test, the students completed the vocabulary learning exam, and the researcher calculated the overall scores.

In this study, the multiple-choice exam consisted of several questions developed within the operational idea. For further details on test instructions based on Nation (2001) explanation, the rubric design was as follows:

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Tabel III. 4
Blueprint of Vocabulary Mastery Test

No	Indicators	Number
1.	The students' are able to master to content word	5,6,7,8,9,10,11
	a. Noun	
	b. Verb	
	c. Adjective	
	d. Adverb	
2.	The students are able to master the function word	1,2,3,4
	a. preposition	
	b. article	
	c. pronoun	
3.	The students' are able to use appropriate choice of word	12,13,14,15,16
4.	The students' are able to find the synonym and antonym of words	17,18,19,20
Total		20

Then, the researcher compared the result of mean scores from the pre-test and post-test to the scale of rating scores from Sugiyono (2008). The interpretation of the students' scores was classified into five classifications as follows:

Tabel III. 5
The Classification of Student Score

No	The Level Score	Category
1	81-100	Very Good
2	61-80	Good
3	41-60	Moderate
4	21-40	Low
5	0-20	Very Low

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The course of treatment in the experimental class took place from March 2025 until April 2025. In the experimental class, simultaneous display of text and pictures was utilized as a teaching tool to help students with vocabulary mastery, particularly nouns, verbs, adjectives, adverbs, etc. However, the control class's activities were limited to traditional methods like memorization of vocabulary and the use of dictionaries.

F. Validity and Reliability of the Instrument

1. Validity

According to Cresswell (2008, p. 133), validity was the unique score an instrument received that gave it significance and enabled the researcher, to extrapolate findings from the sample studied to the general population. This indicated that the degree to which conclusions drawn from the assessment's findings were suitable, significant, and helpful in light of the assessment's goal was known as validity. Furthermore, a test was considered legitimate if it assessed the intended outcome, according to Anderson, Murphy, and Associates in Arikunto (2006).

The researcher used the SPSS 23 program to administer the vocabulary exam to thirty students who were not part of the research sample in order to assess its validity. The researcher used content validity to test the simultaneous presentation of text and pictures in students' vocabulary mastery in English. Content validity was not satisfied, according to Rodriguez et al. (2017), if the measuring tool was not designed using a theory that was appropriated for the research context, if some or all of the

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UIN SUSKA RIAU

question items were irrelevant, unclear, or unimportant, or if the question items did not cover every aspect covered in the theory.

To analyze the validity of the vocabulary test, the researcher used the SPSS 23 program to conduct a try-out of 25 items by administering them to 30 students who were not included in the research sample. The results of the analysis showed that there were 20 questions accepted (valid) and the others were rejected (invalid). Twenty questions were valid and the rest were dropped. The dropped items were questions number 11 (Context Word), 15 and 21 (Function Word), and 23 and 25 (Appropriate Choice of Word). These items were dropped because their scores were below 0.3610.

The results can be seen as follows:

Tabel III. 6
The Result of Validity Test

No Items	R Count	R table	Statue
1	0,530	0,316	Valid
2	0,591	0,316	Valid
3	0,424	0,316	Valid
4	0,588	0,316	Valid
5	0,513	0,316	Valid
6	0,588	0,316	Valid
7	0,591	0,316	Valid
8	0,682	0,316	Valid
9	0,448	0,316	Valid
10	0,371	0,316	Valid
11	0,135	0,316	Invalid
12	0,525	0,316	Valid

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No Items	R Count	R table	Statue
13	0,478	0,316	Valid
14	0,456	0,316	Valid
15	0,214	0,316	Invalid
16	0,436	0,316	Valid
17	0,449	0,316	Valid
18	0,631	0,316	Valid
19	0,597	0,316	Valid
20	0,628	0,316	Valid
21	0,125	0,316	Invalid
22	0,539	0,316	Valid
23	0,218	0,316	Invalid
24	0,631	0,316	Valid
25	0,206	0,316	Invalid

2. Reliability

Measurement accuracy had to do with reliability. When the measurement was performed on a different subject or by a different person, the same findings were obtained, indicating this level of accuracy. The quality of Consistency was another word for reliability (Brown, 2003, p. 444). Furthermore, the study's focus was on internal consistency and dependability. Internal consistency reliability, according to Crasswell (2012, p. 370), was the instrument administered once, using a single version of the instrument. The kinds of reliability tests that were used to assess the degree of dependability of the test included:

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Tabel III. 7
Level of Acceptable Reliability

No	Reliability Score	Level of Reliability
1	> 0.90	Very High
2	0.80 - 0.90	High
3	0.70 - 0.79	Reliable
4	0.60 – 0.69	Marginally/Minimally
5	< 0.60	Unacceptably low

(Cohen, Manion, & Marison, 2007 : 506)

To obtain the reliability of the vocabulary mastery test, the researcher used the SPSS 23 program to find out whether the test was reliable or not.

Tabel III. 8
Reliability Statistics of Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,830	20

From the table above, it can be seen that the value of Cronbach's alpha is 0.830. The value was higher than the standard Cronbach's alpha which 0.60 was. Therefore, it can be concluded that the test was reliable and the level of reliability was very high.

G. Technique of Analyzing Data

The researcher analyzed the data using the Independent Sample T-test. In data analysis, there were several steps.

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1. Normality

One can used the Lilifors test or the SPSS software to determine if the data derived from the students' scores had a normal distribution or not. The normalcy test was performed in this study utilizing SPSS 23 edition. To determine whether the data was normal or not, the Lilifors test compared Lo to Lt with $\alpha = 0.05$. One of the Lilifors test's features was:

- a. If $Lo > Lt$ = Data was normally distributed
- b. If $Lo < Lt$ = Data was not normally distributed

2. Independent Sample T-Test

An independent sample t-test was employed when comparing the mean scores of a continuous variable between two distinct groups of subjects, as noted by Pallant (2010). This statistical method helps determine whether there is a significant effect or no significant effect between two or more variables. In this research, the researcher conducted the independent sample t-test using the SPSS 23 program.

The significance value was used to determine whether there was a significant effect between the mean scores of both the experimental and control classes. Statistical hypothesis:

- a. Null Hypothesis (H_0): There is no significant effect on vocabulary mastery of students taught in Simultaneous Presentation of Text and Pictures at junior high school in Rokan Hilir or if $p\text{-value} > \text{sig } \alpha = 0.05$ (5%). This means that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

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b. Alternative Hypothesis (Ha): There is a significant influence on students' vocabulary mastery taught in Simultaneous Presentation of Text and Pictures at junior high school in Rokan Hilir or if $p\text{-value} < \text{sig} \alpha = 0.05$ (5%). This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine students' vocabulary mastery taught and without taught by using simultaneous presentation of text and pictures to improve their vocabulary. As discussed in Chapter IV, the employing simultaneous presentation of text and pictures has a significant difference on students' vocabulary mastery. Therefore, it can be concluded that simultaneous presentation of text and pictures is one of the effective ways to improve students' vocabulary. The researcher used the strategy according to the character and learning environment of the students.

In a previous study, by Liu Xiaobin (2022) which showed that although both groups achieved significant gains, participants who learned with picture input first performed significantly better and reported positive attitudes. Similarly, Jana Arndt et al. (2018) who found that simultaneous presentation resulted in better text-picture integration, as measured by recall and recognition tests. This relates to Mayer (2020) that simultaneous presentation of text and pictures can be one of the alternative strategies in improving vocabulary to be implemented. Teachers need to know the students' characters and the learning environment before determining how to teach English in vocabulary mastery.

After analyzing the data, the researcher was able to answer of the formulation of the problem are as follows:

1. There was a significant difference with mean score 42,83 in students' vocabulary mastery when taught and without taught using simultaneous presentation of text and pictures at junior high school in Rokan Hilir.

B. Suggestion

Based on the results of the research that has been conducted regarding the employ of using simultaneous presentation of text and pictures on students' vocabulary mastery, some suggestions can be given as follows:

For teachers, it is recommended to regularly employ the simultaneous presentation of text and pictures in vocabulary teaching. This should align with the students' language level and learning objectives to maximize vocabulary acquisition and retention. Such an approach can help students better understand and remember new vocabulary.

For students, it is advised to actively participate in learning activities that utilize simultaneous presentation of text and images. By being directly involved, students can more easily grasp and retain new vocabulary, as they are encouraged to interact with the material in a meaningful way. This active participation can also foster a deeper interest in language learning.

For future researchers, it is suggested to explore the effects of simultaneous presentation on other aspects of language learning, such as reading comprehension and speaking ability. This research can be conducted across different educational levels and contexts. Additionally, conducting research across various educational levels and contexts can help identify best practices and potential adaptations of this approach, ultimately contributing to the field of language education.



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APPENDIX



UIN SUSKA RIAU

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APPENDIX 1

Modul (Lesson Plan)

UIN SUSKA RIAU



MODUL AJAR

INFORMASI UMUM PERANGKAT AJAR

Sekolah	: SMP Negeri 5 Bangko Pusako
Penyusun	: Nur Miftahul Jannah
Tahun	: 2024/2025
Kelas/Fase	: VIII/D
Alokasi Waktu	: 6 × 40 menit (6 pertemuan)

CAPAIAN PEMBELAJARAN

• dang-Undang ilangan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: Pengutipan tidak merugikan kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyuluhan, laporan, dan b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	<p>Capaian umum</p> <p>→ Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Elemen :

Membaca - Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

TUJUAN PEMBELAJARAN

- Peserta didik mampu membuat teks prosedur yang berhubungan dengan kebersihan
- Peserta didik mampu memberikan pendapat di media sosial
- Peserta didik mampu membuat poster dan spanduk

KOMPETENSI AWAL

- Setelah mengamati teks prosedur, peserta didik dapat memahami struktur teks prosedur (tujuan, langkah-langkah, dan penutup) dan memiliki kosakata yang cukup terkait kebersihan dan aktivitas sehari-hari dalam menyusun kalimat dengan benar.
- Setelah mengamati teks prosedur, peserta didik dapat mengekspresikan pendapat secara jelas dalam menggunakan media sosial.
- Setelah membaca sebuah poster tentang let's keep our rivers clean, peserta didik dapat menulis menyajikan teks dengan topik ways to save the earth dengan menggunakan kalimat sederhana dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

PROFIL PELAJAR PANCASILA

- Beriman, bertaqwa kepada tuhan yang maha esa dan berakhlak mulia.



- Mandiri
- Gotong royong
- Bernalar kritis
- Kreatif

SARANA DAN PRASARANA

- Laptop
- Proyektor

TARGET PESERTA DIDIK

Peserta Didik Reguler

MODEL PEMBELAJARAN:

Contextual Learning

MODE PEMBELAJARAN:

Luring

KOMPONEN INTI

PEMAHAMAN BERMAKNA

Siswa mampu membuat teks prosedur dengan bahasa keseharian, meminta dan memberi pendapat, dan menuliskan intruksi dalam sebuah poster himbaun

PERTANYAAN PEMANTIK

- Do you often come across things like this in your neighborhood? How often?
- What can we do with these items?
- Why is it important to recycle?

URUTAN KEGIATAN PEMBELAJARAN

PERTEMUAN KE 1

KEGIATAN AWAL

- Guru memberi salam, menyapa siswa (menanyakan kabar, mengecek kehadiran dan kesiapan peserta didik)
- Salah satu siswa memimpin berdo'a dilanjutkan penegasan guru tentang pentingnya berdo'a sebelum memulai kegiatan dalam rangka menanamkan keyakinan yang kuat terhadap Tuhan YME
- Guru dan siswa melakukan tanya jawab mengenai kegiatan hari ini.
- Pendidik menyampaikan hal-hal penting yang akan didapatkan dalam pertemuan pembelajaran hari ini bagi kehidupan sehari-hari

KEGIATAN INTI

Introduction

- Guru memulai pelajaran dengan memperkenalkan topik "**Procedure Text**" dan menjelaskan tujuannya, yaitu memberikan instruksi atau langkah-langkah untuk melakukan sesuatu.
- Guru menjelaskan pentingnya belajar procedure text, khususnya dalam konteks mendaur ulang barang rumah tangga yang tidak terpakai, untuk meningkatkan kesadaran lingkungan.
- Guru menampilkan slide PowerPoint dengan gambar-gambar barang rumah tangga yang bisa didaur ulang (misalnya, botol plastik, kardus, kaleng) dan bertanya kepada siswa:
 - a. Do you often come across things like this in your neighborhood? How often?
 - b. What can we do with these items?
 - c. Why is it important to recycle?

Simultaneous Presentation

- Guru menampilkan slide PowerPoint yang menggabungkan teks dan gambar secara bersamaan dengan tema “*How to Start Recycling Your Unused Household Items*”

Students interaction

Guru dan siswa melakukan diskusi dari hasil pengamatan siswa pada slide materi teks procedure dengan menanyakan apa yang sudah di tangkap dari materi tersebut.

- Guru mengapresiasi siswa yang telah memaparkan pemahamannya tentang materi.

Picture and Text-Based Quiz

Siswa dibagi kedalam kelompok yang berjumlah 4 sampai 5 orang. Guru membagikan JKPD

- Siswa diberikan kesempatan untuk bediskusi dengan anggota kelompoknya terkait yang akan mereka kerjakan.
- Guru memberikan kesempatan kepada perwakilan setiap kelompok siswa untuk memaparkan hasil diskusi.

Written evaluation

- Guru memberikan tugas tertulis kepada siswa untuk membuat procedure text mereka sendiri dengan tema serupa, misalnya:
"How to clean my bedroom"
- Siswa diminta untuk menyertakan gambar atau ilustrasi untuk setiap langkah

KEGIATAN AKHIR

Feedback

- Guru melakukan refleksi dan simpulan mengenai pembelajaran yang telah di selesaikan.
- Guru bertanya tentang kesulitan siswa selama proses pembelajaran
- Guru bersama dengan siswa menutup pembelajaran dengan berdo'a Bersama.

PERTEMUAN KE 2

KEGIATAN AWAL

- Guru bersama siswa saling memberi dan menjawab salam serta menanyakan kabar masing-masing.
- Guru mengabsen siswa yg tidak hadir pada hari tersebut dan menanyakan keadaan siswa yg pertemuan sebelumnya tidak hadir.
- Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas.
- Sebelum melanjutkan materi selanjutnya, guru meminta siswa untuk menjelaskan tentang materi pada pertemuan sebelumnya dan mengumpulkan tugas siswa.

KEGIATAN INTI

Introduction

- Guru melanjutkan pelajaran dengan dimulai memperkenalkan topik **"How to do"** dan menjelaskan tujuannya, yaitu memberikan instruksi atau langkah-langkah untuk melakukan sesuatu.
- Guru menampilkan slide PowerPoint dengan gambar-gambar alat sekolah yang bisa didaur ulang (misalnya, buku, kardus, kaleng) dan bertanya kepada siswa:



- a. Do you often come across things like this in your neighborhood? How often?
- b. What can we do with these items?
- c. Why is it important to recycle?

Simultaneous Presentation

- Guru menampilkan slide PowerPoint yang menggabungkan teks dan gambar secara bersamaan dengan tema “How to Recycle Your Unused SchoolItems”

Students interaction

Guru dan siswa melakukan diskusi dari hasil pengamatan siswa pada slide materi dengan menanyakan apa yang sudah di tangkap dari materi tersebut.

- Guru mengapresiasi siswa yang telah memaparkan pemahamanya tentang materi.

Picture and Text-Based Quiz

- Siswa dibagi kedalam kelompok yang berjumlah 4 sampai 5 orang.
- Guru membagikan LKPD.
- Siswa diberikan kesempatan untuk bediskusi dengan anggota kelompoknya terkait yang akan mereka kerjakan.
- Guru memberikan kesempatan kepada perwakilan setiap kelompok siswa untuk memaparkan hasil diskusi.

Written evaluation

- Guru memberikan tugas tertulis kepada siswa untuk membuat procedure text mereka sendiri dengan tema serupa, misalnya:
“How to clean the dirty toilet floor”
- Siswa diminta untuk menyertakan gambar atau ilustrasi untuk setiap langkah

Kegiatan Akhir

Feedback

- Guru melakukan refleksi dan simpulan mengenai pembelajaran yang telah di selesaikan.
- Guru bertanya tentang kesulitan siswa selama proses pembelajaran
- Guru bersama dengan siswa menutup pembelajaran dengan berdo'a Bersama.

Pertemuan Ke 3

Kegiatan Awal

- Guru bersama siswa saling memberi dan menjawab salam serta menanyakan kabar masing-masing.
- Guru mengabsen siswa yg tidak hadir pada hari tersebut dan menanyakan keadaan siswa yg pertemuan sebelumnya tidak hadir.
- Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas.
- Sebelum melanjutkan materi selanjutnya, guru meminta siswa untuk menjelaskan tentang materi pada pertemuan sebelumnya dan mengumpulkan tugas siswa.

KEGIATAN INTI

Introduction

- Guru melanjutkan pelajaran dengan dimulai memperkenalkan topik **“How to make”** dan menjelaskan tujuannya, yaitu memberikan instruksi atau langkah-langkah



untuk melakukan sesuatu.

Simultaneous Presentation

Guru menampilkan slide PowerPoint yang menggabungkan teks dan gambar secara bersamaan dengan tema “*How to Make a Mini Garden from Used Plastic Bottles*”

Students interaction

Guru dan siswa melakukan diskusi dari hasil pengamatan siswa pada slide materi dengan menanyakan apa yang sudah di tangkap dari materi tersebut.

Guru mengapresiasi siswa yang telah memaparkan pemahamannya tentang materi.

Picture and Text-Based Quiz

- Siswa dibagi kedalam kelompok yang berjumlah 4 sampai 5 orang.
- Guru membagikan LKPD.
- Siswa diberikan kesempatan untuk bediskusi dengan anggota kelompoknya terkait yang akan mereka kerjakan. membuat jadwal penyelesaian proyek
- Guru memberikan kesempatan kepada perwakilan setiap kelompok siswa untuk memaparkan hasil diskusi.

Written evaluation

- Guru memberikan tugas kepada siswa membuat teks prosedur masing-masing.

Kegiatan Akhir

Feedback

- Guru melakukan refleksi dan simpulan mengenai pembelajaran yang telah di selesaikan.
- Guru bertanya tentang kesulitan siswa selama proses pembelajaran
- Guru bersama dengan siswa menutup pembelajaran dengan berdo'a Bersama.

Pertemuan Ke 4

Kegiatan Awal

- Guru bersama siswa saling memberi dan menjawab salam serta menanyakan kabar masing-masing.
- Guru mengabsen siswa yg tidak hadir pada hari tersebut dan menanyakan keadaan siswa yg pertemuan sebelumnya tidak hadir.
- Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas.
- Sebelum melanjutkan materi selanjutnya, guru meminta siswa untuk menjelaskan tentang materi pada pertemuan sebelumnya dan mengumpulkan tugas siswa.

KEGIATAN INTI

Introduction

- Guru melanjutkan pelajaran dengan dimulai memperkenalkan topik "**This is the Way**" dan menjelaskan tujuannya, yaitu memberikan instruksi atau langkah-langkah untuk melakukan sesuatu.

Simultaneous Presentation

- Guru menampilkan slide PowerPoint yang menggabungkan teks dan gambar secara bersamaan dengan tema “*Let's Keep Our Rivers Clean!*”

Students interaction

Guru dan siswa melakukan diskusi dari hasil pengamatan siswa pada slide materi dengan menanyakan apa yang sudah di tangkap dari materi tersebut. Guru mengapresiasi siswa yang telah memaparkan pemahamannya tentang materi.

Picture and Text-Based Quiz

Siswa dibagi kedalam kelompok yang berjumlah 4 sampai 5 orang.
Guru membagikan LKPD.
Siswa diberikan kesempatan untuk bediskusi dengan anggota kelompoknya terkait yang akan mereka kerjakan.
Guru memberikan kesempatan kepada perwakilan setiap kelompok siswa untuk memaparkan hasil diskusi.

Written evaluation

- Guru memberikan tugas tertulis kepada siswa untuk memberi komentar mengenai poster yang dimiliki masing-masing.

Kegiatan Akhir

Feedback

- Guru melakukan refleksi dan simpulan mengenai pembelajaran yang telah di selesaikan.
- Guru bertanya tentang kesulitan siswa selama proses pembelajaran
- Guru bersama dengan siswa menutup pembelajaran dengan berdo'a Bersama.

Pertemuan Ke 5

Kegiatan Awal

- Guru bersama siswa saling memberi dan menjawab salam serta menanyakan kabar masing-masing.
- Guru mengabsen siswa yg tidak hadir pada hari tersebut dan menanyakan keadaan siswa yg pertemuan sebelumnya tidak hadir.
- Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas.
- Sebelum melanjutkan materi selanjutnya, guru meminta siswa untuk menjelaskan tentang materi pada pertemuan sebelumnya dan mengumpulkan tugas siswa.

KEGIATAN INTI

Introduction

- Guru melanjutkan pelajaran dengan dimulai memperkenalkan topik "**Act Now**" dan menjelaskan tujuannya, yaitu memberikan instruksi atau langkah-langkah untuk melakukan sesuatu.

Simultaneous Presentation

- Guru menampilkan slide PowerPoint yang menggabungkan teks dan gambar secara bersamaan

Students interaction

- Guru dan siswa melakukan diskusi dari hasil pengamatan siswa pada slide materi dengan menanyakan apa yang sudah di tangkap dari materi tersebut.
- Guru mengapresiasi siswa yang telah memaparkan pemahaman tentang materi.

Picture and Text-Based Quiz



- Siswa dibagi kedalam kelompok yang berjumlah 4 sampai 5 orang.
- Guru membagikan LKPD.
- Siswa diberikan kesempatan untuk bediskusi dengan anggota kelompoknya terkait yang akan mereka kerjakan.
- Guru memberikan kesempatan kepada perwakilan setiap kelompok siswa untuk memaparkan hasil diskusi.

Written evaluation

Guru memberikan tugas tertulis siswa untuk menulis teks prosedur dalam poster.

Kegiatan Akhir

Feedback

- Guru melakukan refleksi dan simpulan mengenai pembelajaran yang telah di selesaikan.
- Guru bertanya tentang kesulitan siswa selama proses pembelajaran
- Guru bersama dengan siswa menutup pembelajaran dengan berdo'a Bersama.

Pertemuan Ke 6

Kegiatan Awal

- Guru bersama siswa saling memberi dan menjawab salam serta menanyakan kabar masing-masing.
- Guru mengabsen siswa yg tidak hadir pada hari tersebut dan menanyakan keadaan siswa yg pertemuan sebelumnya tidak hadir.
- Kelas dilanjutkan dengan berdo'a. Doa dipimpin oleh ketua kelas.
- Sebelum melanjutkan materi selanjutnya, guru meminta siswa untuk menjelaskan tentang materi pada pertemuan sebelumnya dan mengumpulkan tugas siswa.

KEGIATAN INTI

Introduction

- Guru melanjutkan pelajaran dengan dimulai memperkenalkan topik sebelumnya dan menjelaskan tujuannya, yaitu memberikan instruksi atau langkah-langkah untuk melakukan sesuatu.

Simultaneous Presentation

- Guru menampilkan slide PowerPoint yang menggabungkan teks dan gambar secara bersamaan dengan tema “*Rina's Fight Against Plastic Waste*”

Students interaction

- Guru dan siswa melakukan diskusi dari hasil pengamatan siswa pada slide materi dengan menanyakan apa yang sudah di tangkap dari materi tersebut.
- Guru mengapresiasi siswa yang telah memaparkan pemahamanya tentang materi.

Picture and Text-Based Quiz

- Siswa dibagi kedalam kelompok yang berjumlah 4 sampai 5 orang.
- Guru membagikan LKPD.
- Siswa diberikan kesempatan untuk bediskusi dengan anggota kelompoknya terkait yang akan mereka kerjakan.
- Guru memberikan kesempatan kepada perwakilan setiap kelompok siswa untuk memaparkan hasil diskusi.

**Written evaluation**

Hok Cip
Dilantik
a. Pengutipan hanya untuk
b. Pengutipan tidak merugikan
kepentingan yang wajar UIN Suska Riau.

Guru memberikan tugas tertulis kepada siswa untuk membuat poster mengenai save the world

Kegiatan Akhir**Feedback**

- Guru melakukan refleksi dan simpulan mengenai pembelajaran yang telah di selesaikan.
- Guru bertanya tentang kesulitan siswa selama proses pembelajaran
- Guru bersama dengan siswa menutup pembelajaran dengan berdo'a Bersama.

REFLEKSI PENDIDIK

- Apakah media pembelajaran yang digunakan berhasil?
- Jika berhasil, faktor apa yang membuatnya berhasil?
- Jika belum berhasil, apakah yang perlu diperbaiki?
- Apakah seluruh Peserta Didik dapat mengikuti pembelajaran dengan baik?
- Apakah seluruh Peserta Didik menikmati proses pembelajaran?
- Dalam proses apa saja perubahan sikap dan kemampuan serta ketrampilan yang terlihat pada diri Peserta Didik?
- Apakah perasaan yang dirasakan terhadap proses pembelajaran kali ini?

LAMPIRAN-LAMPIRAN

1. Bahan ajar
2. Lembar Kerja Peserta Didik
3. Media pembelajaran
4. Alat evaluasi (beserta kisi-kisinya)

FORMATIF : Lembar**LKPD SUMATIF : Poster save the world****PENGAYAAN DAN REMEDIAL**

Pengayaan bagi Peserta didik yang mendapat nilai diatas KKM Diberikan Materi lanjutan tentang materi terkait

Remedial Bagi Peserta didik yang mendapat nilai di bawah KKM Diberikan soal evaluasi Kembali dengan bobot soal yang sudah diturunkan

BAHAN BACAAN

Website, Buku bacaan

GLOSSARIOUM

1. *Opinion: pendapat*
2. *Asking: meminta*
3. *Giving: memberi*
4. *Poster: poster*
5. *Action: tindakan*
6. *Situation: situasi*

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Damayanti, I. L., Febrianti, Y., Nurlaelawati, I., Rahmadhani, R., Hutasuhut, M. L., & Devianty, G. A. (2022). *Buku Panduan Guru English for Nusantara untuk SMP/MTs Kelas VIII*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

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Definition of Procedure Text

A text that explains how to do/make something step by step. Among them are in the form of manual and tips.

1. Manual is guide to make you understand how to do or operate something
 2. Tips is something that will make your job easier or faster if you

follow it Procedure text contains generic structures. They are:

- Goals, and
- Steps

As any other text, procedure text follows a language features. Here are the language features of procedure text. They are:

- Simple present tense
- Imperative sentences
- Connectives, and
- Adverb

How to Start Recycling your unused household Items

Recycling unused household items is a great way to reduce waste and help the environment. To



start recycling, follow these four simple tips.

1. Identify recyclable items: Begin by sorting through your household items and identifying those that can be recycled, such as paper, plastic, glass, and metal.



2. Clean the items: Rinse out any food or liquid containers before placing them in the recycling bin to avoid contamination.



3. Clean the items: Rinse out any food or liquid containers before placing them in the recycling bin to avoid contamination.



4. Find a recycling center: Locate the nearest recycling center or use your community's recycling service to ensure the items are properly recycled.



Quiz : Match the following word with the corresponding picture!

NO	CONTENT WORD	PICTURE
1.	Identify	
2.	Recyclables	
3.	Contamination	
4.	Sorting	
5.	Recycling center	

Quiz : Match the following word with the corresponding picture!

1. Dilarang mengutip

sebagian atau seluruh karya tulis ini tanpa izin t

amercantumka dan menyebutk sumber:

2. Pengutipan hanya untuk kepentingan pendidikan, penan

yan, penulisan, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

3. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

4. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Bins	
Separate	
Rinse	
Locate	
Organized	

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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How to Do

to be used for more general or process-based activities, such as "how to operate a computer"

More often uses general action verbs that are not too specific regarding the end result.

More frequent use of helping words such as how to, in order to, so that to explain the

How to Recycle Your Unused School Items

There are five simple steps as follows:

1 Sort Your School Items: Gather all your unused school supplies and separate them <u>into</u> categories: paper, plastic, and reusable items.	
2 Reuse What <u>You</u> Can: Check if any notebooks have blank pages left, and use them for notes or drawings. Keep usable pens and pencils.	
3 Recycle Paper and Plastic: Place old papers, used notebooks, and plastic folders in <u>the</u> appropriate recycling bins.	
4 Donate Usable Supplies: If <u>you</u> have books, stationery, or bags in good condition, donate <u>them</u> to schools, libraries, or charity organizations.	
5 Find <u>a</u> Recycling Center: Locate <u>a</u> nearby recycling center for items that cannot be reused or donated.	

QUIZ: Fill in the Blanks with Function Words!

No	SENTENCE	PICTURE
1.	Sort your books ____ pencils into different boxes.	
2.	Put your used paper ____ the green bin.	
3.	Find a recycling center ____ your area.	
4.	Use blank pages ____ writing new notes.	
5.	Donate your old books ____ a library or school.	
6.	Keep your pens ____ a safe place.	
7.	Store important papers ____ plastic folders.	
8.	Check old supplies ____ see if they can be reused.	



9	Put the waste paper ____the recycling bin.	
10	Make a list ____recyclable school items.	

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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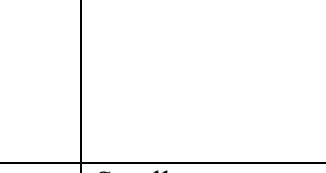
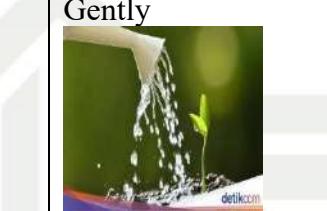
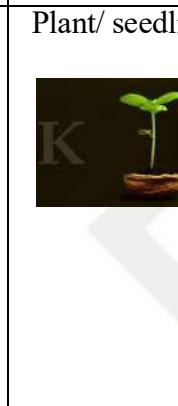
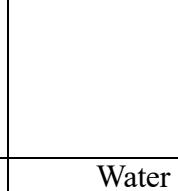
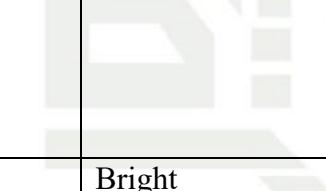
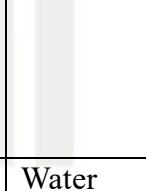
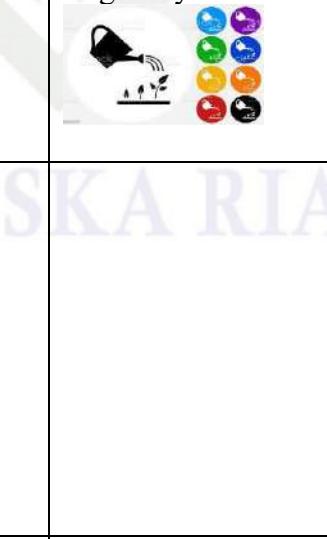
Example sentence:

More frequent use of helping words such as first, next, then, finally to show the order of steps.

How to Make a Mini Garden from Used Plastic Bottles

Creating a mini garden from used plastic bottles is an easy and eco-friendly way to reuse waste while helping the environment. Follow these simple steps to make your own mini garden at home.

STEP	NOUN	ADJECTIVE	ADVERB	VERB
1. Prepare the Plastic Bottles	Bottle 	Used 	thoroughly, 	Wash 
2. Wash the used plastic bottles thoroughly and remove any labels.	Water 	Clean 		Dry 
3. Let them dry completely before cutting.	Label 			
4. Cut and Shape the Bottle	Marker 	Straight 	carefully 	Draw 
	Scissors 	Careful		Cut 

<p>create an opening for the plants.</p> <p>If making a hanging garden, poke two holes on opposite sides near the top for the string.</p> <p>• Pengutipan hanya untuk referensi.</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>Cutter</p> 			
<p>3. Fill with Soil and Plant</p> <p>• Pengutipan hanya untuk referensi.</p> <p>Fill with Soil and Plant</p>	<p>Soil</p> 	<p>Small</p> 	<p>Gently</p> 	<p>Fill</p> 
<p>Add soil into the bottom part of the bottle.</p> <p>Place the small plants or seeds inside and cover their roots with more soil.</p> <p>• Pengutipan hanya untuk referensi.</p>	<p>Plant/ seedling</p> 	<p>Healthy</p> 	<p>Slowly</p> 	
<p>4. Water and Maintain</p> <p>• Pengutipan hanya untuk referensi.</p> <p>Water and Maintain</p>	<p>Water</p> 	<p>Bright</p> 	<p>Regularly</p> 	<p>Water</p> 
<p>• Pengutipan hanya untuk referensi.</p> <p>5. Hang or Arrange the Bottles</p> <p>• Pengutipan hanya untuk referensi.</p>	<p>Sunlight</p> 	<p>Sturdy</p> 	<p>securely</p> 	<p>Hang</p> 



UIN SUSKA RIAU

If you made a hanging garden, tie a string through the holes and hang it in a suitable place.
If not, simply place the bottles on a windowsill or garden area

	Windowsill 		
	Garden 		



Hak cipta milik UIN Sultan Syarif Kasim Riau

If you made a hanging garden, tie a string through the holes and hang it in a suitable place.
If not, simply place the bottles on a windowsill or garden area

• a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak menggunakan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbarui yak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

QUIZ:
Hak
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Undang
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b
c
d
an
old
T-shirt
and
lay
it
flat
on
a
table
.
(Noun:

, Verb:

, Adjective:

, Adverb:

2.

off
the
sleeves
and
neckline
carefully
using
sharp
scissors
.
(Noun:

, Verb:

, Adjective:

, Adverb:

3.

or
tie
the
bottom
of
the
T-shirt
to
close
the
bag
.
(Noun:

, Verb:

, Adjective:

, Adverb:

4.

your
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This Is the Way
Commenting on social media allows you to share opinions, engage in discussions, and connect with like-minded people. Positive comments can encourage others and foster an inclusive environment.

To comment effectively, be respectful, constructive, and fact-check your statements to prevent misinformation. Also, consider privacy settings, as your comments may reach a broad audience. Thoughtful engagement helps create a more positive and meaningful online space.

Let's Keep Our Rivers Clean!



Hi everyone! Our beautiful rivers are essential for our environment and community. They provide water for us to drink, support local wildlife, and offer a serene place for relaxation. However, they are becoming polluted with trash and waste. We can all make a difference by keeping our rivers clean! Please remember to dispose of your trash properly and recycle whenever possible.



Let's also encourage others to do the same by organizing clean-up events and



spreading the word about the importance of maintaining our natural resources. Together, we can make sure our rivers stay pristine and healthy for future generations. Every small action counts, so let's do our part in protecting these vital waterways. If you see someone littering, kindly remind them of the impact it has on our environment. Share this message with friends and family to raise awareness and inspire action. Thank you for helping us keep our rivers clean and beautiful!



QUIZ: Arrange the random words below into correct sentences based on the picture!



1. Beautiful – Rivers – are – important – and

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2.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Pollution – water – harms – life – aquatic



Should – waste – We – recycle – our



Together – We – clean – the river – can



Trees – Planting – the – environment – helps



Rivers – clean – Keep – future – the



Fish – pollution – because – die – of



About – awareness – Spread – rivers – clean



Should – not – trash – in – throw – rivers



Plastic – Reduce – pollution – less – by – using



2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. We will learn about poster as a tool for us to act against the environmental degradation that is happening around us. A poster is a visual communication tool used to convey information, promote events, or share messages effectively. Its design combines images, text, and graphics to capture attention and deliver a clear message quickly.

Poster follows a certain structures. Here are the structures of a poster.

1. Title: The poster begins with a prominent title at the top. It should be eye-catching and concise, summarizing the main message or theme of the poster.
2. Images or graphics: Central to the poster, images or graphics visually represent the message and attract viewers' attention. These elements can include photographs, illustrations, or icons.
3. Body text: Below or alongside the images, the body text provides detailed information related to the poster's purpose. It should be clear, easy to read, and organized in bullet points or short paragraphs.
4. Call to action: Often at the bottom, the call to action encourages viewers to take specific steps, such as attending an event, visiting a website, or participating in a campaign. It should be straightforward and compelling.
5. Contact information: If relevant, contact information such as phone numbers, email addresses, or social media handles may be included for further inquiries or follow-up.



UIN SUSKA RIAU

Didi, a student in Indah Permai Village, is increasingly *frustrated* by the widespread issue of electrical waste in his community. Despite the growing concerns about energy consumption, many residents of Indah Permai Village  turn off their lights and electronic devices when they are not in use.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

 The lack of awareness and responsibility towards managing electricity usage poses a significant problem, as it contributes to unnecessary energy waste and underscores a broader issue of environmental


metode dalam sumber: penulisan kritik atau tinjauan suatu masalah.

suatu masalah.

This careless behavior results in excessive energy use and higher electricity bills for everyone.



Didi finds it disheartening that his neighbors do not seem to recognize the impact of their actions on both their finances and the environment.



The lack of awareness and responsibility towards managing electricity usage poses a significant problem, as it contributes to unnecessary energy waste and underscores a broader issue of environmental

neglect in the village.

Word	Sinonim	Antonym
 <i>frustrated</i> →	 <i>upset</i>	 <i>happy</i>

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

 <p>Hak Cipta Dilindungi Unda 1. Dilarang mengutip seba a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p><i>neglect →</i></p>	 <p><i>ignore</i></p>	 <p><i>care</i></p>
 <p><i>excessive →</i></p>	 <p><i>unnecessary</i></p>	 <p><i>limited</i></p>
 <p><i>→ awareness</i></p>	 <p><i>understanding, knowledge</i></p>	 <p><i>ignorance</i></p>
 <p><i>responsibility, carelessness,</i></p>	 <p><i>carelessness, duty, obligation</i></p>	 <p><i>Irresponsibility</i></p>

QUIZ: a. Read the following sentences and complete them with the correct synonym!



1.  "Leaving electrical devices on when not in use is a very *careless* habit. People should avoid being _____ with their energy consumption."



2.  "Rina wants to **encourage** her classmates to save electricity. She always tries

UIN SUSKA RIAU

1. cari tumbukan dan menyebutkan sumber
2. Rina wants to **encourage** her classmates to save electricity. She always tries

© Hak Cipta

Hak
to

Hak Dilindungi Undang-Undang



them to turn off unnecessary lights."



"To reduce electricity waste, we need to find a good **solution**. One possible is to educate people about responsible energy use."



If we use too much electricity, our bills will be **expensive**. Many families struggle to pay their energy costs."

"This room is very **bright** because all the lights are on. The lightin makes it easy to read and study."

Read the following sentences and complete them with the correct antonym!



"Using electricity carelessly is very **wasteful**. Instead, we should be more _____ and only use energy when necessary."



7. "Some people **ignore** advice on saving electricity, but responsible people always helpful suggestions."



8. Electricity bills can be very **expensive** if we use too much power. However, if we save energy, our bills will be more _____."

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"Leaving all electrical devices on will **increase** the electricity bill.

To save money, we should try to _____ our energy consumption."



"At first, Rina felt **disappointed** because no one listened to her. But later, she was _____ when she saw people turning off unused lights."

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Rina's Fight Against Plastic Waste	
<p>Rina, a student in Green Harmony Village, is deeply <u>troubled</u> by the <u>overwhelming</u> amount of plastic waste in her community. Despite the growing awareness of environmental issues, many residents <u>continue</u> to use single-use plastics without considering the consequences. Every day, she sees plastic bags, bottles, and wrappers littering the streets and clogging the nearby river. Rina feels <u>frustrated</u> that people do not <u>realize</u> how their actions contribute to pollution and <u>harm</u> wildlife. She believes that small changes, such as using reusable bags and recycling properly, can make a big difference. However, the <u>lack</u> of awareness and <u>commitment</u> from the community makes it difficult to create meaningful change. The issue of plastic waste not only <u>damages</u> the beauty of Green Harmony Village but also poses a serious <u>threat</u> to the environment and future generations.</p>	
Sinonim Troubled → Concerned, Worried. Overwhelming → Excessive, Massive Harm → Damage, Destroy Realize → Recognize, Understand Commitment → Dedication, Devotion	Anthonym Continue <input type="checkbox"/> Stop Frustrated <input type="checkbox"/> Motivated Lack <input type="checkbox"/> Abundance Damage <input type="checkbox"/> Protect Threat <input type="checkbox"/> Safety
	
	
	 
	
	

Find the word in the text that is a synonym of the following words!

五

- a. Pengutipan **harian**
- b. Pengutipan tidak **harian**



However, the lack of awareness and commitment from the community makes it difficult to create meaningful change.

a) Knowledge = _____
b) Important = _____



Raising awareness is the key to changing people's habits regarding plastic waste. By educating others, we can promote a cleaner and healthier world.

Teaching = _____
Improving = _____



The issue of plastic waste not only damages the beauty of Green Harmony Village but also poses a serious threat to the environment and future generations.

a) Repair ≠ _____
b) Safe ≠ _____



If people do not take action now, plastic waste will continue to pollute the land and water. However, if more individuals commit to reducing plastic usage, the environment will improve significantly.

1. Dianggap menguntungkan

b. Pengutipan tidak dilarang mengutip

a untuk kepentingan
merugikan kepentingan
mungkin dan memperbaiki

1

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1

Suska Riau.

4
u tinjauan suatu masalah.

•

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a) Increase ≠ _____
b) Worsen ≠ _____



Many people **discard** plastic waste carelessly, causing pollution to spread in rivers and streets. However, responsible individuals **preserve** the environment by disposing of waste properly and promoting recycling efforts.

a) Throw away ≈ _____
b) Protect ≈ _____



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APPENDIX 2

Instrument of the Research

Pre-Test

Name : **Class** : **Hak Cipta Dilindungi Undang-Undang**

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2. Dilang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

A. Choose the right word based on the picture to fill in blank in the paragraph above. The following text is for questions number (1-4).

Let's Keep Our Rivers Clean!

Hi everyone! Our beautiful rivers are essential for our environment and community. They provide water for us to drink, support local wildlife, and offer a serene place for relaxation. However, they are becoming (1) ____ with trash and waste. We can all make a difference by keeping our rivers clean! Please remember to (2) ____ of your trash properly and recycle whenever possible. Let's also (3) ____ others to do the same by organizing clean-up events and spreading the word about the importance of maintaining our natural resources. Together, we can make sure our rivers stay pristine and healthy for future generations. Every small action counts, so let's do our part in protecting these vital waterways. If you see someone (4) ___, kindly remind them of the impact it has on

our environment. Share this message with friends and family to raise awareness and inspire action. Thank you for helping us keep our rivers clean and beautiful!



1.

- a. Provide
- b. Clean
- c. Essential
- d. Polluted



2.

- a. Inspire
- b. Dispose
- c. Protecting
- d. Awareness



3.

- a. Encourage
- b. Importance

c. Beautiful

d. Pristine



a. Recycle

b. Dirty

c. Littering

d. Reuse

B. Choose the right word below to complete the sentence for question number (5-7).



5. " _____ is an important step in environmental conservation."

- a. Recycling
- b. Recycle
- c. Recyclable
- d. Recycled



6. "Reusable bags should be used _____ to reduce plastic waste."

- a. Frequent
- b. Frequency
- c. Frequented
- d. Frequently

7.



"We should _____ plastic waste properly to protect the environment."

- a. Minimize
- b. Creating
- c. Takes
- d. Is

B. Identification of noun, verb, adjective, and adverb in the question below for question number (8-11).



8.

Proper waste disposal is essential to maintaining a clean and healthy environment. Trash should be disposed of properly to prevent pollution, protect wildlife, and promote sustainability. When waste is thrown carelessly, it can clog drains, contaminate water sources, and harm animals that mistake it for food. Recycling, composting organic waste, and using designated trash bins are effective ways to manage waste responsibly. By practicing proper waste disposal, we can contribute to a cleaner planet and ensure a better future for the next generations.

Which one an adverb among the underlined words in the text above...

- a. Essential
- b. Properly
- c. Contaminate
- d. Practicing



9.

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"Many people **gathered** for a beach cleanup event last weekend. Volunteers worked together to pick up litter and plastic waste scattered along the shore. They **filled** large **bags** with trash, ensuring that the beach would be free from pollution. After the **cleanup**, the beach was finally clean, and everyone could enjoy the natural beauty of the ocean without the harm of waste.

Which one a noun among the underlined words in the text above...

- Gathered
- Filled
- Cleanup
- Bags



10.

In the **community** of Green Valley, Mark Johnson, a local **environmental activist**, organized a tree-planting event. He believed that planting **trees** would help reduce the carbon footprint. During the event, Mark and the volunteers planted 500 trees in a deforested area.

Which one an adjective among the underlined words in the text above...

- Community
- Environmental
- Trees
- Activist



11.

Many people waste electricity by leaving **lights** and devices on when not in use. This **careless** habit increases energy consumption and harms the environment. To solve this issue, students in Indah Permai Village started an *Energy Conservation Movement*. They educated residents on **saving** electricity by turning off unused appliances, using LED bulbs, and reducing air conditioner use. Then, families saved money on electricity bills and helped protect the environment. Small **actions** can make a big difference in creating a sustainable future.

Which one a verb among the underlined words in the text above...

- Lights
- Careless
- Saving
- Actions

C. Choose the right synonym and antonym in the question number (12-16).

12. **Lina:** "Leaving the faucet running while brushing your teeth **wastes** a lot of water." **Budi:** "You're right! We should be more efficient in using water."

What is the synonym of "waste" in the dialogue...

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a. Save



b. Use wisely



c. Conserve



13.

Lala: "Throwing used paper into the trash is bad for the environment."

Bayu: "Yes! Instead of throwing it away, we should reuse it."

What is the synonym of "reuse" in the dialogue...

- a. Burn
- b. Recycle
- c. Throw away
- d. Ignore



14.

Doni: "Look at the river! It used to be clean, but now it's full of trash and the water looks dark."

Sita: "Yes, it's because many people and factories throw waste into the river."

Doni: "That's terrible! What can we do to help?"

Sita: "We should encourage people to stop polluting the water and start cleaning it up."

What is the synonym of "encourage" in Sita's sentence...

- a. Stop
- b. Ignore
- c. Motivate
- d. Force



15.

The water in this river is **polluted**. The antonym of "Polluted" in the sentence...

- a. Dirty
- b. Clean
- c. Contaminated
- d. Put



16.

Pollution and deforestation are **harmful** to the environment."

The word of "harmful" is opposite with...

- a. Beneficial
- b. Awesome
- c. Dangerous
- d. Polluted



D. Based on the pictures choose the correct answer to complete sentences below. The following pictures are for questions number (17-20).



17



18



19



20

How to Recycle Your Unused School Items

There are five simple steps as follows:

1. **Sort Your School Items:** Gather all your unused school supplies and separate them (17) a. But, b. Next, c. If, d. Into categories: paper, plastic, and reusable items.
2. **Reuse What You Can:** Check if any notebooks have blank pages left, and use them for notes or drawings. Keep usable pens and pencils.
3. **Recycle Paper and Plastic:** Place old papers, used notebooks, and plastic folders in (18) a. Of, b. For, c. The, d. Or, appropriate recycling bins.
4. **Donate Usable Supplies:** If you have books, stationery, or bags in good condition, donate (19) a. And, b. Them, c. The, d. Into to schools, libraries, or charity organizations.
5. **Find a Recycling Center:** Locate (20) a. A, b. And, c. An, d. That nearby recycling center for items that cannot be reused or donated.



Post-Test

A. Choose the right word based on the picture to fill in blank in the paragraph above. The following text is for questions number (1-4).

Stop Plastic Pollution Now!

Plastic pollution is one of the biggest threats to our planet. Every year, tons of plastic end up in our oceans, harming marine life and polluting our beaches. Plastic bags, bottles, and packaging are often (1) ____ after just one use. This waste can take hundreds of years to break down. We must take action to reduce our plastic use! Start by saying no to single-use plastics and (2) ____ eco-friendly alternatives like reusable bags and containers. Let's also (3) ____ others by sharing this message and setting a good example in our daily lives. If you see plastic waste in your neighborhood, don't ignore it (4) ____ it up and throw it in the proper bin. Together, we can protect our environment from plastic pollution and create a cleaner, greener world.



1. a. Thrown
b. Recycled
c. Protected
d. Saved



2.

a. Choose
b. Burn
c. Ignore
d. Dirty



1.

a. Pollute
b. Blame
c. Inspire
d. Reduce



2.

a. Throw
b. Pick
c. Break
d. Litter

Pick
Break

B. Choose the correct word below to complete the sentence for question number (5-7).



1.

"Reducing plastic usage in daily life is one way to support environmental ____."

a. Protection
b. Protect
c. Protective
d. Protecting



2.

"People are encouraged to bring their own bottles ____ when going out."

a. Regular

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b.
c.
d. Regulated

Regularity
Regularly



"To save our oceans, we must the use of plastic straws and bags."

a. Limit
b. Limiting
c. Limited
d. Limits

Identification of noun, verb, adjective, and adverb in the text below. The following text is for questions number (8–11).



4.

Plastic pollution seriously threatens marine ecosystems and human health. Every day, people carelessly throw plastic waste into rivers and oceans without thinking of the consequences. This plastic breaks down into tiny particles called micro plastics, which are harmful to fish and birds. Reducing plastic use and promoting recycling habits can greatly minimize these impacts.

Which one is an adverb among the underlined words in the text above?

a. Reducing
b. Harmful
c. Micro
d. Carelessly



5.

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The city of Greenport launched a campaign to fight plastic pollution. Volunteers joined clean-up programs in parks and coastal areas. They picked up trash and raised awareness about the dangers of plastic waste. Schools also took part in the effort by organizing recycling contests and art projects made from plastic bottles.

Which one is a noun among the underlined words in the text above?

a. Launched
b. Volunteers
c. Picked
d. Took

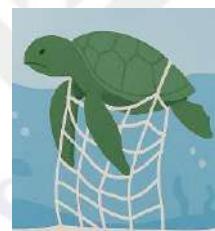


6.

Sustainable habits such as using reusable bottles and bags are becoming more popular. Many stores now sell eco-friendly products to reduce the use of single-use plastics. Shoppers are encouraged to bring their own containers and avoid unnecessary packaging. These actions show that protecting the environment is a shared responsibility.

Which one is an adjective among the underlined words in the text above?

a. Habits
b. Shoppers
c. Eco-friendly
d. Protecting



7.

Plastic waste often harms sea creatures that mistake it for food. Some animals get trapped in plastic nets or swallow small pieces, leading to injury or death. Conservation groups have started global efforts to clean beaches and oceans. They also educate communities on how to reduce plastic consumption and adopt sustainable habits.

Which one is a verb among the underlined words in the text above?

**Hak Cipta Dilindungi Undang-Undang**

a.
b.
c.
d. Habits

Plastic
Harms
Creatures

D. Choose the right synonym and antonym in the question number (12–16).

Rani: "Some people just leave their lights on all day. That really **wastes** electricity." Tina: "I know! It's important to turn them off when not in use."

What is the synonym of "wastes" in the dialogue?

a.
b.
c.
d. Recycles

Conserves
Saves
Squanders

9.

Ali: "We shouldn't throw plastic containers away after one use." Riko: "Yeah, we should clean them and **use them again!**"

What is the synonym of "use again" in the dialogue?

a.
b.
c.
d. Ignore

Reuse
Waste
Burn

10.

Maya: "We need to help others understand the effects of plastic pollution." Tono: "Yes! Let's **inspire** students at school to care more about the environment."

What is the synonym of "inspire" in the sentence?

a.
b.
c.
d. Criticize

Avoid
Complain
Motivate

11.



"The air in the forest is fresh and **clean**." **What is the antonym of "clean" in the sentence?**

a.
b.
c.
d. Healthy

Polluted
Clear
Pure

12.



"Recycling is a **beneficial** habit for the planet."

What is the antonym of "beneficial" in the sentence?

a.
b.
c.
d. Useful

Helpful
Positive
Harmful



E. Based on the pictures below choose the correct answer to complete sentences below. The following pictures are for questions number (17-20).

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17



18



19



20

How to Start Recycling your unused household Items

Recycling unused household items is a great way to reduce waste and help the environment. To start recycling, follow these four simple tips.

1. **Identify recyclable items:** Begin by sorting (17) a. Through, b. and, c. The, d. Well your household items and identifying those that can be recycled, such as paper, plastic, glass, and metal.
2. **Separate (18) a. Before, b. By, c. After, d. Next material:** Set up separate bins or bags for different materials like paper, plastic, and glass to make recycling easier and more organized.
3. **Clean (19) a. The, b. But, c. For, d. Or Items:** Rinse out any food or liquid containers before placing them in the recycling bin to avoid contamination.
4. **Find a recycling center:** Locate the nearest recycling center or use (20) a. Them, b. Him, c. Her, d. Your community's recycling service to ensure the items are properly recycled.

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KEY ANSWER

PRE-TEST

1. a. Pengutipan dilakukan untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.	D		11. C
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	B		12. D
2. Dilang mengumumkan dan memperbarui sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	A		13. B
	D		14. D
	A		15. C
	D		16. A
	D		17. A
	B		18. C
	C		19. A
	B		20. A

POST-TEST

1. a. Pengutipan dilakukan untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.	B		11. B
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	A		12. C
2. Dilang mengumumkan dan memperbarui sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	C		13. A
	B		14. C
	A		15. A
	C		16. C
	A		17. A
	D		18. B
	B		19. A
	C		20. D



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APPENDIX 3

Student Answer

Pre-Test (Control Class)

Name : **ANNAO AFandi**

Class : **VIII³**

C. Choose the right word based on the picture to fill in blank in the paragraph above. The following text is for questions number (1-4).

Let's Keep Our Rivers Clean!

Hi everyone! Our beautiful rivers are essential for our environment and community. They provide water for us to drink, support local wildlife, and offer a serene place for relaxation. However, they are becoming (1) ____ with trash and waste. We can all make a difference by keeping our rivers clean! Please remember to (2) ____ of your trash properly and recycle whenever possible. Let's also (3) ____ others to do the same by organizing clean-up events and spreading the word about the importance of maintaining our natural resources. Together, we can make sure our rivers stay pristine and healthy for future generations. Every small action counts, so let's do our part in protecting these vital waterways. If you see someone (4) ___, kindly remind them of the impact it has on our environment. Share this message with friends and family to raise awareness and inspire action. Thank you for helping us keep our rivers clean and beautiful!

1



a. Provide
 b. Clean
 c. Essential
 d. Polluted

T = 0
 t = 20



2

a. Inspire
 b. Dispose
 c. Protecting
 d. Awareness



3

a. Encourage
 b. Importance
 c. Beautiful
 d. Pristine



4

a. Recycle
 b. Dirty
 c. Littering
 d. Reuse

B. Choose the right word below to complete the sentence for question number (5-7).



"____ is an important step in environmental conservation."

a. Recycling
 b. Recycle
 c. Recyclable
 d. Recycled



6 "Reusable bags should be used ___ to reduce plastic waste."

- a. Frequent
- b. Frequency
- c. Frequented
- d. Frequently



7 "We should ___ plastic waste properly to protect the environment."

- a. Minimize
- b. Creating
- c. Takes
- d. Is

C. Identification of noun, verb, adjective, and adverb in the question below for question number (8-11).



8 Proper waste disposal is essential to maintaining a clean and healthy environment. Trash should be disposed of properly to prevent pollution, protect wildlife, and promote sustainability. When waste is thrown carelessly, it can clog drains, contaminate water sources, and harm animals that mistake it for food. Recycling, composting organic waste, and using designated trash bins are effective ways to manage waste responsibly. By practicing proper waste disposal, we can contribute to a cleaner planet and ensure a better future for the next generations.

Which one an adverb among the underlined words in the text above...

- a. Essential
- b. Properly
- c. Contaminate
- d. Practicing



9

"Many people gathered for a beach cleanup event last weekend. Volunteers worked together to pick up litter and plastic waste scattered along the shore. They filled large bags with trash, ensuring that the beach would be free from pollution. After the cleanup, the beach was finally clean, and everyone could enjoy the natural beauty of the ocean without the harm of waste.

Which one a noun among the underlined words in the text above...

- a. Gathered
- b. Filled
- c. Cleanup
- d. Bags



10

In the community of Green Valley, Mark Johnson, a local environmental activist, organized a tree-planting event. He believed that planting trees would help reduce the carbon footprint. During the event, Mark and the volunteers planted 500 trees in a deforested area.

Which one an adjective among the underlined words in the text above...

- a. Community
- b. Environmental
- c. Trees

d. Activist



Many people waste electricity by leaving lights and devices on when not in use. This careless habit increases energy consumption and harms the environment. To solve this issue, students in Indah Permai Village started an *Energy Conservation Movement*. They educated residents on saving electricity by turning off unused appliances, using LED bulbs, and reducing air conditioner use. Then, families saved money on electricity bills and helped protect the environment. Small actions can make a big difference in creating a sustainable future.

Which one a verb among the underlined words in the text above...

a. Lights
b. Careless
c. Saving
d. Actions

D. Choose the right synonym and antonym in the question number (12-16).

12. Lina: "Leaving the faucet running while brushing your teeth wastes a lot of water." Budi: "You're right! We should be more efficient in using water."

What is the synonym of "waste" in the dialogue...

a. Save



a. Use wisely



c. Conserve



d. Squander



13.

Lala: "Throwing used paper into the trash is bad for the environment."

Bayu: "Yes! Instead of throwing it away, we should reuse it."

What is the synonym of "reuse" in the dialogue...

a. Burn
b. Recycle
 c. Throw away
d. Ignore



14.

b. Awesome
 Dangerous
d. Polluted

Doni: "Look at the river! It used to be clean, but now it's full of trash and the water looks dark."

Sita: "Yes, it's because many people and factories throw waste into the river."

Doni: "That's terrible! What can we do to help?"

Sita: "We should **encourage** people to stop polluting the water and start cleaning it up."

What is the synonym of "**encourage**" in Sita's sentence...

Stop
b. Ignore
c. Motivate
d. Force



15.

"The water in this river is **polluted**." The antonym of "**Polluted**" in the sentence...

Dirty
b. Clean
c. Contaminated
d. Put



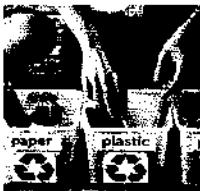
16.

"Pollution and deforestation are **harmful** to the environment."

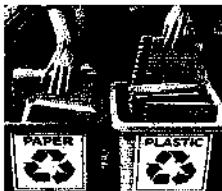
The word of "**harmful**" is opposite with...

a. Beneficial

17. Based on the pictures choose the correct answer to complete sentences below. The following pictures are for questions number (17-20).



17



18



19



20

How to Recycle Your Unused School Items

There are five simple steps as follows:

6. Sort Your School Items: Gather all your unused school supplies and separate them (16) a. But, b. Next, c. If, d. Into categories: paper, plastic, and reusable items.
7. Reuse What You Can: Check if any notebooks have blank pages left, and use them for notes or drawings. Keep usable pens and pencils.
8. Recycle Paper and Plastic: Place old papers, used notebooks, and plastic folders in (16) a. Of, b. For, c. Them, d. Or, appropriate recycling bins.
9. Donate Usable Supplies: If you have books, stationery, or bags in good condition, donate (19) a. And, b. Them, c. The, d. Into schools, libraries, or charity organizations.
10. Find a Recycling Center: Locate (20) a. A, b. And, c. An, d. That nearby recycling center for items that cannot be reused or donated.

Post-Test (Control Class)

Name : AHMAD AFANDI

Class : VIII B

A. Choose the right word based on the picture to fill in blank in the paragraph above. The following text is for questions number (1-4).

Stop Plastic Pollution Now!

Plastic pollution is one of the biggest threats to our planet. Every year, tons of plastic end up in our oceans, harming marine life and polluting our beaches. Plastic bags, bottles, and packaging are often (1) _____ after just one use. This waste can take hundreds of years to break down. We must take action to reduce our plastic use! Start by saying no to single-use plastics and (2) _____ eco-friendly alternatives like reusable bags and containers. Let's also (3) _____ others by sharing this message and setting a good example in our daily lives. If you see plastic waste in your neighborhood, don't ignore it (4) _____ it up and throw it in the proper bin. Together, we can protect our environment from plastic pollution and create a cleaner, greener world.



1. a. Recycled
 b. Thrown away
 c. Protected
 d. Saved



2. a. Choose
 b. Burn
 c. Ignore
 d. Dirty



3. a. Pollute
 b. Blame
 c. Inspire
 d. Reduce



4. a. Throw
 b. Pick
 c. Break
 d. Litter

B. Choose the correct word below to complete the sentence for question number (5-7).



5. "Reducing plastic usage in daily life is one way to support environmental ____."
a. Protection
 b. Protect
 c. Protective
 d. Protecting



6. "People are encouraged to bring their own bottles ____ when going out."
 a. Regular
 b. Regularity
 c. Regularly
 d. Regulated



7.

"To save our oceans, we must ___ the use of plastic straws and bags."

- a. Limit
- b. Limiting
- c. Limited
- d. Limits

C. Identification of noun, verb, adjective, and adverb in the text below. The following text is for questions number (8–11).



8.

Plastic pollution seriously threatens marine ecosystems and human health. Every day, people carelessly throw plastic waste into rivers and oceans without thinking of the consequences. This plastic breaks down into tiny particles called micro plastics, which are harmful to fish and birds. Reducing plastic use and promoting recycling habits can greatly minimize these impacts.

Which one is an adverb among the underlined words in the text above?

- a. Reducing
- b. Harmful
- c. Micro plastics
- d. Carelessly



9.

The city of Greenport launched a campaign to fight plastic pollution. Volunteers joined clean-up programs in parks and coastal areas. They picked up trash and raised awareness about the dangers of plastic waste. Schools also took part in the effort by organizing recycling contests and art

projects made from plastic bottles.

Which one is a noun among the underlined words in the text above?

- a. Launched
- b. Volunteers
- c. Picked
- d. Took



10.

Sustainable habits such as using reusable bottles and bags are becoming more popular. Many stores now sell eco-friendly products to reduce the use of single-use plastics.

Shoppers are encouraged to bring their own containers and avoid unnecessary packaging. These actions show that protecting the environment is a shared responsibility.

Which one is an adjective among the underlined words in the text above?

- a. Habits
- b. Shoppers
- c. Eco-friendly
- d. Protecting



11.

Plastic waste often harms sea creatures that mistake it for food. Some animals get trapped in plastic nets or swallow small pieces, leading to injury or death.

Conservation groups have started global efforts to clean beaches and oceans. They also educate communities on how to reduce plastic consumption and adopt sustainable habits.

Which one is a verb among the underlined words in the text above?

- a. Plastic
- b. Harms
- c. Creatures
- d. Habits

D. Choose the right synonym and antonym in the question number (12–16).



12.

Rani: "Some people just leave their lights on all day. That really **wastes** electricity."

Tina: "I know! It's important to turn them off when not in use."

What is the synonym of "wastes" in the dialogue?

- a. **Conserves**
- b. Saves
- c. Squanders
- d. Recycles



13.

Ali: "We shouldn't throw plastic containers away after one use."

Riko: "Yeah, we should clean them and **use them again!**"

What is the synonym of "use again" in the dialogue?

- a. Reuse
- b. Waste
- c. Burn
- d. Ignore



14.

Maya: "We need to help others understand the effects of plastic pollution."

Tono: "Yes! Let's **inspire** students at school to care more about the environment."

What is the synonym of "inspire" in the sentence?

- a. Avoid
- b. Complain
- c. Motivate
- d. Criticize



15.

"The air in the forest is fresh and **clean**." What is the antonym of "clean" in the sentence?

- a. Polluted
- b. Clear
- c. Pure
- d. Healthy



16.

"Recycling is a **beneficial** habit for the planet."

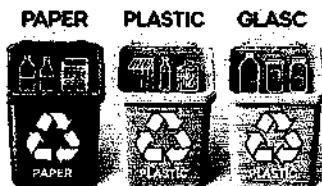
What is the antonym of "beneficial" in the sentence?

- a. Helpful
- b. Positive
- c. Harmful
- d. Useful

E. Based on the pictures below choose the correct answer to complete sentences below. The following pictures are for questions number (17-20).



17



18



19



20

How to Start Recycling your unused household items

Recycling unused household items is a great way to reduce waste and help the environment. To start recycling, follow these four simple tips.

5. **Identify recyclable items:** Begin by sorting (17) a. Through, b. and, c. The, d. Well your household items and identifying those that can be recycled, such as paper, plastic, glass, and metal.
6. **Separate (18) a. Before, b. By, c. After, d. Next material:** Set up separate bins or bags for different materials like paper, plastic, and glass to make recycling easier and more organized.
7. **Clean (19) a. The, b. But, c. For, d. Or Items:** Rinse out any food or liquid containers before placing them in the recycling bin to avoid contamination.
8. **Find a recycling center:** Locate the nearest recycling center or use (20) a. Them, b. Him, c. Her, d. Your community's recycling service to ensure the items are properly recycled.

45

T = 9
F = 11

Pre-Test (Experimental Class)

Name : Siti Nuraini

Class : VIIA/8A

A. Choose the right word based on the picture to fill in blank in the paragraph above. The following text is for questions number

(1-4).

Let's Keep Our Rivers Clean!

Hi everyone! Our beautiful rivers are essential for our environment and community. They provide water for us to drink, support local wildlife, and offer a serene place for relaxation. However, they are becoming

(1) with trash and waste. We can all make a difference by keeping our rivers clean! Please remember to (2) of your trash properly and recycle whenever possible. Let's also (3) others to do the same by organizing clean-up events and spreading the word about the importance of maintaining our natural resources. Together, we can make sure our rivers stay pristine and healthy for future generations. Every small action counts, so let's do our part in protecting these vital waterways. If you see someone (4) , kindly remind them of the impact it has on our environment. Share this message with friends and family to raise awareness and inspire action. Thank you for helping us keep our rivers clean and beautiful!



1.

- a. Provide
- b. Clean
- c. Essential
- d. Polluted



2.

- a. Inspire
- b. Dispose
- c. Protecting
- d. Awareness



3.

- a. Encourage
- b. Importance
- c. Beautiful
- d. Pristine



4.

- a. Recycle
- b. Dirty
- c. Littering
- d. Reuse

B. Choose the right word below to complete the sentence for question number (5-7).



5.

_____ is an important step in environmental conservation."

- a. Recycling
- b. Recycle
- c. Recyclable
- d. Recycled



14.

a. Awesome
c. Dangerous
d. Polluted

Doni: "Look at the river! It used to be clean, but now it's full of trash and the water looks dark."

Sita: "Yes, it's because many people and factories throw waste into the river."

Doni: "That's terrible! What can we do to help?"

Sita: "We should **encourage** people to stop polluting the water and start cleaning it up."

What is the synonym of "**encourage**" in Sita's sentence...

a. Stop
b. Ignore
c. Motivate
 d. Force



15.

"The water in this river is **polluted."** The antonym of "**Polluted**" in the sentence...

a. Dirty
 b. Clean
c. Contaminated
d. Put



16.

"Pollution and deforestation are **harmful to the environment."**

The word of "**harmful**" is opposite with...

a. Beneficial

d. Activist



11.

Many people waste electricity by leaving lights and devices on when not in use. This careless habit increases energy consumption and harms the environment. To solve this issue, students in Indah Permai Village started an *Energy Conservation Movement*. They educated residents on saving electricity by turning off unused appliances, using LED bulbs, and reducing air conditioner use. Then, families saved money on electricity bills and helped protect the environment. Small actions can make a big difference in creating a sustainable future.

Which one a verb among the underlined words in the text above...

- a. Lights
- b. Careless
- c. Saving
- d. Actions

D. Choose the right synonym and antonym in the question number (12-16).

12/ Lina: "Leaving the faucet running while brushing your teeth wastes a lot of water." Budi: "You're right! We should be more efficient in using water."

What is the synonym of "waste" in the dialogue...



Save

b. Use wisely



c. Conserve



d. Squander



13.

Lala: "Throwing used paper into the trash is bad for the environment."

Bayu: "Yes! Instead of throwing it away, we should reuse it."

What is the synonym of "reuse" in the dialogue...

- a. Burn
- b. Recycle
- c. Throw away
- d. Ignore



6. "Reusable bags should be used to reduce plastic waste."

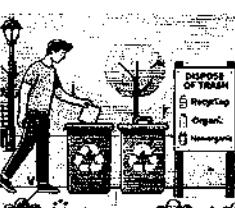
- Frequent
- Frequency
- Frequented
- Frequently



7. "We should plastic waste properly to protect the environment."

- Minimize
- Creating
- Takes
- Is

C. Identification of noun, verb, adjective, and adverb in the question below for question number (8-11).



8. Proper waste disposal is essential to maintaining a clean and healthy environment. Trash should be disposed of properly to prevent pollution, protect wildlife, and promote sustainability. When waste is thrown carelessly, it can clog drains, contaminate water sources, and harm animals that mistake it for food. Recycling, composting organic waste, and using designated trash bins are effective ways to manage waste responsibly. By practicing proper waste disposal, we can contribute to a cleaner planet and ensure a better future for the next generations.

Which one an adverb among the underlined words in the text above...

- Essential
- Properly
- Contaminate
- Practicing



9. "Many people gathered for a beach cleanup event last weekend. Volunteers worked together to pick up litter and plastic waste scattered along the shore. They filled large bags with trash, ensuring that the beach would be free from pollution. After the cleanup, the beach was finally clean, and everyone could enjoy the natural beauty of the ocean without the harm of waste."

Which one a noun among the underlined words in the text above...

- Gathered
- Filled
- Cleanup
- Bags

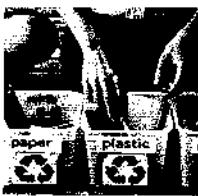


10. In the community of Green Valley, Mark Johnson, a local environmental activist, organized a tree-planting event. He believed that planting trees would help reduce the carbon footprint. During the event, Mark and the volunteers planted 500 trees in a deforested area.

Which one an adjective among the underlined words in the text above...

- Community
- Environmental
- Trees

E. Based on the pictures choose the correct answer to complete sentences below. The following pictures are for questions number (17-20).



17



18



19



20

How to Recycle Your Unused School Items

There are five simple steps as follows:

1. Sort Your School Items: Gather all your unused school supplies and separate them (17) a. But, b. Next, c. If, d. Into categories: paper, plastic, and reusable items.
2. Reuse What You Can: Check if any notebooks have blank pages left, and use them for notes or drawings. Keep usable pens and pencils.
3. Recycle Paper and Plastic: Place old papers, used notebooks, and plastic folders in (18) a. Of, b. For, c. The, d. Or, appropriate recycling bins.
4. Donate Usable Supplies: If you have books, stationery, or bags in good condition, donate (19) a. And, b. Them, c. The, d. Into schools, libraries, or charity organizations.
5. Find a Recycling Center: Locate (20) a. A, b. And, c. An, d. That nearby recycling center for items that cannot be reused or donated.

Post-Test (Experimental Class)

Name : Siti Nuraini

Class : VIII/8A

A. Choose the right word based on the picture to fill in blank in the paragraph above. The following text is for questions number (1-4).

Stop Plastic Pollution Now!

Plastic pollution is one of the biggest threats to our planet. Every year, tons of plastic end up in our oceans, harming marine life and polluting our beaches. Plastic bags, bottles, and packaging are often (1) ____ after just one use. This waste can take hundreds of years to break down. We must take action to reduce our plastic use! Start by saying no to single-use plastics and (2) ____ eco-friendly alternatives like reusable bags and containers. Let's also (3) ____ others by sharing this message and setting a good example in our daily lives. If you see plastic waste in your neighborhood, don't ignore it (4) ____ it up and throw it in the proper bin. Together, we can protect our environment from plastic pollution and create a cleaner, greener world.



1. Recycled
b. Thrown away
c. Protected
d. Saved



2. Choose
b. Burn
c. Ignore
d. Dirty



3. a. Pollute
b. Blame
 c. Inspire
d. Reduce



4. a. Throw
 b. Pick
c. Break
d. Litter

B. Choose the correct word below to complete the sentence for question number (5-7).



"Reducing plastic usage in daily life is one way to support environmental ____."

a. Protection
b. Protect
c. Protective
d. Protecting



6. a. Regular
b. Regularity
 c. Regularly
d. Regulated

"People are encouraged to bring their own bottles ____ when going out."



7.

✓ "To save our oceans, we must the use of plastic straws and bags."

- a. Limit
- b. Limiting
- c. Limited
- d. Limits

C. Identification of noun, verb, adjective, and adverb in the text below. The following text is for questions number (8–11).



8.

Plastic pollution seriously threatens marine ecosystems and human health. Every day, people carelessly throw plastic waste into rivers and oceans without thinking of the consequences. This plastic breaks down into tiny particles called micro plastics, which are harmful to fish and birds. Reducing plastic use and promoting recycling habits can greatly minimize these impacts.

Which one is an adverb among the underlined words in the text above?

- a. Reducing
- b. Harmful
- c. Micro plastics
- d. Carelessly



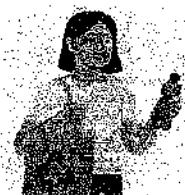
9.

The city of Greenport launched a campaign to fight plastic pollution. Volunteers joined clean-up programs in parks and coastal areas. They picked up trash and raised awareness about the dangers of plastic waste. Schools also took part in the effort by

organizing recycling contests and art projects made from plastic bottles.

Which one is a noun among the underlined words in the text above?

- a. Launched
- b. Volunteers
- c. Picked
- d. Took



10.

✓ Sustainable habits such as using reusable bottles and bags are becoming more popular. Many stores now sell eco-friendly products to reduce the use of single-use plastics.

Shoppers are encouraged to bring their own containers and avoid unnecessary packaging. These actions show that protecting the environment is a shared responsibility.

Which one is an adjective among the underlined words in the text above?

- a. Habits
- b. Shoppers
- c. Eco-friendly
- d. Protecting



11.

✓ Plastic waste often harms sea creatures that mistake it for food. Some animals get trapped in plastic nets or swallow small pieces, leading to injury or death.

Conservation groups have started global efforts to clean beaches and oceans. They also educate communities on how to reduce plastic consumption and adopt sustainable habits.

Which one is a verb among the underlined words in the text above?

- a. Plastic
- b. Harms
- c. Creatures
- d. Habits

D. Choose the right synonym and antonym in the question number (12–16).



12.

Rani: "Some people just leave their lights on all day. That really **wastes** electricity."

Tina: "I know! It's important to turn them off when not in use."

What is the synonym of "wastes" in the dialogue?

- a. **Conserves**
- b. **Saves**
- c. **Squanders**
- d. **Recycles**



13.

Ali: "We shouldn't throw plastic containers away after one use."

Riko: "Yeah, we should clean them and **use them again!**"

What is the synonym of "use again" in the dialogue?

- a. **Reuse**
- b. **Waste**
- c. **Burn**
- d. **Ignore**



14.

Maya: "We need to help others understand the effects of plastic pollution."

Tono: "Yes! Let's **inspire** students at school to care more about the environment."

What is the synonym of "inspire" in the sentence?

- a. **Avoid**
- b. **Complain**
- c. **Motivate**
- d. **Criticize**



15.

"The air in the forest is **fresh** and **clean**." What is the antonym of "clean" in the sentence?

- a. **Polluted**
- b. **Clear**
- c. **Pure**
- d. **Healthy**



16.

"Recycling is a **beneficial** habit for the planet."

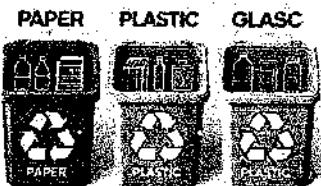
What is the antonym of "beneficial" in the sentence?

- a. **Helpful**
- b. **Positive**
- c. **Harmful**
- d. **Useful**

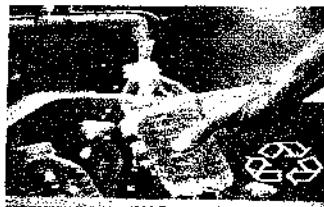
E. Based on the pictures below choose the correct answer to complete sentences below. The following pictures are for questions number (17-20).



17



18



19



20

How to Start Recycling your unused household items

Recycling unused household items is a great way to reduce waste and help the environment. To start recycling, follow these four simple tips.

1. **Identify recyclable items:** Begin by sorting (17) ~~a. Through, b. and, c. The, d. Well~~ your household items and identifying those that can be recycled, such as paper, plastic, glass, and metal.
2. **Separate (18) a. Before, ~~b. By, c. After, d. Next~~ material:** Set up separate bins or bags for different materials like paper, plastic, and glass to make recycling easier and more organized.
3. **Clean (19) ~~a. The, b. But, c. For, d. Or~~ Items:** Rinse out any food or liquid containers before placing them in the recycling bin to avoid contamination.
4. **Find a recycling center:** Locate the nearest recycling center or use (20) ~~a. Them, b. Him, c. Her, ~~d. Your~~~~ community's recycling service to ensure the items are properly recycled.



UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 4

Score of Post-Test



NAME	Score of Post-Test in Experimental Class																				TOTAL SCORE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	
A	1	1	1	0	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	45
A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
UNMA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
TL	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
RZ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
RT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
PR	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NY	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NWA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
NA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
MJ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ML	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
KL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
MK	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TM	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
HI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
HW	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
DS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
DM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
DA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CP	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
AZ	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ATP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
AH	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AD	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
S	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
STAT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Islam	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Sultan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Syariah	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Khairi	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Riau	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

1. Dilarang mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2.

**Students' Score of Post-Test in Control Class**

NAME	Score																				
	01	02	03	04	05	06	07	08	09	010	011	012	013	014	015	016	017	018	019	020	TOTAL
YRK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
WTR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25
ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30
TA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30
TT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
RBD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
RRK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
NKH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
NA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
MW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
LA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
KN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
KK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35
FAI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
FS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35
FH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
DR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20
DS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30
DSA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
DM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15
D	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
BY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
BK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35
B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
AZH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35
AZ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
AY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
AS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
ADP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25
AD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
AF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau

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APPENDIX 5

Recommendation Letter

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Pekanbaru, 22 Februari 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nur Miftahul Jannah

NIM / HP : 12110422752 / 081266934516

Tempat / tanggal lahir : Teluk Bano 1 / 12 Juli 2001

Semester / Tahun : VI / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul "**The Effectiveness of Simultaneous Presentation of Text and Pictures in English on Students' Vocabulary at SMPN 5 Bangko Pusako**".

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Abdul Hadi, MA, Ph.D. Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Fauzina Anasasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Nur Miftahul Jannah
NIM. 12110422752



UIN SUSKA RIAU



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Fax. (0761) 561647 Web www.ftk.umsuska.ac.id E-mail effak.umsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/5109/2024

Pekanbaru, 27 Februari 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada
Yth. Abdul Hadi, S.Pd, M.A.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara
sebagai pembimbing skripsi mahasiswa :

Nama : NUR MIFTAHUL JANNAH
NIM : 12110422752
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effectiveness of Simultaneous Presentation of Text and Pictures in
English on Students' Vocabulary at SMPN 5 Bangko Pusako
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag
NIP. 19721017199703 1 004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Yarif Kasim Riau

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Pekanbaru, 19 Juni 2024

Hal : Pergantian Judul

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nur Miftahul Jannah

NIM / HP : 12110422752/081266934516

Tempat / tanggal lahir : Teluk Bano 1, 12 Juli 2001

Semester / Tahun : VI / 2024

Jurusan : Pendidikan Bahasa Inggris

Dosen Pembimbing : Abdul Hadi, S.Pd, M.A, Ph.D.

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari **“The Effectiveness of Simultaneous Presentation of Text and Pictures in English on Students’ Vocabulary at SMPN 5 Bangko Pusako”** Menjadi **“Employing Simultaneous Presentation of Text and Pictures to Improve Students’ Vocabulary Mastery of English: An Experimental Study at a Junior High School in Rokan Hilir”**. Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapan Terima Kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anatasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Nur Miftahul Jannah
NIM.12110422752



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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soekarno Km. 15 Tampan Pekanbaru Riau 26293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : **Abdul Hadi, Ph.D**
a. Nomor Induk Pegawai (NIP) : **1973118200031001**
3. Nama Mahasiswa : **NUR MIFTAHUL JANNAH**
4. Nomor Induk Mahasiswa : **12110422752**
5. Kegiatan :
...

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	03 Februari 2025	Instrument		-
2.	20 Februari 2025	Instrument revision		-
3.	24 Februari 2025	Instrument & modul Ajar		-
4.	05 Maret 2025	Chapter IV . Data		-
5.	10 Maret 2025	Chapter V		-
6.	16 Juni 2025	Review all chapter		-
7.	18 Juni 2025	Skripsi dapat dilanjutkan		-

Pekanbaru, 18 / Juni 2025
Pembimbing

NIP. 19730118200031001

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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

Nur Miftahul Jannah
12110922752
Senin / 1 Juli 2024

NO	URAIAN PERBAIKAN
1.	Add the theories stated that the teacher have improved the students' Vocabulary mastery
2.	Specify / Limit the vocabulary given to the students.
3.	Consider the indicators of Vocabulary Mastery.
4.	

Penguji I

Cut Raudhatul Miski, M.Pd.

Pekanbaru, 1 Juli 2024

Penguji II

Dianfa

Murdiana, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Nur Miftahul Jannah

Nomor Induk Mahasiswa : 12110422752

Hari/Tanggal Ujian : Senin / 1 Juli 2024

Judul Proposal Ujian : Employing Simultaneous Presentation of Text and Pictures to Improve Students' Vocabulary Mastery of English: An Experimental Study at a Junior High School in Rokan Hilir
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian Proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudhatul Miski, M.Pd.	PENGUJI I		
2.	Nurdiana, M.Pd.	PENGUJI II		



Pekanbaru, 30 September 2024
Peserta Ujian Proposal

Nur Miftahul Jannah
NIM. 12110422752

Note:



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail. ftk_uinsuska@yahoo.co.id

Nomor : Un 04/F.II.4/PP.00.9/1917/2025
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 03 Februari 2025

Kepada
Yth.
1. Abdul Hadi, S.Pd, M.A.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

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sebagai pembimbing skripsi mahasiswa :

Nama : Nur Miftahul Jannah
Nim : 12110422752
Jurusan : Pendidikan Bahasa Inggris
Judul : Employing Simultaneous Presentation Of Text And Pictures To Improve
Students' Vocabulary Mastery Of English: An Experimental Study At A Junior
High School In Rokan Hilir
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan
Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan
Saudara dihaturkan terima kasih.

W a s s a l a m

an Dekan

Wakil Dekan I



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Kasim Riau

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UIN SUSKA RIAU

Jl. H. R. Soebrantas No.100 Km 10 Tambang

Jl. H. R. Soebrantas No.100 Km 10 Tambang

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-1864/Un.04/F.II/PP.00.9/02/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal. : Mohon Izin Melakukan Riset

Pekanbaru, 03 Februari 2025 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Rokan Hilir

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Nur Miftahul Jannah
NIM : 12110422752
Semester/Tahun : VIII (Delapan) / 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Employing Simultaneous Presentation Of Text And Pictures To Improve Students' Vocabulary Mastery Of English: An Experimental Study At A Junior High School
Lokasi Penelitian : SMP Negeri 5 Bangko Pusako

Waktu Penelitian : 3 Bulan (03 Februari 2025 s.d 03 Mei 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
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PEMERINTAH KABUPATEN ROKN HILIR
DINAS PENDIDIKAN
SMP NEGERI 5 BANGKO PUSAKO

Jl. Karya Bersama – Teluk Bano I



REKOMENDASI PENELITIAN

NO : 422/SMPN5/10/2025/284

Kepala Satuan Pendidikan SMP Negeri 5 Bangko Pusako Kecamatan Bangko Pusako Kabupaten Rokan Hilir dengan ini memberikan izin kepada :

Nama	:	NUR MIFTAHUL JANNAH
NIM	:	12110422752
Semester	:	VII (Tujuh)/ 2024
Fak/Jur	:	Tarbiyah dan Keguruan UIN Suska Riau
Judul	:	“Employing Simultaneous Presentation of Text and Pictures to Improve Students’ Vocabulary Mastery of English: An Experimental Study at a Junior High School in Rokan Hilir”
Alamat	:	Teluk Bano I

Untuk melakukan penelitian sesuai dengan Surat PraRiset, No : Un.04/F.II.3/PP.00.9/25288/2024 tentang Rekomendasi Riset. Penelitian ini bertujuan untuk melengkapi persyaratan dalam penyusunan Skripsi Strata I Universitas Islam Negeri Sultan Syarif Kasim Riau.

Demikianlah Rekomendasi ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Teluk Bano I, 16 Januari 2025
Kepala Satuan Pendidikan

SYAFRIZAL, S.Pd. M.M
NIP. 19750515 200801 1 032



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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39054 Fax. (0761) 39117 P E K A N B A R U
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/72252
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-1864/Un.04/F.II/PP.00.9/01/2025 Tanggal 3 Februari 2025, dengan ini memberikan rekomendasi kepada:

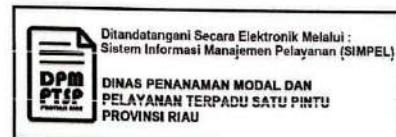
1. Nama	:	NUR MIFTAHL JANNAH
2. NIM / KTP	:	121104227520
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	EMPLOYING SIMULTANEOUS PRESENTATION OF TEXT AND PICTURES TO IMPROVE STUDENTS VOCABULARY MASTERY OF ENGLISH: AN EXPERIMENTAL STUDY AT A JUNIOR HIGH SCHOOL IN ROKAN HILIR
7. Lokasi Penelitian	:	JUNIOR HIGH SCHOOL IN ROKAN HILIR

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 6 Februari 2025



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Rokan Hilir
Up. Kaban Kesbangpol dan Linmas Kab. Rokan Hilir di Bagansiapiapi
Up. DPMPTSP Kab. Rokan Hilir di Bagansiapiapi
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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PEMERINTAH KABUPATEN ROKAN HILIR
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Mawar No. 58 Telp. (0767) 23755
BAGANSIAPIAPI - RIAU 28914

KEPUTUSAN

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN ROKAN HILIR
NOMOR : 500.16.7.2/DPMPTSP-SKP/NON IZIN-SILASTRI RV/II/2025/089

Membaca : Surat Permohonan Saudara/i NUR MIFTAHUL JANNAH Perihal Permohonan Penelitian
Menimbang : 1. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
 3. Peraturan Bupati Rokan Hilir Nomor 4 Tahun 2023 tentang Pendeklegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Nonperizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rokan Hilir.

MEMUTUSKAN :

Menetapkan :

Pertama : Memberikan Surat Keterangan Penelitian (SKP) kepada :

Nama Pemohon	NUR MIFTAHUL JANNAH
Tempat/Tanggal Lahir	: Teluk Bano I, 12 Juli 2001
Alamat	: Teluk Bano 1 RT. 001 RW. 002 Kec. Bangko Pusako
Nama Universitas/Institut	: UIN SUSKA RIAU
Fakultas	: Tarbiyah Dan Keguruan
Nomor Peserta Mahasiswa(NPM)	: 12110422752
Judul Penelitian	: Employing Simultaneous Presentation of Text and Pictures to Improve Students' Vocabulary Mastery Of English : An Experimental Study At A Junior High School
Lokasi Penelitian	: SMP Negeri 5 Bangko Pusako
No. Rekomendasi OPD	: 070/Kesbangpol/2025/86

Kedua : Pemohon wajib melaporkan kepada Badan Kesatuan Bangsa dan Politik (KESBANGPOL) Kabupaten Rokan Hilir dalam hal terjadi perubahan Judul Penelitian atau Lokus Penelitian

Ketiga : Apabila di kemudian hari ditemukan bahwa dokumen penelitian/riset tidak benar atau tidak sah, maka dapat ditindak lanjuti sesuai dengan peraturan dan ketentuan yang berlaku serta dapat di batalkan oleh Organisasi Perangkat Daerah selaku pemberi Rekomendasi Penelitian/Riset dan Surat Keterangan Penelitian/Riset ini dapat di cabut oleh Instansi Pemberi Izin,

Keempat : Pemohon wajib melaporkan realisasi kegiatan penelitian /riset kepada Badan Kesatuan Bangsa dan Politik Kabupaten Rokan Hilir secara berkala 3 (tiga) bulan sekali sampai selesai proses tahap akhir pada penelitian/riset

Kelima : Surat Keterangan Penelitian (SKP) ini berlaku selama Pemohon Aktif Menyelenggarakan Penelitian di lingkup Organisasi Perangkat Daerah Kabupaten Rokan Hilir.

Ditetapkan di : Bagansiapiapi
 Pada tanggal : 12 Februari 2025

KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 KABUPATEN ROKAN HILIR,



CICI SULASTRI, SKM, M.Si
 Pembina Tk I (IV/b)
 NIP. 19780321 200212 2 002

Catatan

1. UU ITE No.11 Tahun 2008 Pasal 5 Ayat 1
 "Informasi elektronik dan/atau Dokumen Elektronik darat atau hasil cetak merupakan alat bukti hukum yang sah"
2. Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSN
3. Legalitas softcopy dokumen ini dapat dibuktikan keasliannya di tte.kominfo.go.id



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PEMERINTAH KABUPATEN ROKAN HILIR
DINAS PENDIDIKAN
SMP NEGERI 5 BANGKO PUSAKO

NIS : 200850 NSS : 201091010085 NPSN : 10495377

Jl. Karya Bersama – Telukbano I Kec. Bangko Pusako

KodePos : 28955



Nomor : 422/SMPN5/10/2025/311
Lampiran : -
Sifat : Penting
Perihal : Telah Melaksanakan Riset

Kepada Yth. :
Dekan Fakultas Keguruan dan ilmu Pendidikan
Universitas Sultan Syarif Kasim Riau
Di –
Pekanbaru

Dengan Hormat,

Menindak lanjuti Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu , Nomor : 500.16.7.2/DPMPTSP-SKP/NON IZIN-SILASTRI RV/II/2025/089, tanggal 12 Februari 2025, tentang Mohon Izin Pelaksanaan Kegiatan Riset, Saudari :

Nama : **NUR MIFTAHUL JANNAH**
NIM : 12110422752
Program Studi : Pendidikan Bahasa Inggris

Pada perinsipnya kami menerima dan member izin Pelaksanaan Kegiatan Riset dan yang bersangkutan diatas telah melaksanakan Riset di SMP Negeri 5 Bangko Pusako, dengan judul, “Employing Simultaneous Presentation of Text and Pictures to Improve Students’ Vocabulary Mastery of English: An Experimental Study at a Junior High School in Rokan Hilir”

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.





UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soetarso No.155 Km.18 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web: www.fk.umsuka.ac.id E-mail: afahk_umsuka@yahoo.co.id

Nomor : B-11887/Un.04/F.II.1/PP.00.9/06/2025
Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 10 Juni 2025

Kepada Yth.
Abdul Hadi, S.Pd, M.A, Ph.D.
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NUR MIFTAHUL JANNAH
NIM : 12110422752
Jurusan : Pendidikan Bahasa Inggris
Judul : Employing Simultaneous Presentation Of Text And Pictures To Improve Students' Vocabulary Mastery Of English: An Experimental Study At A Junior High School In Rokan Hilir
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

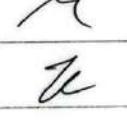
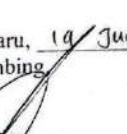
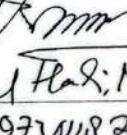
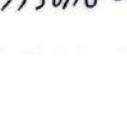
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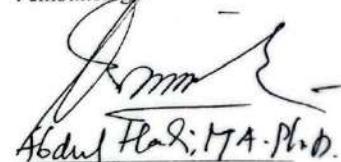
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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 70777307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : *Proposal Skripsi*
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 2. Nama Pembimbing : *Abdul Hadi ; Ph.D*
 a. Nomor Induk Pegawai (NIP) :
 3. Nama Mahasiswa : *NUR MIFTAHUL JANNAH*
 4. Nomor Induk Mahasiswa : *1210422752*
 5. Kegiatan :
 :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	18 Maret 2024	Background		
2.	27 Mei 2024	Chapter I		
3.	28 Mei 2024	Theoretical framework		
4.	04 Juni 2024	Relevant Research & Operational concept		
5.	11 Juni 2024	Chapter III		
6.	12 Juni 2024	Review all chapters		
7.	19 Juni 2024	Acc to join proposal examination		

Pekanbaru, 19 Juni 2024
 Pembimbing


 Abdul Hadi; M.A. Ph.D.
 NIP. 19730118 200003 001



UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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APPENDIX 6

Documentation

UIN SUSKA RIAU

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CURRICULUM VITAE

Nur Miftahul Jannah is the first daughter of Mr. Solihin and Mrs. Yeni Kus Endang. She was born on Teluk Bano 1, July 12th, 2001. In 2013, she graduated from Elementary School 002 Teluk Bano 1. She also finished her study at MTs Al-Furqan Dumai in 2016 and Senior High School 002 Bangko Pusako in 2019.

In 2021, she was accepted to be a student at English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On 22 July until 31 August 2024, she was doing KKN (Kuliah Kerja Nyata) program in Desa Pulau Palas, Kec. Tembilahan Hulu, Kab. Indragiri Hilir. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMAN 11 Pekanbaru on September until November 2024.

To fulfill requirements for undergraduate Degree in English Education, she conducted the research on June 2024 until June 2025 by the thesis entitled "Employing Simultaneous Presentation of Text and Pictures to Improve Students' Vocabulary Mastery of English: An Experimental Study at a Junior High School in Rokan Hilir"

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