

**EXPLORING THE EFFECT OF MULTISENSORY INPUT
THROUGH CLASSROOM AUDIOVISUAL
ON EFL LEARNERS' VOCABULARY ACQUISITION
UNDERGRADUATE THESIS**



Written By:

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**STATE ISLAMIC UNIVERSITY
OF KH. ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
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in partial fulfilment of the Requirement to Obtain
a Bachelor's Degree of Sarjana Pendidikan (S. Pd)
Faculty of Tarbiyah and Teacher Training
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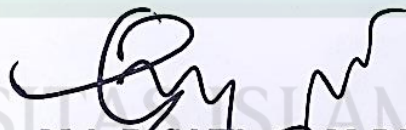
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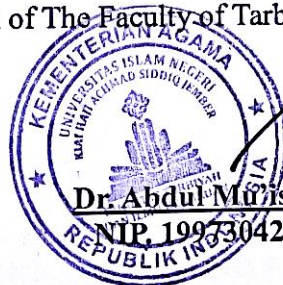

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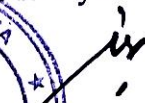
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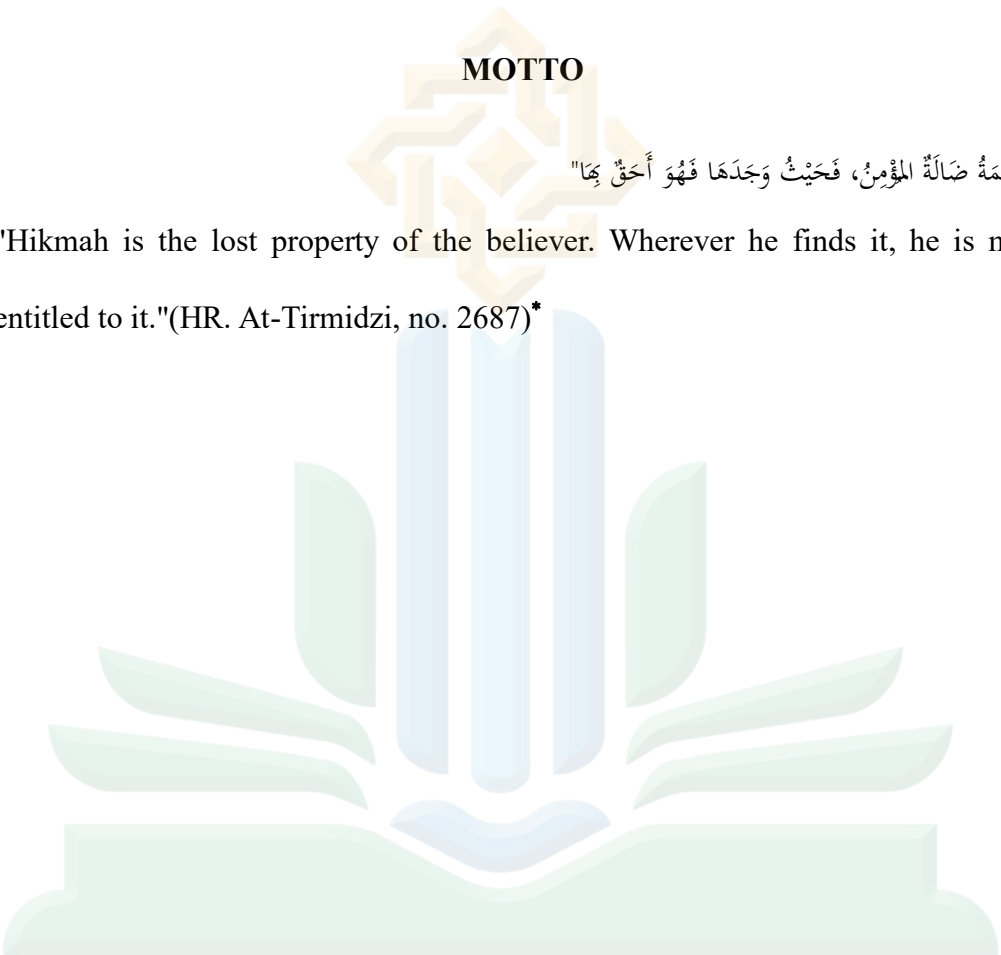
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MOTTO

"الحِكْمَةُ ضَالَّةُ الْمُؤْمِنِ، فَحَيْثُ وَجَدَهَا فَهُوَ أَحَقُّ بِهَا"

"Hikmah is the lost property of the believer. Wherever he finds it, he is most entitled to it."(HR. At-Tirmidzi, no. 2687)*

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* Muhammad Nashiruddin Al-Albani, "Shahih Sunan Tirmidzi - Seleksi Hadits Shahih Dari Kitab Sunan Tirmidzi Jilid 1," *Pustaka Azzam*, 2002, 1–933.

DEDICATION

This humble work is not by my effort alone, but is the woven fabric of countless prayers, sacrifices, and encouragements. Like the roots that steady the tallest tree, the love and support of those around me have kept me grounded through storms of uncertainty. For them, this thesis is lovingly dedicated:

1. My beloved parents, my father, W. S. Fathoni, S. Pd. I., M. Pd I., and my mother, Indah Juwita, whose tireless prayers, unconditional love, and endless sacrifices have been the foundation of my strength and determination throughout every stage of my academic journey. Your unwavering faith in me has been a guiding light, reminding me to persevere even in the face of challenges.
2. My dearest aunt, Dewik Anita, thank you for always being a second mother to me, your patience, generosity, and heartfelt support that never fail to lift my spirit.
3. My younger sibling, Naa'ilah Salwaa Khuluud, who brings joy and inspiration to my days, your curiosity, energy, and silent encouragement have reminded me of the beauty of persistence and hope.

ACKNOWLEDGMENT

Alhamdulillahillā Rabbi'l'ālamīn. All praises be to Allah, the Lord of the worlds, whose bountiful mercy and infinite grace have accompanied each breath, each struggle, and each step of this journey. Like rain upon a barren land, His blessing has nurtured strength in moments of doubt and lit the path when shadows fell. Without His divine will, this undergraduate thesis would never have found its completion, fulfilling one of the English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of KH. Achmad Siddiq Jember.

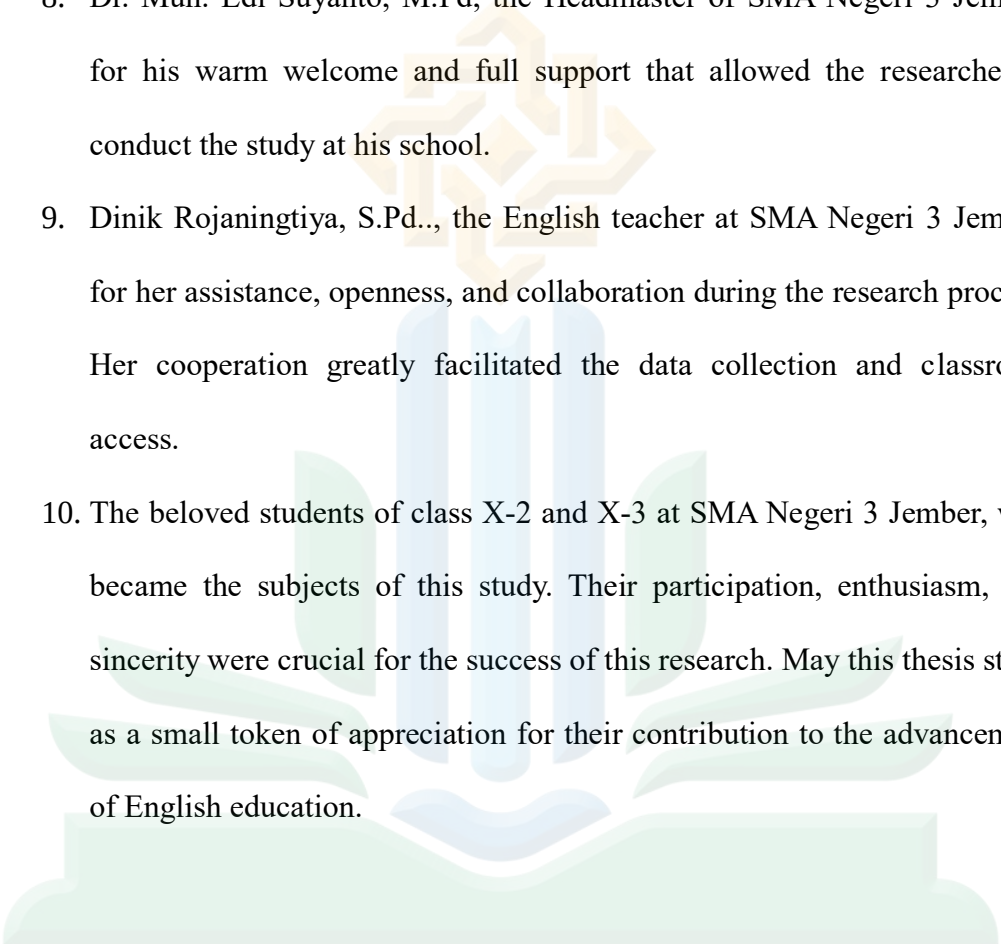
Peace and endless blessings be upon our noble Prophet Muhammad SAW, the guiding star of humanity, whose light has led generations from the darkness of ignorance into the brilliance of knowledge and faith. May we continue to walk in his footsteps and hold fast to the wisdom he left behind.

However, this thesis would have never reached its final form without the continuous support, thoughtful guidance, and sincere encouragement from many individuals and institutions. Therefore, with deep respect and heartfelt appreciation, the researcher extends eternal gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., the esteemed Rector of the State Islamic University of Kiai Haji Achmad Siddiq Jember, for the invaluable opportunity granted to pursue academic studies in this honored institution.
2. Dr. Abdul Mu'is, S.Ag., M.Si., the respected Dean of the Faculty of Tarbiyah and Teacher Training, for his enduring support through the

academic facilities provided throughout the researcher's educational journey.

3. Dr. Nuruddin, M.Pd. I, the dedicated Head of the Islamic Studies and Language Education Program, whose continuous encouragement and administrative assistance have significantly contributed to the completion of this thesis.
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5. Abdul Rahim, M.S., the researcher's academic advisor, whose kind support and consistent guidance throughout the years have been instrumental in shaping the researcher's academic development.
6. Moh. Rofid Fikroni, M. Pd., the respected supervisor of this thesis, whose insight, patience, and constructive feedback have been instrumental in shaping the research into its final form. His guidance has not only improved the academic quality of this work but also enriched the researcher's understanding of scholarly inquiry.
7. All lecturers of the English Education Department, for their dedication, inspiring lectures, and valuable lessons that have deeply contributed to the researcher's academic growth and intellectual maturity throughout the years of study.

- 
8. Dr. Muh. Edi Suyanto, M.Pd, the Headmaster of SMA Negeri 3 Jember, for his warm welcome and full support that allowed the researcher to conduct the study at his school.
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10. The beloved students of class X-2 and X-3 at SMA Negeri 3 Jember, who became the subjects of this study. Their participation, enthusiasm, and sincerity were crucial for the success of this research. May this thesis stand as a small token of appreciation for their contribution to the advancement of English education.

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ABSTRACT

Azza Naqdan Mufti, 2025: *Exploring The Effect of Multisensory Input Through Classroom Audiovisual on EFL Learners' Vocabulary Acquisition*

Keywords: Multisensory Input, Audiovisual Media, Vocabulary Acquisition

Vocabulary acquisition is a fundamental aspect of English as a Foreign Language (EFL) learning, as it underpins students' ability to comprehend texts, express ideas, and communicate effectively. Despite its importance, many traditional vocabulary teaching methods tend to rely on rote memorization and one-way instruction, which often fail to capture students' interest or accommodate their varied learning preferences. In light of this, there is a growing need for more dynamic, learner-centered approaches that not only enhance vocabulary retention but also support meaningful language use. This study was grounded in the belief that engaging multiple senses through audiovisual media can offer a more impactful vocabulary learning experience.

The central issue explored in this research is that the use of multisensory input, particularly through audiovisual materials, significantly improves vocabulary acquisition among EFL learners. This led to the primary research question: Is there any significant effect on the implementation of multisensory input on vocabulary acquisition in EFL learners? The main objective of the study is to examine the effectiveness of audiovisual-based instruction as a multisensory strategy in enriching students' vocabulary knowledge and application, especially in senior high school education.

To address the research question, the study employed an experimental design conducted at SMA Negeri 3 Jember. Two groups of 10th-grade students were involved: the experimental group was taught using audiovisual materials as a form of multisensory input, while the control group received conventional vocabulary instruction. Both groups were evaluated through an essay writing test aimed at assessing their vocabulary acquisition. The collected data were analyzed using SPSS software, with tests for homogeneity, normality, and an independent sample t-test to ensure statistical validity.

The statistical analysis revealed a significant difference in vocabulary mastery between the two groups, with the experimental group showing greater improvement. The significance level was recorded at $p < 0.001$, confirming the hypothesis that multisensory input through audiovisual material significantly improves students' ability to acquire and master new vocabulary. These findings demonstrate that incorporating videos and sounds in English classes significantly enhances student learning. Visual and auditory engagement helps students grasp vocabulary more effectively and retain it longer. For teachers in Indonesia, integrating enjoyable and interactive methods such as pictures, music, or videos can make English lessons more engaging and easier for students to understand.

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CHAPTER I

INTRODUCTION

A. Background of Research

Communicating effectively through speaking and writing makes it possible for students to communicate their thoughts, comprehend difficult ideas, and interact with the outside world in a meaningful way. In Surah Al-Baqarah (2:31), the Qur'an highlights the importance of vocabulary theologically.¹ In this verse, Allah teaches Adam the names of everything, signifying the divine gift of language as a means of knowledge and comprehension. In line with contemporary educational viewpoints that emphasize vocabulary mastery as a crucial component of language learning, this sacred deed emphasizes the significance of words in human development. Enhancing their vocabulary helps students understand the deep connections between language and information, in addition to improving their linguistic proficiency.

Ideally, EFL learners at the senior high school level are expected to possess a wide and functional range of vocabulary that allows them to comprehend various texts, express complex ideas, and participate effectively in both written and spoken communication. A strong vocabulary foundation not only facilitates academic achievement but also empowers students to

¹ Rizki Khairani, "Vocabulary Mastery of the Third Grade," 2016, 78.

engage meaningfully in global and digital communication contexts.² The process of teaching vocabulary involves not just the memorization of words but also the ability to use them accurately in speaking, listening, reading, and writing activities. As emphasized in the last paragraph, enhancing vocabulary fosters a deeper understanding of the connection between language and knowledge, making it a critical focus in education. In Indonesia, the importance of vocabulary teaching aligns with the mandates of the National Education System Law (UU No. 20 Tahun 2003), which underscores the need to develop students' potential in language to enhance intellectual, moral, and social capacities.³ The issue addressed in this study is the persistent use of traditional vocabulary teaching methods, such as rote memorization and isolated word lists, which fail to stimulate student engagement or accommodate their diverse learning preferences. These conventional approaches do not align with the needs of 21st-century learners, especially in Indonesian EFL classrooms where students require more interactive, multimodal strategies to retain and apply new vocabulary effectively. Without integrating visual, auditory, and contextual input, vocabulary instruction often lacks relevance and impact, resulting in low motivation and limited retention.

One effective approach to developing versatile, knowledgeable, and capable individuals in vocabulary learning is the Multisensory Input Teaching Strategy. This strategy involves multiple senses, such as sight, hearing, touch,

² Lili Sururi Asipi et al., "Methods of Teaching Vocabulary in English Young Learners ' (EYL) Classroom," *Journal on Education* 05, no. 04 (2023): 15078–88.

³ Hazairin Habe and Ahiruddin Ahiruddin, "Sistem Pendidikan Nasional," *Ekombis Sains: Jurnal Ekonomi, Keuangan Dan Bisnis* 2, no. 1 (2017): 39–45.

and movement, to enhance students' ability to acquire and retain vocabulary more effectively. Learners can increase their ability to remember as they engage in real-life communication by strengthening the cognitive links between words and their meanings through the integration of visual aids, auditory resources, and kinesthetic activities. Multisensory instruction supports how the brain processes and stores information by providing various sensory pathways, making learning more accessible and memorable for all students, including those with diverse needs.⁴ The Multisensory Input Teaching Strategy complements the objectives of *Merdeka Belajar*, a Ministry of Education project that encourages student-centered and adaptive teaching methods, in the context of Indonesian education, where different learning styles must be accommodated. Therefore, using multimodal approaches to vocabulary acquisition not only improves language competency but also fosters the growth of communication and critical thinking abilities, which are crucial for lifetime learning.

The effectiveness of the Multisensory Input Teaching strategy in vocabulary acquisition is grounded in the principles of multisensory learning, which emphasize the simultaneous engagement of multiple senses, auditory, visual, kinesthetic, and tactile, to enhance cognitive processing.⁵ This approach aligns with the idea that learners retain and recall vocabulary more

⁴ Judith R. Birsh and Suzanne Carreker, *Multisensory Teaching of Basic Language Skills, Multisensory Teaching of Basic Language Skills Activity Book, Child Language Teaching and Therapy*, vol. 22 (Paul H. Brookes Publishing Co., 2018), <https://doi.org/10.1177/026565900602200307>.

⁵ J Adrew et al., "Multisensory Development.Pdf" (Great Clarendon Street, Oxford OX2, United Kingdom: Oxford University Press, 2012).

effectively when sensory modalities are integrated into instruction. For instance, students may listen to word pronunciations, observe corresponding visuals, perform gestures, or manipulate related objects. Such multisensory experiences not only strengthen memory encoding but also support a deeper understanding of word meanings. In this way, multisensory teaching contributes to the development of learners' critical thinking and communication skills, competencies essential for active participation in 21st-century learning environments.

Several studies have shown that the Multisensory Input Teaching Strategy works to improve vocabulary acquisition. A study by Mayer found that integrating multimedia elements, such as images and audio, significantly improves students' ability to retain and recall vocabulary compared to traditional text-based instruction.⁶ Similarly, research by Seidl highlighted those children exposed to multisensory learning combining auditory, visual, and kinesthetics inputs develop stronger word recognition and comprehension skills.⁷ Furthermore, a study conducted by Dikra on EFL students at Elimtiaz Private School, Ouargla in Algeria found that students who received instruction via multimodal methods, such as visual aids and practical exercises, demonstrated a greater vocabulary word recall rate.⁸ These results

⁶ E. Mayer Rihard, "MULTIMEDIA LEARNING," *The Management of Technical Change* 41 (2006): 71–94, https://doi.org/10.1057/9780230800601_4.

⁷ Amanda H. Seidl, Michelle Indarjit, and Arielle Borovsky, "Touch to Learn: Multisensory Input Supports Word Learning and Processing," *Developmental Science* 27, no. 1 (2024): 1–20, <https://doi.org/10.1111/desc.13419>.

⁸ Mohammed Cherif Dikra, "The Use of the Multi-Sensory Teaching Approach in Enhancing Vocabulary Learning for EFL Young Larners: The Case of Young Learners at Elimtiaz Private School, Ouargla," 2024, <https://dspace.univ-ouargla.dz/jspui/handle/123456789/36913>.

are consistent with the principles of Multisensory Development Theory, emphasizing that engaging learners through various sensory pathways significantly improves memory retention and cognitive engagement. The application of the Multisensory Input Teaching Strategy in vocabulary instruction is strongly backed by empirical findings, showcasing its effectiveness in promoting long-term retention and enhancing learners' overall language proficiency.

Although many studies have discussed the benefits of multisensory input, most of them focus on general education contexts or language learning in bilingual environments. However, there is a lack of research that specifically investigates the implementation of audiovisual-based multisensory instruction in Indonesian senior high schools, particularly in teaching descriptive vocabulary (adjectives) through structured classroom activities using LKPD (student worksheets). This specificity has not been adequately addressed in the existing body of research, especially at the 10th-grade EFL level. In addition, studies on the comparative effectiveness of different types of multisensory input in vocabulary teaching are also rare.

This study is important because it can provide new insights into the application of multisensory input in foreign language learning, especially in improving EFL students' vocabulary mastery. The findings of this study can help teachers in designing more effective and technology-based teaching strategies to overcome challenges in vocabulary teaching. In addition, this study can also contribute to the development of multisensory learning theory

in the context of language learning. Unlike the mentioned studies, which mostly focus on preschool children, learners with disabilities, or experimental settings beyond the Indonesian context, this study specifically targets regular 10th-grade EFL students in a natural classroom setting. It uniquely applies audiovisual-based multisensory instruction aligned with national curriculum goals using LKPD, with a focus on mastering descriptive adjectives, an area underexplored in previous research. High school teachers are pressed to increase the efficiency and effectiveness of content mastery activities. One approach to accomplishing this goal may be cross-disciplinary, multi-sensory instruction, especially in the area of vocabulary.⁹ The purpose of this study was to explore the effects of using multisensory input through audiovisuals in the classroom on EFL students' vocabulary acquisition. The main hypothesis proposed is that the use of audiovisual materials as a form of multisensory input significantly improves students' ability to acquire and master new vocabulary.

B. Research Question

Based on the discussed background above, the research question is formulated as follow: is there any significant effects on the implementation of multisensory input on vocabulary acquisition in EFL learners?

⁹ Karen Banks, "Using Cross Disciplinary, Multisensory Instruction to Support High School English Language Learners' Vocabulary Development," no. 2007 (2016): 1–23.

C. Research Objective

Based on the research question, the objectives or purposes in this study is to know whether there are any significant effects on implementation of multisensory input on EFL learners' vocabulary acquisition.

D. Significances of The Study

The study aims to enhance vocabulary acquisition among EFL learners by examining the effects of multisensory input through audiovisual materials, addressing the challenges students face in learning and retaining new vocabulary due to limited exposure to the target language. The findings are intended to assist educators in developing more effective teaching strategies that incorporate technology and multisensory methods, which can lead to increased student engagement and motivation, thereby fostering a better learning environment. Additionally, this research will contribute to the existing body of knowledge on multisensory learning by providing insights into its application in EFL contexts, highlighting the need for further exploration of various multisensory inputs and their effectiveness. By accommodating diverse learning styles through multisensory approaches, the study aims to improve educational outcomes for a broader range of students. Furthermore, it seeks to fill the gap in current research regarding the specific use of multisensory input for EFL students, paving the way for future studies in this area.

E. Research Hypothesis

The null hypothesis in this study assumes that the use of audiovisuals as a form of multisensory input does not significantly improve students' vocabulary mastery. This hypothesis suggests that although there is an integration of auditory and visual stimuli in classroom teaching, students may not experience a significant improvement in their ability to understand, remember, or use new vocabulary more effectively compared to those taught with conventional text-based or lecture-centered methods. If this hypothesis is supported by data, it would indicate that the multisensory stimulation offered by audiovisuals may not provide a measurable advantage in improving vocabulary outcomes among EFL learners.

On the other hand, the alternative hypothesis proposes that the use of audiovisual materials as a form of multisensory input significantly improves students' ability to acquire and master new vocabulary. This view aligns with the premise that learning experiences involving multiple senses such as sight and hearing can create more engaging and memorable classroom interactions, which in turn support better vocabulary acquisition. If proven true, this hypothesis will highlight the pedagogical value of incorporating audiovisual media in EFL classes, emphasizing its potential to address various student learning styles and enhance their overall language development.

F. Definition of The Key Terms

There are several of key terms used in this study. In order to help readers better at understanding also avoid misunderstanding while read this study, the researcher provide some definitions of the key terms such as:

1. Multisensory Input: A learning approach that engages multiple senses (sight, hearing, touch, movement) simultaneously to enhance information processing and retention. In this study, it refers specifically to the use of audiovisual materials in the classroom.
2. Audiovisual: Audiovisual resources refer to instructional videos that showcase relevant images alongside vocabulary terms, supported by clear voiceovers that articulate and explain each word. In this Study, the combination of visuals and sound creates a multisensory learning environment that helps students improve vocabulary retention and comprehension more effectively.
3. Vocabulary Acquisition: the process by which learners grasp and retain new words along with their meanings. This study particularly focuses on EFL students' mastery of descriptive adjectives, especially those used to portray physical appearance, personality traits, and emotional states. It examines how effectively learners recall and apply this specific vocabulary to enhance clarity and expression in their writing.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The research conducted by Seidl et al. entitled "Touch to Learn: Multisensory Input Supports Word Learning and Processing" aims to investigate how multisensory input, specifically the combination of touch and hearing, can support word learning and language processing in children. This study used an experimental method involving child participants who were given word learning tasks through auditory experience alone or a combination of auditory and tactile experiences. The research results show that children who received multisensory input (audio + touch) demonstrated better word learning and processing compared to the group that only received auditory input.¹⁰ These findings provide strong evidence that multisensory integration can strengthen lexical representation and support language learning more effectively.

The next study entitled "Improving Phonological Skills and Reading Comprehension in Deaf Children: A New Multisensory Approach" by Maria Teresa Daza Gonzales et al. Aims at testing the effectiveness of a multisensory training program integrating visual, kinaesthetic, and vibrotactile information in improving phonological skills and reading comprehension in deaf children aged 6-10 years. Using an

¹⁰ Seidl, Indarjit, and Borovsky, "Touch to Learn: Multisensory Input Supports Word Learning and Processing."

experimental method, the researchers compared two groups: one group received multisensory phonological training accompanied by syntax training (MPT+ST), and the other group received only non-multisensory phonological training with syntax (non-MPT+ST). The results show that the MPT+ST group experienced significant improvements in pseudo homophone effects, word segmentation, and sentence comprehension, even approaching the performance of children with normal hearing.¹¹ Although some effects did not persist in the long term without further intervention, this training proved to be more effective than non-multisensory approaches in supporting the development of reading skills in deaf children.

Then, a study conducted by Lawrence A. Herman entitled "The Effects of Multisensory Imagery on Vocabulary Learning". This study aims to investigate the effectiveness of using multisensory imagery in vocabulary learning among students, by comparing three learning conditions: sensorimotor imagery (involving the senses), visual imagery only, and verbal repetition without imagery. An experimental method was used with a pre-test post-test and three treatment groups. The results show that multisensory imagery produces richer imagery reports, but does not significantly outperform visual or verbal imagery in terms of mastery of

¹¹ María Teresa Daza Gonzalez et al., "Improving Phonological Skills and Reading Comprehension in Deaf Children: A New Multisensory Approach," *Scientific Studies of Reading* 27, no. 2 (2023): 119–35, <https://doi.org/10.1080/10888438.2022.2095280>.

spelling, pronunciation, and word meaning.¹² However, sensorimotor and visual imagery remain more effective than verbal conditions at the beginning of training, indicating that a multisensory approach could be a valuable teaching strategy if combined appropriately.

The research conducted by Mohammed Cherif Dikra entitled "The Use of the Multi-Sensory Teaching Approach in Enhancing Vocabulary Learning for EFL Young Learners: The Case of Young Learners at Elimtiaz Private School, Ouargla". This study aims to evaluate the effectiveness of a multisensory approach in enhancing vocabulary mastery among early childhood EFL students at a private school in Ouargla, Algeria. This study uses a mixed-methods approach (qualitative and quantitative), with interviews of 10 teachers and questionnaires for 11 students. The results show that a multisensory approach involving visual, auditory, kinaesthetic, and tactile elements has proven to help improve students' motivation, engagement, and vocabulary retention.¹³ This study confirms that the use of various sensory stimuli in teaching can address the challenges in vocabulary learning among children.

Lastly, a study entitled "adapting multisensory techniques for dyslexic learners in English language learning: a case study approach" by Mohammad Ahmad Saleem Khasawneh et al. This study aims to evaluate

¹² Lawrence A Herman, "The Effects of Multisensory Imagery on Vocabulary Learning," 2021, https://academicworks.cuny.edu/gc_etds/4224Discoveradditionalworksat:https://academicworks.cuny.edu.

¹³ Cherif Dikra, "The Use of the Multi-Sensory Teaching Approach in Enhancing Vocabulary Learning for EFL Young Larners: The Case of Young Learners at Elimtiaz Private School, Ouargla."

the effectiveness of multimodal teaching strategies on English proficiency among dyslexic students in the Asir region, Saudi Arabia. Using a quantitative approach through a quasi-experimental design, this study involved 150 dyslexic students aged 10–15 years who were tested before and after the intervention using an English language competency assessment. The analysis results (paired t-test, regression, and ANCOVA) show a significant improvement in language skills after the application of multisensory strategies.¹⁴ The frequency of using these techniques is directly proportional to the level of student improvement, and these findings reinforce the importance of teacher training and tailored teaching approaches for special needs learners.

From the discussed present studies above, there are the differences and similarities provided in each present studies, as follows in the table 2.1 below:

Table 2.1

The Similarities and Differences of the Research

No.	Author and Title	Similarities	Differences
1.	Amanda H. Seidl et al. entitled <i>"Touch to Learn: Multisensory Input Supports Word Learning and Processing"</i> (2024).	a. Both studies aimed to explore the effect of multisensory input enhances word learning. b. Both studies used	a. previous research had a target population of 20–30-month-old babies who were in the early stages of language learning,

¹⁴ Mohamad Ahmad Saleem Khasawneh, "Adapting Multisensory Techniques for Dyslexic Learners in English Language Learning: A Case Study Approach," *World Journal of English Language* 14, no. 5 (2024): 553–64, <https://doi.org/10.5430/wjel.v14n5p553>.

No.	Author and Title	Similarities	Differences
		Quantitative experimental research design to analyze intervention impact. c. Both studies have a role in using technology as a method to implement multisensory	while this research targets 10th grade high school students. b. Previous research used semantic theory, while this research uses Multisensory Development Theory by Andrew J, et, al.
2.	Maria Teresa Daza Gonzales et al. entitled <i>"Improving Phonological Skills and Reading Comprehension in Deaf Children: A New Multisensory Approach"</i> (2023).	a. Both studies emphasize the use of multisensory (visual, auditory, kinesthetic) to improve learning outcomes. b. Both studies used a quantitative experimental research design to measure the effectiveness of the intervention. c. Both of these studies aim to improve vocabulary acquisition and understanding.	a. Previous research focused on phonology mastery and reading comprehension in deaf children, while this research focuses on vocabulary acquisition mastery in EFL learners. b. previous studies used a 6-month training program method under laboratory conditions for controlled evaluation, while this study used an audiovisual method in the classroom for possible testing.

No.	Author and Title	Similarities	Differences
			c. Previous research used the Phonological Route theory from Dual-Route Cascaded introduced by Max Coltheart, while this research uses Multisensory Development Theory by Andrew J, et, al.
3.	Lwrence A. Herman. Entitled <i>"The Effects of Multisensory Imagery on Vocabulary Learning"</i> (2021).	a. Both studies emphasize the benefits of using multisensory input to support vocabulary learning. b. Both studies used an experimental quantitative research design to measure the effectiveness of the intervention.	a. Previous research took research subjects from a population of students who studied pseudo-words in laboratory experiments, while this research used population subjects from class 10th high school as EFL learners. b. Previous research used the sensory modality of sensory motor imagery which involved the kinesthetic and olfactory senses, while this research used the audiovisual sensory modality which

No.	Author and Title	Similarities	Differences
			involved the visual and auditory senses. c. Previous research aims to compare sensorimotor, visual and verbal imagery, while this research aims to increase EFL students' vocabulary mastery through multisensory input experiences through the audiovisual classroom.
4.	Mohammed Cherif Dikra entitled <i>"The Use of the Multi-Sensory Teaching Approach in Enhancing Vocabulary Learning for EFL Young Learners: The Case of Young Learners at Elimtiaz Private School, Ouargla"</i> (2024).	a. Both studies explored the effectiveness of a multisensory approach in teaching vocabulary to EFL learners. b. Both studies utilized visual, auditory, and kinesthetic elements to improve vocabulary retention. c. Both studies used the role of technology (video, visual aids) in facilitating multisensory	a. Previous research involved private schools for beginners. While this research was conducted in the context of a class for high school. b. Previous research used the multisensory approach theory VAKT Model (visual, auditory, kinesthetic, tactile) by Grace Fernald, while this research uses the Multisensory Development Theory

No.	Author and Title	Similarities	Differences
		learning.	by Andrew J, et, al. c. Previous research used a mixed method research design, namely qualitative and quantitative, while this research uses an experimental quantitative research design. d. Previous research used questionnaires and semi-structured interviews to collect data, while this research focuses on the use of tests as data collection.
5.	Mohammad Ahmad Saleem Khasawneh et al. Entitled "<i>Adapting multisensory techniques for dyslexic learners in English language learning: a case study approach</i>" (2024).	a. Both studies emphasize the use of multisensory teaching methods to enhance English language learning. b. Both studies used quantitative methods to measure improvement.	a. Previous research used the neuroplasticity theory proposed by Santiago Ramón y Cajal in the early 20th century, then developed by Donald Hebb in 1949, while this research uses the Multisensory Development Theory

No.	Author and Title	Similarities	Differences
			by Andrew J, et, al. b. Previous studies focused on dyslexic learners in Asir, Saudi Arabia, while this study focuses on EFL learners.

The main similarities and differences found between this study and five previous studies lie in the use of a multisensory approach as a learning strategy, as well as variations in subjects, underlying theories, and implementation methods. Differences come from the context of the participants, research design, and underlying theories. Previous research involved diverse age groups and special needs, ranging from toddlers, children with hearing impairments, to dyslexic students, while this study focuses on 10th-grade high school students as EFL learners. Not all previous studies explicitly used the multisensory theory as their foundation. Most refer to semantic, phonological, neuroplasticity theories, or the VAKT model, whereas this research specifically uses the Multisensory Development Theory as the basis for its framework. By considering these various findings, this research is expected to make a significant contribution to expanding the understanding of the effectiveness of multisensory approaches, particularly in high school English language learning. Furthermore, the results of this research can

serve as a practical reference for teachers in designing structured, engaging, and relevant audiovisual-based learning strategies to optimally enhance students' vocabulary mastery in the EFL context.

B. Theoretical Framework

1. The Teaching of English

Significant advancements have been made in English instruction, especially with the combination of learner-centered and experience-based approaches. In order to improve the learning process, multisensory input-which uses visual, aural, tactile, and kinesthetics senses is one such strategy that has gained popularity recently. This approach promotes more efficient language learning, particularly in the areas of speaking, listening, and vocabulary in the context of English language teaching (ELT).

Modern English language teaching emphasizes communicative competence, learner engagement, and meaningful input. According to

Richards, effective ELT involves not only grammar instruction but also interaction, authentic materials, and student-centered activities.¹⁵

Teachers are expected to create an environment where learners can actively use English through multiple forms of input, not just passive listening or reading.

¹⁵ Jack C Richards, *Key Issues in Language Teaching* (Cambridge University Press, 2015), [https://books.google.co.id/books?hl=id&lr=&id=b6CNCgAAQBAJ&oi=fnd&pg=PR5&dq=Richards,+J.+C.+\(2015\).+Key+Issues+in+Language+Teaching.+Cambridge+University+Press.&ots=-GcOtSWHXf&sig=k7b5qxv1whJ4OfnKrgTE65e7DMs&redir_esc=y#v=onepage&q=Richards%2C+J.+C.+\(2015\).](https://books.google.co.id/books?hl=id&lr=&id=b6CNCgAAQBAJ&oi=fnd&pg=PR5&dq=Richards,+J.+C.+(2015).+Key+Issues+in+Language+Teaching.+Cambridge+University+Press.&ots=-GcOtSWHXf&sig=k7b5qxv1whJ4OfnKrgTE65e7DMs&redir_esc=y#v=onepage&q=Richards%2C+J.+C.+(2015).)

However, traditional methods often rely heavily on auditory or visual input alone, which may not cater to the diverse learning needs of students. This is where multisensory approaches provide an alternative pathway to make language learning more inclusive and effective.

2. The Teaching of Vocabulary

Because it enables learners to comprehend and communicate ideas in English, vocabulary is an essential component of language learning. The use of multimodal input in vocabulary instruction is one method that has drawn more attention recently. This method involves using multiple senses, including sight, hearing, and touch, to help pupils learn and retain words more efficiently.

The premise behind multisensory input is that students are more likely to remember new knowledge when they use a variety of senses. Because the brain gets information from multiple pathways, multisensory learning improves memory and comprehension.¹⁶ This idea encourages the use of realia (actual items), gestures, audiovisual resources, and interactive exercises in the classroom.

Multisensory input in vocabulary instruction might include kinesthetics activities like games or physical reactions, visual aids like drawings or flashcards, and audio resources like songs or recorded dialogues. These techniques give students tangible experiences that deepen their understanding of the relationship between words and

¹⁶ Ladan Shams and Aaron R. Seitz, "Benefits of Multisensory Learning," *Trends in Cognitive Sciences* 12, no. 11 (2008): 411–17, <https://doi.org/10.1016/j.tics.2008.07.006>.

meaning. Mayer, contends that by lowering cognitive burden and promoting dual coding of information, integrating verbal and visual input can enhance vocabulary acquisition, particularly for second language learners.¹⁷ Thus, the integration of verbal and visual input through a multisensory approach can significantly enhance the vocabulary acquisition process by reducing cognitive load and facilitating dual coding of information.

Furthermore, the multisensory learning approach lends credence to the notion that learning is more successful when multiple sensory systems are simultaneously engaged. This method supports vocabulary acquisition by allowing learners to experience new words through various sensory channels, thereby enhancing memory retention and comprehension.¹⁸ Practically speaking, students are more likely to recall a new word when it is introduced by a teacher using a visual aid while simultaneously saying the word aloud, as opposed to when the word is only spoken or written. This integrated sensory experience not only reinforces word meaning but also supports learner engagement and cognitive development.

Multisensory approaches are particularly beneficial for individuals with varying learning requirements and styles, according to recent studies. According to MacIntyre and Gregersen, for instance, multimodal vocabulary exercises greatly help students who have

¹⁷ Rihard, "MULTIMEDIA LEARNING."

¹⁸ Adrew et al., "Multisensory Development.Pdf."

strong visual or kinaesthetic preferences because they accommodate their innate learning styles.¹⁹ Teaching vocabulary through multisensory input helps students to engage more fully in the learning process. By involving more senses, teachers can create a richer learning experience that supports better understanding, memory retention, and student motivation.

3. Multisensory Input

Multisensory input is defined as stimulation of more than one sense, such as sight (visual), sound (auditory), touch (tactile), and movement (kinesthetic). This multimodal engagement, called “multisensory input,” in the educational context aims to encourage richer and more complex pedagogies through the use of varied sensory inputs. For example, the use of audiovisuals in vocabulary acquisition includes both the sense of sight (through images or videos) and the sense of hearing (through sounds or pronunciation of words). This strategy allows students to encode the same information through two mental constructs at the same time: a verbal code (words) and a non-verbal code (pictures or visual images).²⁰ In this way, information is more easily understood, more easily remembered, and can be applied in various contexts.

¹⁹ Tammy Gregersen, Peter D MacIntyre, and Tammy S Gregersen, *Innovative Practices in Language Teacher Education* (Springer, 2017), <https://link.springer.com/book/10.1007/978-3-319-51789-6>.

²⁰ James M. Clark and Allan Paivio, “Dual Coding Theory and Education,” *Educational Psychology Review* 3, no. 3 (1991): 149–210, <https://doi.org/10.1007/BF01320076>.

The use of multisensory strategies in learning has been shown to provide significant positive effects on students' understanding and memory retention. By engaging multiple sensory pathways—such as sight, hearing, and movement—learners are able to form stronger and more meaningful connections with new vocabulary. In the context of vocabulary learning, multisensory input through audiovisuals allows students to associate spoken words with visual images or real-life representations, thereby deepening their comprehension. This process not only enhances the ability to retain and recall vocabulary but also supports active learning by stimulating multiple areas of the brain involved in perception, cognition, and language acquisition.²¹ Some aspects of multisensory input that affect learning include:

a. Visual Input

Visual input refers to any information received through the sense of sight, such as images, videos, diagrams, graphs, or other visual representations. In the context of learning, visual input plays a crucial role in developing mental representations that aid in the comprehension and retention of new concepts or vocabulary. When visual input is combined with other sensory experiences—such as listening or physical interaction—it reinforces learning through multiple sensory channels. This multisensory integration enables learners to build stronger associations and supports deeper

²¹ Adrew et al., “Multisensory Development.Pdf.”

cognitive processing, ultimately leading to more effective and lasting learning outcomes.²² For example, a picture of an apple is displayed without any words or labels. Students see the picture of the apple and build a mental representation of the shape, color, and texture of the apple based only on the visual information they receive.

In the learning process, visual input helps students in forming mental images or mental imagery that can strengthen understanding and memory of information.²³ Connecting new words or concepts with visual representations makes it easier to store and retrieve information.²⁴ Understanding complex concepts more quickly through concrete visualizations, such as graphs, tables, or demonstration videos.²⁵

b. Auditory Input

Auditory input refers to information received and processed through the sense of hearing. In the context of learning, it can be interpreted that auditory input focuses on the use of sound, either the pronunciation of words, dialogue, narration, or audio. Like visual input, auditory input plays an important role in forming

²² Adrew et al.

²³ Emi Sulistri, Dewi Mariana, and Robi Nur Yasin, "Analysis Of Students Visual Learning Styles in View Of Learning Outcomes in the Cognitive Domain Of Students," *Pedagogik Journal of Islamic Elementary School* 6, no. 1 (2023): 61–70, <https://doi.org/10.24256/pijies.v6i1.3400>.

²⁴ Syaiful Bahri, Riki Saputra, and Rahmi Rahmi, "The Impact of the Use Media Audio Visual on Learning Outcomes in Elemantary School," *Tarbiyah Al-Awlad: Jurnal Kependidikan Islam Tingkat Dasar*, 2022, <https://doi.org/10.15548/alawlad.v12i2.4517>.

²⁵ Wanda Manulang et al., "The Audio-Visual Media on Cognitive Learning Outcomes," *Jurnal Ilmiah Sekolah Dasar* 7, no. 4 (2024): 641–48, <https://doi.org/10.23887/jisd.v7i4.61138>.

mental representations that support vocabulary acquisition and understanding.

Auditory input involves the processing of information through the sense of hearing, such as listening to words, sentences, or sounds related to specific concepts or objects. In vocabulary learning, auditory input supports the formation of verbal understanding and plays a vital role when combined with other sensory modalities. When students hear words or sentences while simultaneously observing relevant visuals or engaging in physical responses, the integration of sensory information enhances comprehension and facilitates long-term memory retention. This multisensory engagement allows learners to process content more effectively by activating different areas of the brain and reinforcing meaning through varied sensory experiences.²⁶ As an example of

auditory input, the teacher says new words slowly and clearly, while students listen and repeat them. Example: the teacher says "repeat after me: Apple, Banana, Orange" and then after that the students imitate the pronunciation.

Auditory input plays an important role in supporting vocabulary learning, especially in developing students' language skills. One of its main benefits is pronunciation reinforcement. By hearing words or phrases pronounced correctly, students can

²⁶ Adrew et al., "Multisensory Development.Pdf."

imitate and practice their pronunciation, which is an important skill in learning a language.²⁷ This helps students understand how the word is pronounced correctly in everyday communication.

In addition, auditory input also supports understanding of context. Through dialogue or conversation involving new vocabulary, students can see how the words are used in natural and relevant situations. This experience allows them to understand the meaning and function of the word in a sentence or conversation, so that its use becomes more flexible and effective.²⁸

Another benefit is improved memory. When students hear repetition of words or phrases, especially if accompanied by visualizations such as images or videos, their memory of the vocabulary will be stronger. This repetition helps store information in long-term memory and makes it easier to recall when needed.²⁹

Finally, auditory input contributes to learning through sound associations that help learners build verbal representations of vocabulary. This multisensory connection between sound and visualization strengthens vocabulary acquisition, as learners engage multiple sensory channels to process and internalize new information. By activating both auditory and visual pathways,

²⁷ Tracey M. Derwing and Murray J. Munro, "Second Language Accent and Pronunciation Teaching: A Research-Based Approach," *TESOL Quarterly* 39, no. 3 (2005): 379, <https://doi.org/10.2307/3588486>.

²⁸ I. S.P. Nation, "Learning Vocabulary in Another Language," *Learning Vocabulary in Another Language*, 2013, 1–624, [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5).

²⁹ Khaled Alhazmi, "The Effect of Multimedia on Vocabulary Learning and Retention," *World Journal of English Language* 14, no. 6 (2024): 390, <https://doi.org/10.5430/wjel.v14n6p390>.

students can better understand, retain, and recall vocabulary in a more effective and integrated manner.

c. Audiovisual Integration

Audiovisual integration refers to the merging of two processes where visual and auditory information are combined to achieve better understanding. In the context of learning, audiovisual integration occurs when students receive information in the form of visual input and auditory input simultaneously.³⁰ The integration of these two elements allows students to combine verbal and non-verbal representations, thus creating a dual cognitive pathway that strengthens the retention of understanding and application of information.

The principle of audiovisual integration is central to multisensory learning, where the combination of visual and auditory inputs enhances students' understanding through the simultaneous engagement of different sensory channels. When visual elements such as images or videos are presented together with auditory input such as spoken explanations or sounds, they reinforce each other, leading to stronger mental associations. This integrated sensory experience allows students to process information more deeply and retain it for longer periods, as the

³⁰ Fajar Muttaqien, "Penggunaan Media Audio-Visual Dan Aktivitas Belajar Dalam Meningkatkan Hasil Belajar Vocabulary Siswa Pada Mata Pelajaran Bahasa Inggris Kelas X," *Jurnal Wawasan Ilmiah* 8, no. 1 (2017): 25–41.

brain forms interconnected pathways that support comprehension and memory.³¹ For example, a video showing an illustration of an apple, which is then accompanied by a narrator's voice mentioning relevant vocabulary, "this is an apple; apple is a fruit."

4. Vocabulary Acquisition

Vocabulary acquisition refers to the process of acquiring, understanding, storing, and using new words in a language. Especially for EFL (English as a Foreign Language) learners, vocabulary acquisition is a very important basic component in language learning. Because vocabulary is the foundation for other language skills, such as reading, writing, speaking, and listening.

In vocabulary acquisition, the multisensory approach emphasizes the importance of engaging multiple senses simultaneously in the learning process. This approach includes the integrated use of visual, auditory, kinesthetic, and tactile inputs, which can enhance the connectivity between information and strengthen long-term memory storage.³² For example, when students hear new vocabulary (auditory input) while looking at relevant images (visual input) and possibly also writing or touching related objects (kinesthetic/tactile input), the connections formed between various sensory systems deepen their

³¹ Adrew et al., "Multisensory Development.Pdf."

³² Adrew et al.

understanding of the vocabulary. Thus, the multisensory theory supports a multisensory input-based vocabulary learning approach for more effective outcomes.

The vocabulary acquisition process occurs through several important stages that reflect the development of understanding and use of new words. The first stage is exposure, where students are introduced to new words through various media so they will comprehend the new vocabulary they get, either through direct definitions or contextual clues in sentences. The second stage is the retention process, which remembers the vocabulary that has been learned in long-term memory, either through repetition, practice, or by connecting words with real experiences that are very meaningful to students. Next is the production stage, where students are able to use the vocabulary that they have learned in the form of sentences, both orally and in writing. Finally, contextual use, at this stage, students can use the vocabulary they have learned in various real situations according to context.³³ Until this last stage, it can be concluded that the vocabulary acquisition process is not only understood and remembered but also applied flexibly in everyday life. Several stages of vocabulary acquisition will be explained significantly below:

³³ María Luisa Aguilar García, "Vocabulary Acquisition in the Language Classroom: What It Is, How It Works, Which Strategies and Approaches Are Suitable for Latin Instruction," *Journal of Classics Teaching*, 2024, 116–22, <https://doi.org/10.1017/S2058631024000059>.

a. Receptive Vocabulary

In receptive vocabulary, words can be recognized and understood by learners when they hear or read those words. In language learning, receptive vocabulary is the initial stage in the vocabulary acquisition process. Students can recognize words and understand their meanings, but at this stage, it is still passive because students have not yet produced the words independently.

Receptive vocabulary understanding can be strengthened through a multisensory approach, which involves engaging various sensory pathways in the learning process. In this context, students can understand new vocabulary more effectively when they receive verbal input, such as listening to pronunciation or reading a word, accompanied by non-verbal input like illustrative images or animations.³⁴ For example, when the teacher says "that is a tree" while showing a picture of a tree or pointing directly at a tree outside the classroom, students hear the word "tree" (auditory/verbal input) and associate it with the picture or real object (visual input). By activating more than one sensory channel, this approach reinforces the association of vocabulary meaning and enhances students' memory of the word without having to actively produce it directly.

³⁴ Adrew et al., "Multisensory Development.Pdf."

b. Retention

In the process of vocabulary acquisition Retention is the stage of remembering vocabulary in long-term memory. This stage indicates that the student has acquired vocabulary and understands it well. This retention stage aims to ensure that the vocabulary that has been introduced and understood is not only remembered for a short period but can also be accessed again when needed.³⁵ This process is very important because the success of vocabulary learning does not only depend on initial understanding, but also on how well the words are remembered and can be used again in the future.

Vocabulary retention can be strengthened when information is processed through various sensory pathways, as multisensory involvement helps create stronger connections in memory. In this case, the use of multisensory input plays an important role in helping students retain the vocabulary they have learned over a long period.³⁶ For example, when students hear the word "elephant" while looking at a picture of an elephant, they form an association between verbal (auditory) input and visual input. Over time, during several English learning sessions or within a week, the teacher repeatedly mentions the word "elephant" in various

³⁵ Sultan Altalhab, "Short- and Long-Term Effects of Repetition Strategies on Vocabulary Retention," *Advances in Language and Literary Studies* 9, no. 2 (2018): 146, <https://doi.org/10.7575/aiall.v.9n.2p.146>.

³⁶ Adrew et al., "Multisensory Development.Pdf."

contexts such as stories, conversations, or listening exercises. With repetition accompanied by the involvement of various senses, the students' memory of the word becomes stronger and more durable.

c. Productive Vocabulary

After going through the stages of receiving vocabulary, comprehension, and retention, productive vocabulary becomes the next stage where vocabulary is actively used by students in the form of speaking or writing.³⁷ In other words, productive vocabulary shows the extent to which students not only understand and remember words but are also able to use them accurately in a learning context. This includes how students pronounce, spell, and use vocabulary correctly within sentence structures.

The multisensory approach supports the development of productive vocabulary skills by engaging various senses simultaneously while processing information. Strategies such as sentence-making exercises, discussions, and contextualization help students develop language skills that are essential for effective communication in a new language.³⁸ For example, after students acquire the vocabulary "elephant" through a combination of audio and visual input simultaneously, they can understand and remember the word better. Then, the teacher displays a visual

³⁷ Hua Flora Zhong, "The Relationship between Receptive and Productive Vocabulary Knowledge: A Perspective from Vocabulary Use in Sentence Writing," *Language Learning Journal* 46, no. 4 (2018): 357–70, <https://doi.org/10.1080/09571736.2015.1127403>.

³⁸ Adrew et al., "Multisensory Development.Pdf."

illustration of a zoo and asks the students to explain it orally or in writing. Support from visual illustrations not only aids understanding but also stimulates students' imagination and encourages them to actively produce the vocabulary they have learned.

d. Contextual vocabulary usage

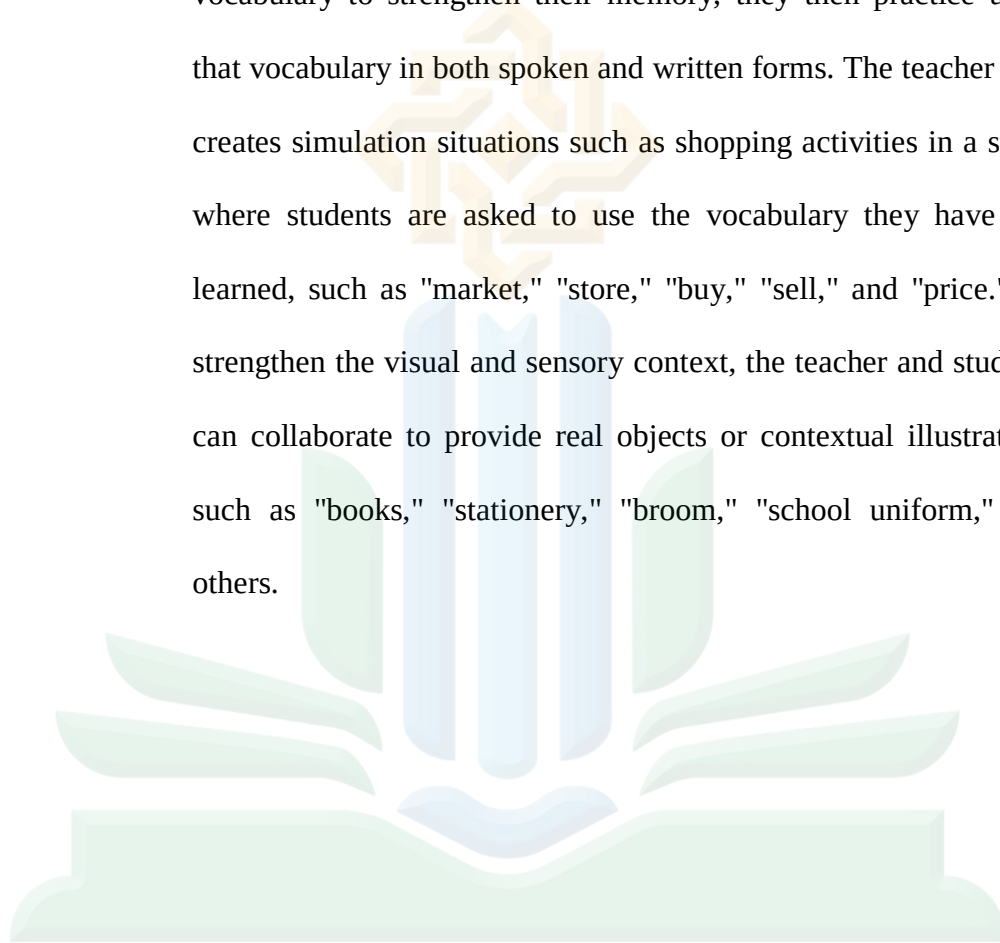
Contextual usage refers to the ability of students to use vocabulary well and appropriately in various real-life situations. In language learning, contextual vocabulary usage is an important aspect to strengthen the vocabulary acquisition process.³⁹ Contextual vocabulary usage shows that students not only understand the meaning of words but are also able to apply them appropriately in conversations, writing, and daily activities.

The ability to use vocabulary in context is an early indicator that someone has reached a deep mastery of new words. The multisensory approach reinforces the contextual use of vocabulary by involving various senses, which helps students understand and use vocabulary more richly and flexibly. Through strategies such as simulations or writing exercises packaged in a multisensory input-based format, students can build contextual vocabulary usage skills by integrating various forms of representation.⁴⁰ For example, after students acquire, understand, and repeat certain

³⁹ Samita Fitrah, "THE USE OF CONTEXTUAL ANALYSIS IN TEACHING VOCABULARY," 2015, 6, <https://jurnal.untan.ac.id/index.php/jdpdp/article/download/9120/9064>.

⁴⁰ Adrew et al., "Multisensory Development.Pdf."

vocabulary to strengthen their memory, they then practice using that vocabulary in both spoken and written forms. The teacher then creates simulation situations such as shopping activities in a store, where students are asked to use the vocabulary they have just learned, such as "market," "store," "buy," "sell," and "price." To strengthen the visual and sensory context, the teacher and students can collaborate to provide real objects or contextual illustrations such as "books," "stationery," "broom," "school uniform," and others.



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CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses an experimental research design to find out whether multisensory input through audiovisual media truly makes a difference in students' vocabulary learning. By applying this method, the researcher was able to control the learning conditions and compare the results between a group that received the treatment and one that didn't. Specifically, this study employs a quasi-experimental design, allowing the researcher to experiment with a natural classroom setting without random assignment of participants.⁴¹ The researcher used pre-existing classes that were already determined by the school as the control and experimental groups, making randomization unfeasible. At the end of the experiment, a test is conducted to evaluate the students' vocabulary acquisition, allowing the researcher to measure how effective the audiovisual input was in supporting their learning. This design allows the researcher to directly determine whether multisensory input through audiovisual means truly has an effect on students' vocabulary acquisition.

The experimental design used in this study falls under the umbrella of quantitative research. Quantitative research focuses on collecting and analyzing numerical data to explain, predict, or test relationships among

⁴¹ P. E. Vernon and N. L. Gage, *Handbook of Research on Teaching, British Journal of Educational Studies*, vol. 14, 1965, <https://doi.org/10.2307/3119055>.

variables. It is systematic, objective, and measurable, allowing researcher to draw generalizable conclusions from their findings. In the context of this research, the quantitative approach strengthens the validity of the experimental method by enabling statistical analysis.

B. Research Subject

1. Population

The population in this study comprises students in 10th grade at SMAN 3 Jember. The 10th grade at this school consists of ten classes, with each class containing 36 students. Students at this level are generally at an early stage of senior high school education, where English language instruction, or particularly vocabulary development, is highly emphasized. Banks asserts, one approach to accomplishing this goal may be cross-disciplinary, multi-sensory instruction, especially in the area of vocabulary reinforcing the suitability of this method for high school learners.⁴²

Therefore, this level is ideal for introducing audiovisual-based multisensory input, as students are cognitively ready to acquire new vocabulary through dynamic and engaging media formats that support their learning style.

2. Sample

This study specifically involves two classes: 10-2 and 10-3.

The researcher was officially granted permission by the head

⁴² Banks, "Using Cross Disciplinary, Multisensory Instruction to Support High School English Language Learners' Vocabulary Development."

master of SMAN 3 Jember to conduct the research in 10-2 and 10-3. Both classes have shown similar average scores on assignments and tests in previous English language subjects, which helps maintain an equal starting point in terms of language proficiency. This academic parity is crucial to ensure that any observed differences in vocabulary acquisition can be attributed more accurately to the audiovisual treatment rather than to pre-existing disparities in language ability.

C. Data Collection Technique

1. Test

In this study, data collection was carried out through a writing test specifically designed to assess students' mastery of vocabulary. The test served as the primary instrument for evaluating how well students could apply vocabulary in written form. The experimental group was exposed to vocabulary instruction using audiovisual-based multisensory input, while the control group received traditional teaching methods. Upon completing the instructional sessions, both groups were given an essay-writing task aimed at measuring their ability to use relevant vocabulary accurately and contextually in their writing.

To ensure that the data collected was valid and systematically assessed, the researcher employed a scoring system adapted from vocabulary evaluation criteria, focusing on four essential aspects: comprehension, vocabulary usage, spelling or pronunciation, and

vocabulary range.⁴³ These components were selected because they align closely with the objective of this research, which emphasizes vocabulary acquisition within the broader context of writing performance. The scoring rubric in this study is presented in the following table:

Table 3.1
Scoring Rubric of Essay Writing Test

Comperhension	
Score	Description
25-16	Students can understand the meaning of vocabulary in various contexts.
15-6	Students can understand some vocabulary, but still struggle with more complex meanings.
5-0	Students cannot understand the meaning of vocabulary in various contexts.
Vocabulary Usage	
Score	Description
25-16	Students use a diverse and contextually appropriate vocabulary.
15-6	The student uses vocabulary, but there are still some mistakes.
5-0	Students use basic vocabulary and often make mistakes.
Spelling	
Score	Description
25-16	All vocabulary is written with correct and consistent spelling.
15-6	Some vocabulary spellings are correct, but there are a few minor mistakes.
5-0	Many words are misspelled and disrupt understanding.
Vocabulary Range	
Score	Description
25-16	using a wide vocabulary, including uncommon words.
15-6	Using a fairly diverse vocabulary.
5-0	Using common and limited vocabulary.

Adapted: Nela, T. L., Scoring Rubric of Vocabulary

⁴³ Sue Dymock and Tom Nicholson, "Assessing Vocabulary," *Teaching Literacy Effectively in the Modern Classroom for Ages 5–8*, no. November (2024): 78–82, <https://doi.org/10.4324/9781003130758-11>.

The table above presents the assessment rubric for the essay writing test used in this study to comprehensively measure students' vocabulary mastery. Each aspect reflects the level of students' achievement in conveying ideas, organizing the structure of the writing, using appropriate and varied vocabulary, as well as accuracy in punctuation, spelling, and grammar. By using this rubric, the assessment is conducted in a structured and objective manner to ensure that students' vocabulary proficiency is measured not only by the number of words used but also by the depth of understanding and application in the context of the writing. This supports the research objective to evaluate the impact of audiovisual-based multisensory input on the vocabulary mastery of EFL students comprehensively and measurably.

2. Document Review

Document review was conducted as one of the data collection techniques in this research by examining the students' daily test scores obtained from the English subject teacher at SMA Negeri 3 Jember.

This document was chosen because it has high credibility, originating from an official assessment conducted by authorized teachers and by the curriculum in effect at the school. The daily test scores reflect the students' basic ability to understand English material before the treatment is given, making them highly relevant for measuring the initial equivalence (baseline) between the experimental and control

classes. The review of this document serves as an important foundation to ensure that the differences in post-treatment results are truly caused by the audiovisual multisensory intervention, and not by differences in initial abilities between the groups.

The reason for using document review in the form of daily test scores is also reinforced by the principle of internal validity in experimental research. By ensuring that both groups have an equal level of ability from the beginning, researchers can avoid the threat of selection bias that could affect the final results. In addition, this data is authentic and administrative and cannot be manipulated by the researcher, thus ensuring the objectivity and validity of the information. The use of official school documents also strengthens the position of this research methodology in the eyes of the examiners, as it demonstrates that the researcher has utilized legitimate, accurate primary data sources that comply with the academic standards applicable in quantitative research.

D. Data Analysis Technique

This research was analysed using a quantitative approach with the help of SPSS version 27.0. To determine the effectiveness of the treatment given on the improvement of students' vocabulary mastery, the data will be analysed as follows:

1. Homogeneity Test

The homogeneity test aims to ensure that both sample groups (experimental and control) have equal variances before the treatment is given. In this study, the homogeneity test ensures the equivalence of initial conditions, so that the differences in final results can be legitimately attributed to the treatment, and to determine whether parametric statistical methods such as the T-test can be used validly. Data tested in the SPSS application will show a Sig. Value > 0.05 , indicating that the data is homogeneous; however, if it is ≤ 0.05 , then the data is not homogeneous.⁴⁴ In other words, this test answers whether the fluctuations in values within the two groups have an equal distribution pattern.

2. Normality Test

The normality test is used to determine whether the data is normally distributed. This study uses the Kolmogorov-Smirnov test, which is one of the most widely applied methods for testing data distribution in educational and social research. If the Sig. Value in the Kolmogorov-Smirnov test is greater than 0.05, then the data is considered normally distributed. On the other hand, if the Sig. Value is equal to or less than 0.05, then

⁴⁴ Dodiet Aditya Setyawan, *Petunjuk Praktikum Uji Normalitas & Uji Homogenitas Data Dengan SPSS, Paper Knowledge . Toward a Media History of Documents*, 2021, [https://poltekkes-solo.ac.id/cni-content/uploads/modules/attachments/20210902152251-2-Buku Petunjuk Praktikum Uji Normalitas dan Homogenitas Data.pdf](https://poltekkes-solo.ac.id/cni-content/uploads/modules/attachments/20210902152251-2-Buku%20Petunjuk%20Praktikum%20Uji%20Normalitas%20dan%20Homogenitas%20Data.pdf).

the data is not normally distributed. The Kolmogorov-Smirnov test was chosen in this study not only because of its accessibility through statistical software like SPSS but also because of its ability to provide a clear comparison between the observed cumulative distribution and the expected normal distribution.⁴⁵ Additionally, this test offers a straightforward interpretation and is suitable for analysing datasets where parametric assumptions need to be verified. Therefore, the normality test in this study serves as an important step to validate the feasibility of using parametric statistical methods, such as the independent samples t-test, which require normally distributed data to produce valid and reliable results.

3. Independent Sample T-test

The independent sample t-test aims to determine whether there is a statistically significant difference in test results between two unrelated groups. This t-test will be conducted using the SPSS application, which will yield a Sig. (2-tailed) < 0.05, indicating a significant difference between the two groups. In other words, this test answers the research question by providing statistical evidence for the research hypothesis that the use of audiovisual materials as a form of multisensory

⁴⁵ Setyawan.

input significantly improves students' ability to acquire and master new vocabulary.

E. Data Validity

To ensure the validity of the data in this research, the researchers used two approaches, namely content validity and inter-rater reliability. Content validity is used to ensure that the test instrument developed truly measures the ability to master vocabulary, specifically adjectives, in the context of descriptive texts.⁴⁶ In this case, the essay writing test used as a research instrument was developed based on the basic competencies and learning objectives outlined in the English curriculum for 10th grade at SMA Negeri 3 Jember. This adjustment aims to ensure that each question item is relevant to the material that has been taught and reflects the vocabulary mastery indicators by the curriculum.

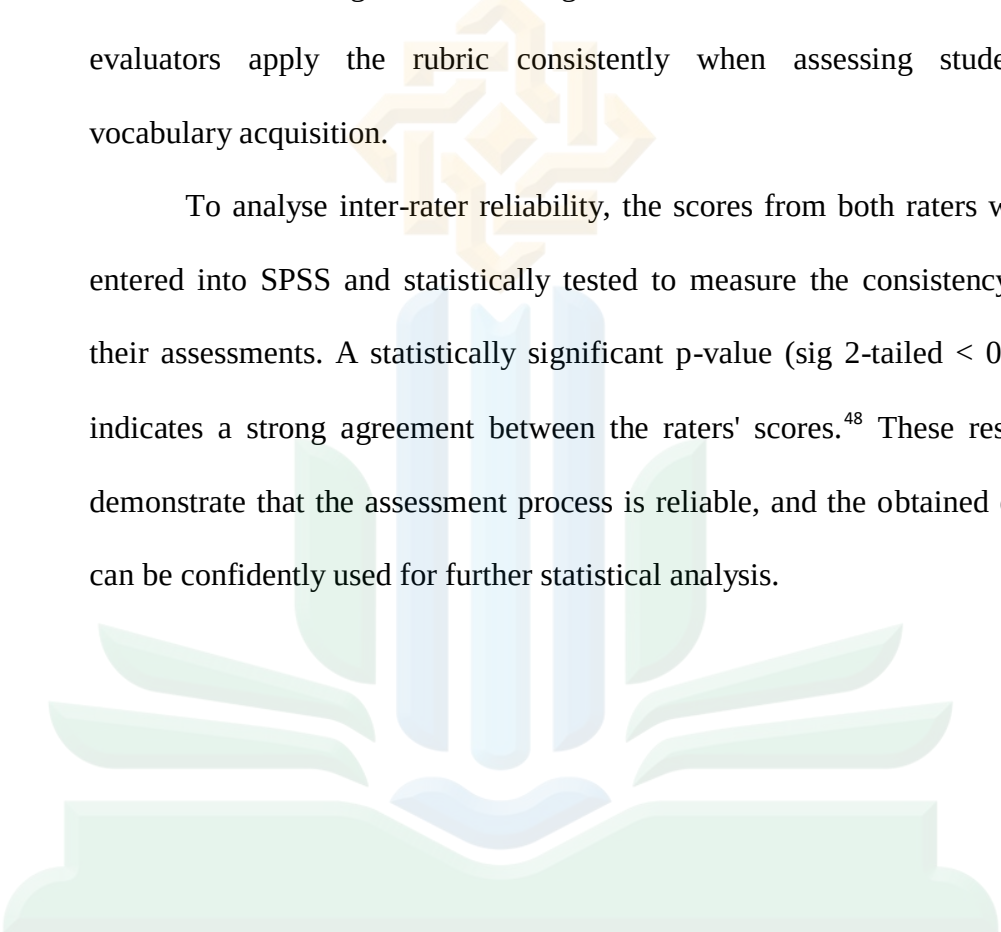
The students' essay writing results were assessed by both the researcher and an experienced English teacher. Inter-rater reliability was calculated to ensure consistency between scores. This step is important to ensure that the assessment process is consistent and free from subjective bias. Gwet emphasizes that a high level of inter-rater reliability reflects the stability and objectivity of the measurement process, ensuring that the results are not significantly influenced by individual rater bias.⁴⁷ Two independent raters evaluate the same set of student essay responses using a

⁴⁶ Dr Garry Squires, "Validity in Educational and Psychological Assessment," *Assessment and Development Matters* 6, no. 3 (2014): 26–27, <https://doi.org/10.53841/bpsadm.2014.6.3.26>.

⁴⁷ Kilem L. Gwet, *Hand Book of Inter Rater Reliability: Definite*, 4th ed. (Gaithersburg, MD 20886-2696 USA: Advanced Analytics, LLC, 2014).

standardized scoring rubric. The goal is to determine whether both evaluators apply the rubric consistently when assessing students' vocabulary acquisition.

To analyse inter-rater reliability, the scores from both raters were entered into SPSS and statistically tested to measure the consistency of their assessments. A statistically significant p-value (sig 2-tailed < 0.05) indicates a strong agreement between the raters' scores.⁴⁸ These results demonstrate that the assessment process is reliable, and the obtained data can be confidently used for further statistical analysis.



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⁴⁸ L. Gwet.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Research Object Description

This research was conducted at SMA Negeri 3 Jember, a public school located in Jember Regency, East Java. This school is managed by an educational institution that actively develops innovative approaches, including in the teaching of English as a foreign language (EFL). The subjects in this study were taken from the 10th-grade students of the 2024/2025 academic year, consisting of two classes: class X-2 as the experimental class and class X-3. Each class consisted of 36 students, so the total number of research subjects is 72.

The researcher was officially granted permission by the principal of SMA Negeri 3 Jember to conduct research in classes X-2 and X-3. Both classes showed similar average scores on assignments and exams in previous English subjects, which helps maintain an equal starting point in terms of language proficiency. This academic equivalence is crucial to ensure that the observed differences in vocabulary acquisition can be more accurately attributed to the audiovisual treatment rather than to pre-existing differences in language proficiency.

B. Data Presentation

Before the treatment in the form of audiovisual-based learning was given to the experimental class, the researcher first identified the initial abilities of the students in the English subject. This was done to ensure that

both the experimental class (X-2) and the control class (X-3) have a balanced level of ability. Data were obtained from the daily exam scores given by the English subject teacher.

The table below shows the average of English daily exam scores from both classes that are part of the research sample:

Table 4.1
Average of English Daily Test

Experimental Class	SCORE	Control Class	SCORE
Mean	85,4	Mean	85,2

The table above was tested with a homogeneity test to determine whether both samples have the same significance value and can be declared homogeneous. If the significance value is greater than 0.05, then both samples are eligible for further action.

After the significance value from the homogeneity test on the daily test scores in both classes is found, the treatment for the experimental class can be carried out. In the treatment, the experimental class (X-2) received vocabulary using audiovisual media through a multisensory input approach. Meanwhile, the control class (X-3) followed vocabulary learning using conventional methods such as lectures, discussions, and written exercises, without the aid of audiovisual media.

At the end of the session, the final test was given in the form of an essay writing assignment with the theme of describing a desk mate, which was in line with the theme of the material from the previous session. This

test is structured based on the same indicators for both groups and evaluated with a rubric that has been previously validated, covering aspects of content, organization, vocabulary, and mechanics. However, during the final test, 2 students from the experimental class and 2 students from the control class did not attend the final meeting for certain reasons. Thus, the data from the planned number of 72 students (36 students per class) became 8 students who could be analysed. The final test results from both classes were subsequently analysed to determine the extent of the impact of audiovisual-based multisensory input learning on vocabulary acquisition. The final test results of students from both classes are summarized in the table below:

Table 4.2
Average of Essay Writing Test

Experimental Class	SCORE		Control Class	SCORE	
	Inter	Rater		Inter	Rater
Mean	85,2	84,1	Mean	77,2	77

Based on the data in Table 4.2, it is evident that the average score of the experimental class (85.2) is higher compared to the control class (77.2), indicating a significant difference in results between the two groups. This difference in scores indicates that the use of audiovisual media as a form of multisensory input significantly contributes to the improvement of students' vocabulary skills. To ensure that the differences did not occur by chance, the researchers then proceeded to conduct a series

of statistical tests, namely the homogeneity test, normality test, and the Independent Sample T-test. These tests aim to examine the validity of the data and statistically confirm that the treatment given to the experimental class indeed had a significant impact on the learning outcomes. The results of this statistical analysis are presented and discussed in the following section.

C. Analysis and Hypothesis Testing

The data that has been obtained and presented in the table above will be statistically analyzed to examine whether the application of multisensory input through audiovisual materials has a significant effect on vocabulary acquisition among EFL students. This analysis is aimed at testing the research hypothesis, which states that the use of audiovisual materials as a form of multisensory input significantly enhances students' ability to acquire and master new vocabulary. All statistical procedures were systematically conducted using SPSS software. Here are the steps taken to analyze the data collected from the essay writing test.

1. Homogeneity Test

The homogeneity test is then conducted on the students' scores in the essay writing test. In this data, the homogeneity test aims to determine whether the data is homogeneous to meet the requirements of the independent sample T-test.⁴⁹ Here

⁴⁹ Setyawan, *Petunjuk Praktikum Uji Normalitas & Uji Homogenitas Data Dengan SPSS*.

is the table presenting the results of the homogeneity test on the data from the students' essay writing test scores:

Table 4.3
Test of Homogeneity of Essay Writing Test

		Levene Statistic	df1	df2	Sig.
Essay Writing Test	Based on the Mean	.134	1	66	.715
	Based on the Median	.027	1	66	.869
	Based on Median and with adjusted df	.027	1	54.390	.869
	Based on the trimmed mean	.098	1	66	.755

The table above shows a significance value >0.05 from the homogeneity test is 0.715. Therefore, the data from the students' essay writing test scores are declared homogeneous and suitable for an independent sample T-Test.

2. Normality Test

After the treatment for the experimental class was given, the final meeting was used to test the students' ability to master vocabulary. Data were taken from the scores of the essay writing test that was conducted in both classes. The data that

had been collected will be tested for normality using the Kolmogorov-Smirnov method to ensure that the data from both groups is normally distributed.⁵⁰ The results of this test determine whether parametric tests can be conducted validly. Here is the table presenting the results of the normality test conducted by the researcher:

Table 4.4
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		34	
Normal Parameters a ^b	Mean	.0000000	
	Std. Deviation	8.25798319	
Most Extreme Differences	Absolute	.115	
	Positive	.108	
	Negative	-.115	
Test Statistic		.115	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.301	
	99%	Lower	.289
	Confidence	Bound	
	Interval	Upper	.312
		Bound	

⁵⁰ Setyawan.

From table 4.4, it is known that the significance of the normality test using the one-sample Kolmogorov-Smirnov Test obtained a value > 0.05 , which is 0.200. This indicates that both samples are normally distributed and suitable for valid parametric testing.

3. Independent Sample T-test

Because the data analysed showed a normal distribution, a parametric test using the independent sample T-test can be conducted. An independent sample T-test is used to test the main hypothesis or the alternative hypothesis (H_a) in this study. This test is also used to determine whether there is a difference in means between two unpaired samples.⁵¹ This test served as the main instrument in determining the effect of the treatment given. Here is the table that will present the results of the independent sample T-test:

Table 4.5
Independent Sample T-test

		t-test for Equality of Means		Sig. (2-tailed)	Mean Difference
		t	df		
Essay Writing Test	Equal variances assumed	4.196	66	.001	8.029
	Equal variances not assumed	4.196	64.401	.001	8.029

⁵¹ Nuryadi et al., *Buku Ajar Dasar-Dasar Statistik Penelitian*, Sibuku Media, 2017, https://eprints.mercubuana-yogya.ac.id/id/eprint/6667/1/Buku-Ajar_Dasar-Dasar-Statistik-Penelitian.pdf.

Table 4.5 displays the results of the Independent Sample T-test used to test the main hypothesis in this study, which is whether there is a significant effect of using audiovisual-based multisensory input on EFL students' vocabulary mastery. The test results show a significance value (Sig. 2-tailed) of < 0.001 , which is less than the significance level of 0.05. Thus, it can be concluded that there is a highly significant difference between the final test scores of the experimental group and the control group. These findings lead to the rejection of the null hypothesis (H_0), which states that there is no significant effect, and support the acceptance of the alternative hypothesis (H_a) that the use of audiovisual media as a form of multisensory input significantly improves students' vocabulary skills. These results provide strong statistical evidence that the treatment applied in the learning process has a real and positive impact on students' learning achievements, particularly in the context of mastering English vocabulary as a foreign language.

4. Data Validity

To ensure that the instrument used in this study truly measured what it was intended to measure—namely, students' vocabulary acquisition in descriptive writing—the researcher applied content validity. Content validity refers to the degree to

which the items of an instrument are representative of the content domain they are supposed to cover.

In this study, the instrument took the form of an essay writing task provided in the form of an LKPD (Lembar Kerja Peserta Didik), which instructed students to write a descriptive text consisting of 5 to 7 sentences about their desk mate. This instructional design was developed not arbitrarily, but with direct reference to the *Alur Tujuan Pembelajaran (ATP)* created and used by the English teacher at SMAN 3 Jember, Ms. Dinik Rojaningtiya, S.P d., as part of the 2022 revised curriculum (*Merdeka Curriculum*) implementation.

A close examination of the ATP shows that one of the Core Competencies (*TP: Tujuan Pembelajaran*) in Phase E (Grade 10) is:

*"E.6 – Peserta didik dapat merancang teks tulis berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri".*⁵²

This objective aligns directly with the LKPD used in the study, which asks students to compose a short descriptive paragraph about their classmate. The task reflects the

⁵² Dinik Rojaningtiya, "Alur Tujuan Pembelajaran Mata Pelajaran Bahasa Inggris Fase E Kelas X," 2022, 1–17.

descriptive text genre, incorporates real-life social and physical context (school environment), and requires the use of adjectives—one of the language features emphasized in the curriculum. Thus, the instrument was developed to match the curricular demand in terms of genre, language structure, and communicative purpose. Therefore, the content validity of the instrument is assured, as the assessment task is rooted in official school curriculum documents. The LKPD used is not only valid in theory but also in practice, as it reflects what students are expected to achieve in their actual classroom learning activities.

In addition to ensuring content validity by aligning the instrument with the curriculum, the researcher also considered the consistency of scoring through inter-rater reliability to maintain the objectivity of the assessment process. This section presents the test results using the inter-rater reliability test, which aims to state that the assessment is consistent and not subjective. According to Gwet, inter-rater reliability is essential in determining the extent to which data collected from different raters can be used interchangeably without compromising the validity of the research findings.⁵³ Previously, to meet the inter-rater reliability test, the researcher collaborated with subject

⁵³ L. Gwet, *Hand Book of Inter Rater Reliability: Definite*.

teachers to grade the test results. Here is the table presenting the results of the inter-rater reliability test on the test scores:

Table 4.6
Inter-Rater Reliability Test

		Rater 1	Rater 2
Penilaian Peneliti	Pearson Correlation	1	.968**
	Sig. (2-tailed)		.001
	N	68	68
Penilaian Guru Mata Pelajaran	Pearson Correlation	.968**	1
	Sig. (2-tailed)	.001	
	N	68	68

From the table above, it can be seen that the significance value (2-tailed) < 0.05 is 0.001. This indicates that there is a significant correlation between the ratings of the two raters. Thus, the scores given can be considered reliable and consistent.

D. Discussion

The central focus of this study was to determine the effect of implementing multisensory input on vocabulary acquisition among EFL learners. The results clearly demonstrated the effectiveness of this approach, as reflected in the significant difference in average test scores

between the experimental and control groups. Statistical analysis using the independent sample t-test produced a significance value of $p < 0.001$, which confirms that the treatment had a meaningful and measurable impact. The use of audiovisual media, which engages both visual (image, text, videos) and auditory (sound, narration, pronunciation) channels, helps students contextualize vocabulary cognitive connections with word meanings, in the high school EFL learning context, this method made the learning experience more engaging, interactive, and memorable compared to conventional text based instruction. Overall, these findings highlighted the essential role of multisensory input in enhancing vocabulary mastery, deepening comprehension, and promoting more effective use of vocabulary in students' predictive language skills.

These findings supported the multisensory theory framework proposed by Judith R. Birsh and Suzanne Carreker, which states that learning will be more effective when it involves various sensory channels such as visual, auditory, and kinaesthetic simultaneously.⁵⁴ In the context of this research, the experimental class students who received instruction through audiovisual media simultaneously acquired information through two main sensory modalities: vision (visual) and hearing (auditory). This process forms dual cognitive pathways that enhance memory processing and word comprehension. Thus, the multisensory approach through

⁵⁴ R. Birsh and Carreker, *Multisensory Teaching of Basic Language Skills, Multisensory Teaching of Basic Language Skills Activity Book*.

audiovisual means not only enhances vocabulary comprehension but also strengthens long-term memory and the use of words in real contexts.

These findings align with the research conducted by Seidl et al., which concluded that the combination of auditory and tactile input can strengthen vocabulary representation in long-term memory. In their research, children who received learning through more than one sensory channel showed higher results in vocabulary mastery compared to the group that only received auditory stimuli.⁵⁵ Although the research was conducted on preschool children, the basic principles of multisensory theory remain relevant in the context of high school. This shows that the human brain, both in children and adolescents, works more optimally when processing information coming from various channels simultaneously. This is in line with the multisensory theory proposed by Judith R. Birsh, which emphasizes that the simultaneous activation of various senses can enhance comprehension and memory in the language learning process. Therefore, learning that combines visual and auditory elements, as used in this research, allows students to receive information through more than one sensory channel simultaneously.

The results of this study are also in line with the findings of Daza Gonzalez et al., who researched the effectiveness of a multisensory-based phonological training approach for hearing-impaired children. The research shows that when the learning process actively involves more than

⁵⁵ Seidl, Indarjit, and Borovsky, "Touch to Learn: Multisensory Input Supports Word Learning and Processing."

one sensory channel, such as through a combination of visual, auditory, and kinaesthetic methods, students' abilities to read and understand vocabulary significantly improve, even among learners with sensory impairments.⁵⁶ These findings reinforce the idea that multisensory learning cannot be considered merely a supplementary method, but rather a strategic and inclusive approach that enables the achievement of more optimal learning outcomes. This approach is considered capable of addressing the diversity of learning styles in the classroom, whether for students who are more responsive to visual, auditory, or kinaesthetic information. In the context of this research, students who receive learning through audiovisual media demonstrate better vocabulary mastery, because the delivery of material is not only verbal or auditory but also reinforced with concrete visual representations, making the information easier to understand, remember, and meaningfully apply in real language use contexts.

Research by Lawrence A. Herman also provides conceptual support for these findings. He researched the use of multisensory imagery in vocabulary learning and found that the combination of visual and verbal imagination creates a deeper and more lasting learning experience.⁵⁷ Although it does not directly improve mechanical aspects such as spelling or pronunciation in the short term, this approach has proven beneficial in creating an initial understanding of words and their usage. This is relevant

⁵⁶ Daza Gonzalez et al., "Improving Phonological Skills and Reading Comprehension in Deaf Children: A New Multisensory Approach."

⁵⁷ Herman, "The Effects of Multisensory Imagery on Vocabulary Learning."

to the research findings, where students taught using audiovisual methods demonstrated better understanding in essay writing, indicating that they not only recognized the words but also understood how to apply them in the appropriate context. Reinforcing understanding through dual sensory experiences allows students to build stronger meaning associations that are not easily forgotten.

Furthermore, Dikra researched the influence of a multisensory approach in EFL learning for children and found that this approach not only enhances vocabulary mastery but also student motivation. He emphasized that learning experiences involving visualization, hearing, and movement can create a more enjoyable and interactive learning atmosphere, making students more engaged and active in the learning process.⁵⁸ Although the subjects of the research differ in age, these results align with the findings of the study, where students in the experimental class appeared more enthusiastic, focused, and cooperative compared to those in the control class. Audiovisual learning not only enhances cognitive outcomes but also contributes to a more conducive and enjoyable classroom atmosphere. This shows that the success of multisensory input lies not only in the academic aspect but also in the development of students' affection and motivation to learn.

Khasawneh et al. stated that the use of a multisensory approach with dyslexic students in Saudi Arabia significantly improved their

⁵⁸ Cherif Dikra, "The Use of the Multi-Sensory Teaching Approach in Enhancing Vocabulary Learning for EFL Young Learners: The Case of Young Learners at Elimtiaz Private School, Ouargla."

reading skills and English vocabulary mastery. Although the students' backgrounds differ from the normal context, these results strongly contribute to the universality of the effectiveness of the multisensory approach.⁵⁹ In other words, this approach is adaptive to various levels of student abilities and learning needs. This provides evidence that audiovisual-based learning applied in this research is not only relevant for general students but also has great potential when applied in the context of inclusion and remedial learning. Its effectiveness transcends cultural, age, and even certain neurological condition boundaries.

Overall, the results of this study successfully reinforce previous theories and findings regarding the benefits of a multisensory approach in vocabulary learning. Not only did it significantly improve students' post-test results, but it also created a richer and deeper learning experience. Thus, this research not only answers the research question with strong data but also provides practical and theoretical contributions to the development of English learning at the high school level, particularly in encouraging the use of media that supports dual sensory processing such as audiovisuals. Teachers and education practitioners are encouraged to start adopting a multisensory approach as part of a learning strategy that is responsive to the diversity of learning styles and student needs in the context of foreign language learning.

⁵⁹ Khasawneh, "Adapting Multisensory Techniques for Dyslexic Learners in English Language Learning: A Case Study Approach."

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discussed about the conclusions of the research that has been conducted as well as the recommendations formulated based on the previous chapters.

A. CONCLUSION

Focusing upon the results of the data analysis and subsequent discussion, it may be said that there is a substantial influence of using audiovisual-based multisensory input on the vocabulary mastery of EFL students in grade X at SMA Negeri 3 Jember. This is evidenced by the results of the independent sample t-test, revealed a significant value of $p < 0.001$, meaning that the difference between the experimental and control groups did not occur by chance, but rather due to the treatment given.

The experimental class that received treatment in the form of vocabulary learning through audiovisual media showed a higher average post-test score compared to the control class that learned using conventional methods. Thus, the use of audiovisuals as a form of multisensory input application has proven to be able to enhance students' understanding, memory, and vocabulary application more effectively. These findings reinforce the multisensory theory proposed by Judith R. Birsh and Suzanne Carreker, and are supported by several previous studies such as Seidl, Daza, Herman, Dikra, and Khasawneh, all of which

demonstrate the effectiveness of multisensory input in language learning. Audiovisual-based learning allows students to access material through both visual and auditory channels simultaneously, thereby providing a more contextual, interactive, and meaningful learning experience.

B. SUGGESTIONS

Based on the research results and conclusions that have been presented, the researcher offers the following suggestions:

1. For English Teachers.

Teachers are advised to integrate audiovisual media into vocabulary learning as a form of multisensory input. By involving visual and auditory channels, the learning process will become more engaging and can reach various learning styles of students. The use of videos, images, and narration can help students understand the meaning of words contextually and improve long-term retention.

2. For Schools and Educational Institutions.

Schools can provide facilities and training that support the implementation of multisensory methods in learning, such as projectors, speakers, and access to relevant audiovisual materials. This approach aligns with the spirit of the Merdeka Curriculum, which promotes student-centered learning, technology, and differentiation.

3. For Future Researchers.

This research can serve as a reference for developing further studies that explore other types of multisensory input, such as tactile or kinaesthetic. Further research could also consider using a mixed-method design to delve deeper into students' experiences during the learning process, or apply this approach to other language skills such as speaking and listening.

4. For Students.

Students are expected to be more active in utilizing learning media that involve various senses, including educational videos, language applications, and other digital materials, to strengthen their vocabulary mastery independently. With multisensory involvement, students can more easily understand and use vocabulary in real life.

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APPENDICES

Appendix 1: Declaration of Authenticity

SURAT PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

NIM : 212101060026

Nama : Azza Naqdan Mufti

Semester : VIII (Delapan)

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi saya yang berjudul "*Exploring The Effect of Multisensory Input Through Classroom Audiovisual on EFL Learners' Vocabulary Acquisition*" adalah hasil dari penelitian/ karya saya sendiri, kecuali pada bagian-bagian yang di rujuk pada sumbernya.

Dalam proses penyusunan, saya menggunakan bantuan teknologi kecerdasan buatan (AI) secara terbatas sebagai alat bantu dalam bentuk penyusunan ide, parafrase, atau pengecekan tata bahasa. Namun, seluruh konten, analisis data, dan tanggung jawab akademik sepenuhnya menjadi tanggung jawab saya sebagai penulis.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenarnya.

Jember, 30 Juni 2025
Saya yang menyatakan

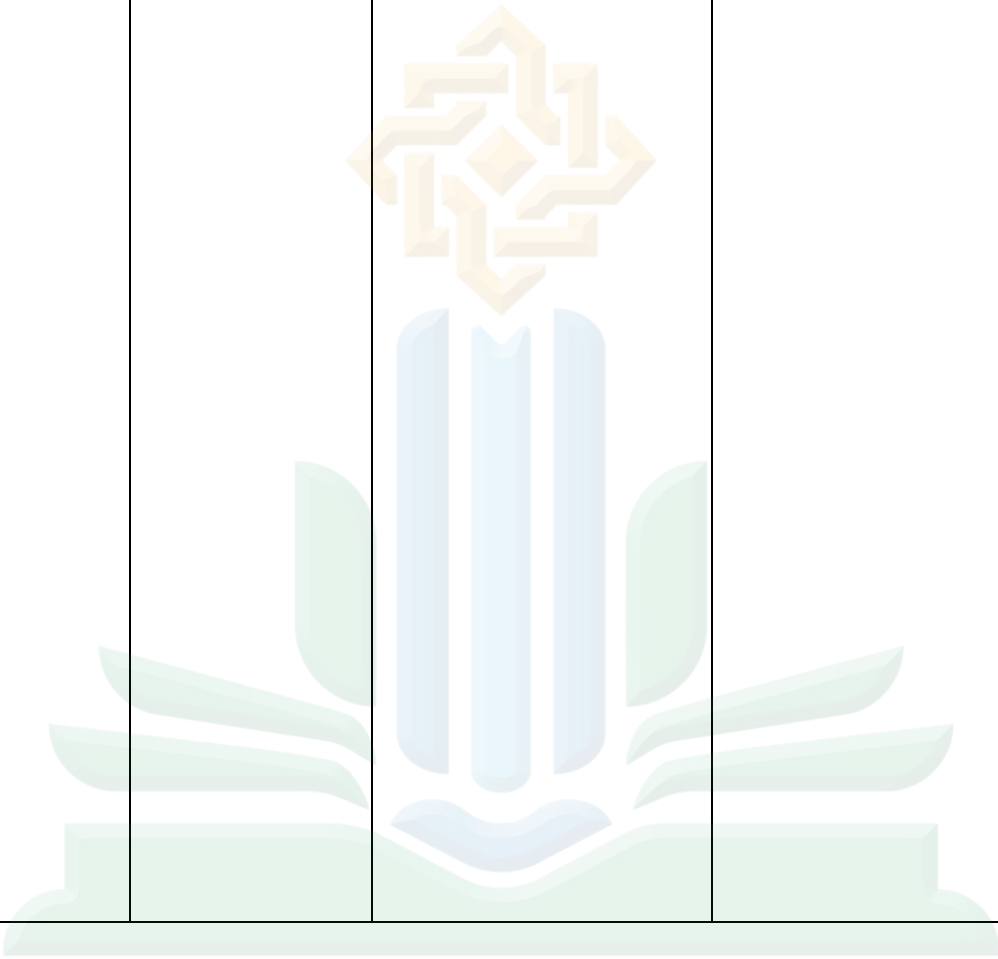


Azza Naqdan Mufti
NIM. 212101060026

Appendix 2: Research Matrix

Research Matrix

Title	Variable	Indicator	Data Resources	Research Method	Research Question
Exploring the Effect of Multisensory Input through Classroom Audiovisual on EFL Learners' Vocabulary Acquisition	1. The effect of multisensory input	1. Visual input 2. Auditory input 3. Audiovisual integration	Students of 12 th grade from 12-2 and 12-5 of SMA Negeri 3 Jember	Research Design: Experimental of Quantitative research approach	1. Is there any significant effects on the implementing multisensory input on vocabulary acquisition in EFL learners?
	2. Vocabulary Acquisition	1. Receptive vocabulary 2. Retention 3. Productive vocabulary 4. Contextual usage	Instrument: a. Audio Sound b. Visual image	Data Collection: 1. Test Data Analysis: equivalent T-test Hypothesis: 1. Hypothesis Nol: using audiovisuals as a means of multisensory input is not significantly improves	

				students' ability to master and remember new vocabulary compared to traditional teaching methods. 2. Hypothesis Alternative: using audiovisuals as a means of multisensory input significantly improves students' ability to master and remember new vocabulary compared to traditional teaching methods.	
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Appendix 3: Data Collection Form

1. Profile of SMA Negeri 3 Jember

NSS : 301052430065
School's name : SMA Negeri 3 Jember
Accredited : A
Adress : Jl. Jendral Basuki Rahmat No. 26
Province : Jawa Timur
Learning Time : 07.00 – 16.00

1. Vision of SMA Negeri 3 Jember

“Terwujudnya peserta didik yang beriman, berakarakter, mandiri, kritis, kreatif, dan berkebhinekaan global” The indicators of the vision of SMA Negeri 3 Jember are as follows:

- a. *Beriman: memiliki sifat yang berakhlak dalam hubungannya dengan Tuhan Yang Maha Esa, memahami ajaran agama dan kepercayaannya, serta menerapkan pemahaman tersebut dalam kehidupan sehari-hari.* Faithful: possessing moral character in relation to God Almighty, understanding religious teachings and beliefs, and applying that understanding in daily life.
- b. *Berakarakter: memiliki sifat jujur, disiplin, bertanggung jawab, serta melakukan kegiatan secara bersama-sama dengan suka rela agar kegiatan yang dikerjakan dapat berjalan lancar, mudah dan ringan.* Character: possessing honest, disciplined, and responsible traits, and engaging in activities together voluntarily so that the tasks can be carried out smoothly, easily, and lightly.
- c. *Mandiri: memiliki sifat rasa percaya diri dan bertanggung jawab yang tinggi serta mampu melaksanakan tugas-tugas yang dibebankan tanpa bantuan orang lain atas proses dan hasil belajarnya.* Independent: possessing a high sense of self-confidence and responsibility, and capable of carrying out assigned tasks without assistance from others regarding the learning process and outcomes.

- d. *Kritis: memiliki sifat yang bernalar kritis mampu secara objektif memproses informasi baik kualitatif maupun kuantitatif, membangun keterkaitan antara berbagai informasi, menganalisis informasi, mengevaluasi dan menyimpulkannya.* Critical: possessing a critical thinking nature, able to objectively process both qualitative and quantitative information, establish connections between various pieces of information, analyze information, evaluate it, and draw conclusions.
- e. *Kreatif: memiliki sifat yang mampu memodifikasi dan menghasilkan sesuatu yang orisinal, bermakna, bermanfaat, dan berdampak.* Creative: possessing the ability to modify and produce something original, meaningful, beneficial, and impactful.
- f. *Berkebinekaan Global: memiliki sikap mempertahankan budaya luhur, lokalitas dan identitasnya, dan tetap berpikiran terbuka dalam berinteraksi dengan budaya lain sehingga menumbuhkan rasa saling menghargai dan kemungkinan terbentuknya budaya baru yang positif dan tidak bertentangan dengan budaya luhur bangsa.* Global Diversity: having an attitude of preserving noble cultures, localities, and identities, while remaining open-minded in interacting with other cultures, thereby fostering mutual respect and the possibility of forming new, positive cultures that do not conflict with the nation's noble culture.

2. Mission of SMA Negeri 3 Jember

- a. *Mewujudkan pendidikan untuk menghasilkan insan yang memiliki akhlak beragama, akhlak pribadi, akhlak kepada sesama, akhlak kepada alam, dan akhlak bernegara.* Realizing education to produce individuals who possess religious morals, personal morals, morals towards others, morals towards nature, and national morals.
- b. *Mengoptimalkan kemampuan berkolaborasi, kepedulian, dan berbagi terhadap sesama.* Optimizing the ability to collaborate, care, and share with others.
- c. *Mewujudkan peningkatan pemahaman dan kesadaran akan diri dan situasi yang dihadapi serta regulasi diri melalui program yang terencana dan berkesinambungan.* Achieving an increase in understanding and awareness of

oneself and the situations faced, as well as self-regulation, through well-planned and continuous programs.

- d. *Meningkatkan kemampuan dalam memperoleh dan memproses informasi dan gagasan, menganalisis dan mengevaluasi penalaran, merefleksi pemikiran dan proses berpikir dalam pengambilan keputusan.* Improving the ability to acquire and process information and ideas, analyze and evaluate reasoning, reflect on thoughts and thinking processes in decision-making.
- e. *Mengembangkan kemampuan dalam menghasilkan gagasan yang orisinal serta menghasilkan karya dan tindakan yang orisinal serta memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan.* Developing the ability to generate original ideas as well as produce original works and actions, and having flexibility in thinking when seeking alternative solutions to problems.
- f. *Meningkatkan kemampuan dalam mengenal dan menghargai budaya, kemampuan komunikasi interkultural dalam berinteraksi dengan sesama, dan refleksi dan tanggung jawab terhadap pengalaman kebinekaan.* Improving the ability to recognize and appreciate culture, intercultural communication skills in interacting with others, and reflection and responsibility towards the experience of diversity.

3. Goal of SMA Negeri 3 Jember

- a. *Tercapainya pendidikan untuk mnghasilkan insan yang memiliki akhlak beragama, akhlak pribadi, akhlak kepada sesama, akhlak kepada alam, dan akhlak bernegara.* The achievement of education to produce individuals with religious morals, personal morals, morals towards others, morals towards nature, and national morals.
- b. *Tercapainya kemampuan berkolaborasi, kepedulian, dan berbagi terhadap sesama.* The achievement of the ability to collaborate, care, and share with others.
- c. *Tercapainya pemahaman dan kesadaran akan diri dan situasi yang dihadapi serta regulasi diri melalui program yang terencana dan berkesinambungan.* The achievement of understanding and awareness of oneself and the situation faced, as well as self-regulation through a well-planned and continuous program.

- d. *Tercapainya kemampuan dalam memperoleh dan memproses informasi dan gagasan, menganalisis dan mengevaluasi penalaran, merefleksi pemikiran dan proses berpikir dalam pengambilan keputusan.* The achievement of the ability to obtain and process information and ideas, analyze and evaluate reasoning, reflect on thinking and the thinking process in decision-making.
- e. *Tercapainya kemampuan dalam menghasilkan gagasan yang orisinal serta menghasilkan karya dan tindakan yang orisinal serta memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan.* The achievement of the ability to generate original ideas as well as produce original works and actions, and to have flexibility in thinking when seeking alternative solutions to problems.
- f. *Tercapainya kemampuan dalam mengenal dan menghargai budaya, kemampuan komunikasi interkultural dalam berinteraksi dengan sesama, dan refleksi dan tanggung jawab terhadap pengalaman kebinekaan.* The achievement of the ability to recognize and appreciate culture, intercultural communication skills in interacting with others, and reflection and responsibility towards the experience of diversity.

4. Teachers and staff data of SMA Negeri 3 Jember

No.	Main duties/ additional duties		Total
1	Teacher		47
	Male	Female	
	21	26	
2	Staff		14
	Male	Female	
	11	3	

5. Students' data of SMA Negeri 3 Jember

No.	Class	Male	Female	Total
1	X Class	165	168	333

2	XI Class	124	163	287
3	XII Class	131	128	259

2. Annual Program

PROGRAM TAHUNAN

Satuan

Pendidikan

: SMAN 3 Jember

Kelas/Semester : X

Tahun

:

Mata Pelajaran

: BAHhASA INGGRIS

Pelajaran

2024/2025

SEMESTER		TUJUAN PEMBELAJARAN	ALOKASI WAKTU (JP)	KE T.
SEMESTER I	Unit 1 : Narrative Text: The Story of a Friendly Future	12.1.1. Identify the communicative purposes and the schematic structures of narrative text	18	
		12.1.2. Identify some of the linguistic features of narrative text: the past tenses and action verbs.		
		12.1.3. State explicit and implicit information (main ideas and detailed information) from narrative text		
		12.1.4. Write a narrative text with appropriate schematic structures and linguistic features		
		12.1.5. Retell a narrative text in focus		
	Unit 2 : Argumentative Text: E-Money	12.2.1. Identify the communicative purposes and schematic structures of an argumentative text	21	
		12.2.2. Identify the language features of argumentative text: the expressions of asking and giving opinions		
		12.2.3. State explicit and implicit information (main ideas and detailed information) from an argumentative text		
		12.2.4. Write an argumentative text with appropriate schematic structures and language features		
		12.2.5. Perform an argumentative text in a form of a preferred media using the expressions of asking and giving opinions in focus		
		JUMLAH	39	
SEMESTER II	Exposit	12.3.1. Identify the communicative purposes and the schematic structures of hortatory exposition text.	12	

Unit 4 : Discussion Text: Carbon Footprints	12.3.2. Identify some of the language features of hortatory exposition text: present tense and emotive phrases.		
	12.3.3. State explicit and implicit information (main ideas and detailed information) from hortatory exposition text.		
	12.3.4. Categorize facts and opinions on hortatory exposition text.		
	12.3.5. Write a hortatory exposition text with appropriate schematic structures and linguistic features.		
	12.3.6. Do a group presentation that focuses on hortatory exposition text.		
	12.4.1. Identify the communicative purposes and the schematic structures of discussion text.	9	
	12.4.2. Identify some of the linguistic features of discussion text: generic participants, simple present, thinking verb, modality, contrastive conjunction, and passive voice.		
	12.4.3. State explicit and implicit information, main ideas and detailed information from discussion text		
	12.4.4. Categorize facts and opinions based on discussion text given		
	12.4.5. Write a discussion text with the appropriate schematic structures and language features		
	12.4.6. Do a group presentation that focuses on discussion text.		
JUMLAH		21	
TOTAL		60	

3. Program Semester

PROGRAM SEMESTER GANJIL

Satuan Pendidikan : SMAN 3 Jember

Kelas/Semester : X / Ganjil

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2024/2025

NO	TUJUAN PEMBELAJARAN	WAKT U	JULI					AGUSTUS				SEPTEMBER				OKTOBER					NOPEMBER				DESEMBER				KE T.	
			1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4		
	12.1.1. Identify the communicative purposes and the schematic structures of narrative text	18																												
	12.1.2. Identify some of the linguistic features of narrative text: the past tenses and action verbs.					3																								
	12.1.3. State explicit and implicit information (main ideas and detailed information) from narrative text							3																						
	12.1.4. Write a narrative text with appropriate schematic structures and linguistic features								3																					
	12.1.5. Retell a narrative text in focus								3		3																			
	12.2.1. Identify the communicative purposes and schematic structures of an argumentative text	21									3																			
			PENGENALAN LINGKUNGAN SEKOLAH									PELAKSANAAN KEGIATAN P5				PENILAIAN TENGAH SEMESTER					KEGIATAN TENGAH SEMESTER DAN PENYERAHAN RAPOR									
																					PELAKSANAAN KEGIATAN P5					PENILAIAN SUMATIF AKHIR SEMESTER GANJIL				
																										PENILAIAN REMEDIAL/PENGAYAAN				
																										PERESAPAN DAN PENYERAHAN RAPOR				
																										LIBUR SEMESTER GANJIL				

PROGRAM SEMESTER GENAP

Satuan Pendidikan : SMAN 3 Jember
Mata Pelajaran : BAHASA INGGRIS

Kelas/Semester :X/GENAP
Tahun Pelajaran : 2024/2025

NO	TUJUAN PEMBELAJARAN	WAKTU	JANUARI					FEBRUARI				MARET				APRIL					MEI				JUNI				JULI		K E T.
			1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	
	12.3.1. Identify the communicative purposes and the schematic structures of hortatory exposition text.	12	3																												
	12.3.2. Identify some of the language features of hortatory exposition text: present tense and emotive phrases.			3																											
	12.3.3. State explicit and implicit information (main ideas and detailed information) from hortatory exposition text.				3																										
	12.3.4. Categorize facts and opinions on hortatory exposition text.					3																									
	12.3.5. Write a hortatory exposition text with appropriate schematic structures and linguistic features.																														
	12.3.6. Do a group presentation that focuses on hortatory exposition text.																														
	12.4.1. Identify the communicative purposes and the schematic structures of discussion text.	9					3																								

4. Learning Objective Flow

ALUR TUJUAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE E (KELAS X)

(Sesuai Kemendikbudristek No. 33 Th. 2022 Tentang Capaian Pembelajaran)

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Need, Feeling and Attitude	Profil Pelajar Pancasila	Modul	JP
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10. A.1	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Mandiri, Bernalar Kritis	1	4
A.2	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri dan kreatif	1	4
TOTAL JAM PELAJARAN				8 JP

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to

questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Need, Feeling and Attitude	Profil Pelajar Pancasila	Modul	JP
10. B.1	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Bergotongroyong, Mandiri, Bernalar Kritis dan Kreatif.	2	4
B.2	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Bergotongroyong, Bernalar Kritis dan Kreatif	2	4
TOTAL JAM PELAJARAN				8 JP

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan

untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others

in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Lagu dan Puisi	Profil Pelajar Pancasila	Modul	JP
10. C.1	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global dan Bernalar Kritis.	3	4
C.2	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk lagu secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global dan Bernalar Kritis	3	4
TOTAL JAM PELAJARAN				8 JP

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan

mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Narrative (Fiksi dan Nonfiksi)	Profil Pelajar Pancasila	Modul	JP
10. D.1	Peserta didik dapat memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Berkebinekaan Global Bernalar Kritis	4	2
D.2	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar Kritis	4	2
D.3	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar Kritis	4	4
TOTAL JAM PELAJARAN				8 JP

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat

berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Narrative (Fiksi dan Nonfiksi)	Profil Pelajar Pancasila	Modul	JP
10. D.4	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar kritis	4	2
D.5	Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya Indonesia.	Bernalar kritis	4	2
TOTAL JAM PELAJARAN				4

ELEMEN:

MENULIS-MEMPRESENTASIKAN

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami,

serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan

yang berbeda-beda, dalam bentuk cetak dan digital.				
<i>By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i>				
Materi	Narrative (Fiksi dan Nonfiksi)	Profil Pelajar Pancasila	Modul	J P
X. D.7	Peserta didik dapat merancang teks tulis berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.	4	4
D.8	Peserta didik dapat mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri, Bernalar Kritis dan Kreatif.	4	4
TOTAL JAM PELAJARAN				8

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai

topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Descriptive Teks	Profil Pelajar Pancasila	Modul	JP
10. E.1	Peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive).	Mandiri dan Bernalar Kritis	5	2
E.2	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat..	Bernalar kritis	5	2
E.3	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif	Bernalar Kritis	5	4
	dan santun terkait topik lingkungan fisik dan sosial masyarakat.			
TOTAL JAM PELAJARAN				8

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam

memahami informasi tersirat dalam teks.				
<i>By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</i>				
Materi	Descriptive Text	Profil Pelajar Pancasila	Modul	JP
X. E.4	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Mandiri, Bernalar Kritis	5	2
E.5	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Bernalar Kritis	5	2
TOTAL JAM PELAJARAN				4

ELEMEN:

MENULIS-MEMPRESENTASIKAN

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of phase E, students write a variety of fiction and non-fiction texts, through

guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Materi	Descriptive Text	Profil Pelajar Pancasila	Modul	J P
X. E.6	Peserta didik dapat merancang teks tulis berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Kreatif, Mandiri, dan Bernalar Kritis	5	4
E.7	Peserta didik dapat mempresentasikan secara lisan teks berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Percaya Diri, Kreatif dan Bernalar kritis	5	4
TOTAL JAM PELAJARAN				8

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and

others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

Materi	Procedure Text	Profil Pelajar Pancasila	Modul	JP
X. F.1	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Mandiri dan Bernalar Kritis	6	4
F.2	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur	Beriman, bertakwa kepada	6	4
	teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Tuhan YME, berakhlak Mulia, percaya diri dan kreatif		
TOTAL JAM PELAJARAN				8

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Procedure Text	Profil Pelajar Pancasila	Modul	JP
Modul JP F.3	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	6	4
F.4	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Bernalar kritis	6	4
TOTAL JAM PELAJARAN				8

ELEMEN:

MENYIMAK – BERBICARA

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in

<i>some contexts.</i>				
Materi	Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Sejarah)	Profil Pelajar Pancasila	Modul	JP
X. G.1	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Mandiri dan Bernalar Kritis	7	4
G.2	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Bernalar Kritis	7	4
TOTAL JAM PELAJARAN				8

ELEMEN:

MEMBACA - MEMIRSA

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Materi	Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Bersejarah)	Profil Pelajar Pancasila	Modul	JP
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X. G.3	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Mandiri, benalar kritis	7	4
G.4	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis	Bernalar kritis	7	4
	berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.			
TOTAL JAM PELAJARAN				8

ELEMEN:

MEMBACA - MEMIRSA

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CAPAIAN PEMBELAJARAN:

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Materi	Advertisement, Invitation and Announcement	Profil Pelajar Pancasila	Modul	JP
X. H.1	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	8	2
H.2	Peserta didik dapat menyimpulkan makna dan	Bernalar	8	2

	mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan	kritis		
	(invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.			
TOTAL JAM PELAJARAN				4

ELEMEN:

MENULIS-MEMPRESENTASIKAN

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Materi	Advertisement, Invitation and Announcement	Profil Pelajar Pancasila	Modul	J P
X. H.3	Peserta didik dapat merancang teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat.	Kreatif, Mandiri, dan Bernalar Kritis	8	4
H.4	Peserta didik dapat mempresentasikan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan	Percaya Diri, Kreatif dan	8	4

pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Bernalar kritis		
TOTAL JAM PELAJARAN			8

TOTAL JAM PELAJARAN = 108

5. Teaching Module

MODUL AJAR	
INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Azza Naqdan Mufti
Institusi	: SMA Negeri 3 Jember
Tahun Penyusun	: 2025
Jenjang Sekolah	: SMA
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/ Semester	: X (Sepuluh)/ 2
Alokasi Waktu	: 2x45 Menit
B. KOMPETENSI AWAL	
Capaian Pembelajaran Bahasa Inggris Fase E, yaitu: Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.	
Elemen Menyimak – Berbicara	
Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan	

dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

Elemen Membaca – Memirsa

Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

C. PROFIL PANCASILA

Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;

D. SARANA DAN PRASARANA
1. Papan tulis 2. Lembar kerja
E. TARGET PESERTA DIDIK
Peserta didik ampu mengingat dan menguasai kosa kata baru dan maknanya secara <i>verbal</i> dan <i>non-verbal</i> Membangun motivasi, koneksi pengetahuan sebelumnya, dan memberi gambaran tentang materi.
F. MODEL PEMBELAJARAN
1. Scientific Approach
KOMPONEN INTI
A. KEGIATAN PEMBELAJARAN
a. Kegiatan Pembuka (10 menit) Tujuan: Membangun motivasi, koneksi pengetahuan sebelumnya, dan memberi gambaran tentang materi. • Guru menyapa siswa dan membuka pelajaran dengan pertanyaan pemantik: • Guru menunjukkan beberapa gambar hewan (misalnya: lion, elephant, rabbit, etc.) dan menanyakan • Menyampaikan tujuan pembelajaran b. Kegiatan Inti (Scientific Approach – 5M) (65 menit) 1. Mengamati (Observing) – 10 menit • Siswa melihat <i>gambar-gambar hewan</i> yang ditempel/diproyeksikan. • Guru memberikan <i>visual word cards</i> (gambar + nama hewan + kata sifat sederhana). • Siswa mencatat kata-kata baru di buku mereka. 2. Menanya (Questioning) – 10 menit • Guru mengarahkan siswa membuat pertanyaan seperti: • Siswa diberi kesempatan bertanya tentang kata yang belum mereka pahami. 3. Mencoba (Experimenting) – 15 menit • Siswa bekerja dalam kelompok kecil (3–4 orang). • Tiap kelompok mendapat 3 kartu gambar hewan acak. • Tugas: Menyusun kalimat deskriptif sederhana berdasarkan gambar, contoh: 4. Menalar (Associating) – 15 menit • Siswa menempel hasil kerja kelompok di papan dan membacakan hasilnya. • Guru dan siswa lain memberi feedback ringan. • Diskusi kosakata tambahan: jenis makanan, habitat, dll. 5. Mengomunikasikan (Communicating) – 15 menit

- Siswa secara individu diminta untuk menggambar hewan favorit mereka dan menulis 3 kalimat deskriptif.
- Beberapa siswa dipilih untuk membacakan deskripsi mereka di depan kelas.

c. Kegiatan Penutup (15 menit)

- Guru mengulas kembali kosakata yang telah dipelajari hari ini.
- Memberikan pujian terhadap hasil kerja siswa.
- Memberikan refleksi singkat:
- Guru memberi tugas rumah (opsional):

MODUL AJAR



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

INFORMASI UMUM	
G. IDENTITAS MODUL	
Penyusun	: Azza Naqdan Mufti
Institusi	: SMA Negeri 3 Jember
Tahun Penyusun	: 2025
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Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/ Semester	: X (Sepuluh)/ 2
Alokasi Waktu	: 2x45 Menit
H. KOMPETENSI AWAL	
Capaian Pembelajaran Bahasa Inggris Fase E, yaitu: Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.	
Elemen Menyimak – Berbicara	
Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.	
Elemen Membaca – Memirsa	

Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

I. PROFIL PANCASILA

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J. SARANA DAN PRASARANA

3. Papan tulis
4. Lembar kerja

K. TARGET PESERTA DIDIK

Peserta didik ampu mengingat dan menguasai kosa kata baru dan maknanya secara *verbal* dan *non-verbal*
Membangun motivasi, koneksi pengetahuan sebelumnya, dan memberi gambaran tentang materi.

L. MODEL PEMBELAJARAN

2. Multisensory Approach

KOMPONEN INTI
B. KEGIATAN PEMBELAJARAN
1. <i>Kegiatan Pembuka (10 menit)</i> - Guru menampilkan klip video singkat (30-45 detik) tentang tempat wisata terkenal seperti Borobudur, Bali, atau Raja Ampat dengan backsound musik khas daerah tersebut. - Pertanyaan pemantik: “What do you see in the video? What makes this place special?” 2. <i>Kegiatan Inti (65 menit)</i> - Guru menampilkan gambar beberapa tempat wisata di layar dan membacakan deskripsinya. Contoh: “This is a temple. It is large and ancient. It has stone carvings and a peaceful view.” - Siswa mengulangi pengucapan kosakata kunci (drilling): ancient, crowded, peaceful, mountainous, tropical, etc. Aktivitas “Tourist Map Walk”: - Guru menempel gambar tempat wisata di sudut-sudut kelas. - Siswa berjalan menggunakan “passport card” dan mencatat 3 kata kunci dari setiap tempat (misalnya: beach – sunny – crowded). - Setelah berkeliling, mereka duduk dan membuat kalimat deskripsi dari tempat yang paling mereka suka. Interactive Pair Activity (20 menit) - Siswa berpasangan. Satu siswa menerima gambar tempat wisata rahasia. - Siswa lain mendengarkan deskripsi dan menggambar versi tempat tersebut berdasarkan petunjuk. - Tukar peran dan bandingkan hasilnya dengan gambar asli. 3. <i>Kegiatan Penutup (15 menit)</i> - Refleksi kelompok: “What kind of places do you want to visit and why?” “Which vocabulary today was the most interesting or difficult?” - Mini-review games: “Tourist Vocabulary Bingo” atau “This or That” (misalnya: “Beach or mountain?” “Modern or traditional place?”).

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MODUL AJAR	
INFORMASI UMUM	
M. IDENTITAS MODUL	
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Jenjang Sekolah	: SMA
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/ Semester	: X (Sepuluh)/ 2
Alokasi Waktu	: 2x45 Menit
N. KOMPETENSI AWAL	
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Elemen Menyimak – Berbicara	
Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan	

nada suara untuk dapat dipahami dalam sebagian konteks.
Elemen Membaca – Memirsa
Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Elemen Menulis – Mempresentasikan
Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
O. PROFIL PANCASILA
Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;
P. SARANA DAN PRASARANA
5. Papan tulis 6. Lembar kerja
Q. TARGET PESERTA DIDIK
Peserta didik ampu mengingat dan menguasai kosa kata baru dan maknanya secara <i>verbal</i> dan <i>non-verbal</i> Membangun motivasi, koneksi pengetahuan sebelumnya, dan memberi

gambaran tentang materi.
R. MODEL PEMBELAJARAN
3. Multisensory Approach
KOMPONEN INTI
C. KEGIATAN PEMBELAJARAN
1. Kegiatan Pembuka (10 menit) - Guru memainkan klip lagu pendek (misalnya potongan lagu “Just The Way You Are” – Bruno Mars) dan bertanya: “What does the song tell us about someone’s appearance or personality?” - Guru menunjukkan gambar wajah orang dengan ekspresi dan gaya berbeda (bahagia, serius, fashionable, dll.). - Menyampaikan tujuan: “Today, we’ll learn how to describe people using the senses—eyes, ears, hands, and voice.” 2. Kegiatan Inti (65 menit) Visual & Auditory (15 menit) - Guru menampilkan slide orang dengan penampilan berbeda (gender, gaya rambut, pakaian, ekspresi). - Sambil menunjuk gambar, guru mengucapkan kosakata: “tall,” “curly hair,” “friendly,” “serious,” dll. - Siswa mengulangi pengucapan secara bersama-sama (<i>pronunciation drill</i>). Kinesthetic (15 menit) - Siswa bermain permainan “Guess Who?”: - Satu siswa maju ke depan, menerima satu kartu karakter (tanpa dilihat siswa lain). - Siswa lain bertanya menggunakan kosakata: “Is she tall?” “Does he have straight hair?” “Is he shy?” - Siswa yang maju menjawab “Yes” atau “No” sampai siswa bisa menebak. Tactile & Writing (15 menit) - Guru membagikan lembar potongan gambar wajah + kata sifat (adjectives). - Siswa mencocokkan kata dengan gambar (cut-and-paste activity). - Siswa kemudian menyusun deskripsi singkat dari gambar yang mereka pilih. 3. Kegiatan Penutup (15 menit) - Guru menampilkan beberapa kosakata dan meminta siswa menyebutkan lawan katanya (misalnya: “tall – short”, “shy – outgoing”). - Refleksi ringan: “Which vocabulary was new or interesting for you?” “Can you describe your favorite character from a movie or K-pop

group using today's words?"

MODUL AJAR

INFORMASI UMUM

S. IDENTITAS MODUL

Penyusun	: Azza Naqdan Mufti
Institusi	: SMA Negeri 3 Jember
Tahun Penyusun	: 2025
Jenjang Sekolah	: SMA
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/ Semester	: X (Sepuluh)/ 2
Alokasi Waktu	: 2x45 Menit

T. KOMPETENSI AWAL

Capaian Pembelajaran Bahasa Inggris Fase E, yaitu:

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Elemen Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka

menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Elemen Membaca – Memirsa
Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Elemen Menulis – Mempresentasikan
Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.
U. PROFIL PANCASILA
Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;
V. SARANA DAN PRASARANA
7. Papan tulis 8. Lembar kerja
W. TARGET PESERTA DIDIK
Peserta didik ampu mengingat dan menguasai kosa kata baru dan maknanya secara <i>verbal</i> dan <i>non-verbal</i>

Membangun motivasi, koneksi pengetahuan sebelumnya, dan memberi gambaran tentang materi.

X. MODEL PEMBELAJARAN

Test

KOMPONEN INTI

D. KEGIATAN PEMBELAJARAN

Written Task: Vocabulary & Descriptive Paragraph

Short Descriptive Paragraph (50 poin)

Tuliskan deskripsi pendek (5–7 kalimat) tentang orang yang kamu kenal atau tokoh terkenal menggunakan minimal 5 kosakata yang telah dipelajari (appearance + personality).

Contoh:

"My best friend is Ana. She is tall and slim. She has long black hair and big eyes. She is smart and friendly. Everyone likes her because she is always helpful."

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J E M B E R

6. List of Students X-2 and X-3 Grade at SMA Negeri 3 Jember

X-2	
NO	NAME
1	A RIVAL ARDIANSAH
2	ABIELLE BEVANN CHRISTOFER PITOY
3	AFIRA FAIRUZ NAJLA RULLY
4	AISYAH NUR KUMALASARI
5	ALKANSA RAHIDDATUL AISYAH
6	ALLAN IBNI BADRUDIN
7	AMELIA JESSLYN
8	ANANTARA GUIDO ADYATMA
9	APRININA ADE AGUSTIN
10	AULIA HANIF RAHMADANI
11	CHARNETA LANA TSABITA
12	CICI TRI DICKY MAWARNI
13	CIELO ABIMAIL EFFENDI
14	FAKHRI NABIL NAJMI
15	FARISTA ELLOY ZETA
16	FINA NATALIA
17	GALANG HARYO AINURROZAQI
18	INDANA FAYRUZ MEYSUN
19	KENISHA AZARIN QUEENA SAKHI
20	LADIES OKTA NINGGAR ANGGRAINY
21	LAILATUL MARDIAH
22	MARFY YEHESKEL DELY HERLAMBAH
23	MAULANA MALIK IBRAHIM
24	MOCH ZACKY RADITYA ALFARIS
25	MUHAMMAD ANGGER DANUARTA
26	MUHAMMAD FACHRI HERU SAPUTRA
27	NADIFA ARUM AMALIYAH
28	NAIFA ALYA RAMADHANI
29	PARTIKA DHARMA PRAYUDHA
30	QUIN NAILAH CAHYAFITRI
31	RAHMAT RIFAI MAHDY HARYANTO
32	RAKA DWI PRASETYA
33	RIZAL MAIZA ERFANDI
34	SALMA SAIDAH
35	SULTHAN MUHAMMAD AL GHIFARI
36	TANIA CLARISTA GERALDINE

X-3	
NO	NAMA
1	ACHMAD FATHUR ROSI AL BASITH
2	ADLI SULTAN PAMUNGKAS
3	AFRIZA AFFANIN ADHWA
4	AISYAH NAUFA KHOIRUNNISA
5	ALFA YUNANTA BIYAN PUTRA
6	ANASYA FAJRIN YUWINDA
7	BARA SYAHBRAN WIRDIYAN
8	BILQIS NOVEL WIDIANTO
9	CANTHIKA DESWITHA MAHARANI
10	DEVINA SALSABILA SETYAWAN
11	DINDA CALLISTA ESTININGTYAS
12	DWI HARYO COKRO NUGROHO
13	FABYAN ARNANDO SUGIANTO
14	FAHREZA BISMA DWI MAHARDIKA
15	FIKA SAFITRI
16	HAIDAR REZAVY
17	IZDIHAR PASTIKA TALITHA Y
18	KENZIE LEIF ESHAN WIJAYA
19	KHANZA AUREL TITANIA
20	KHOFIFAH INDRI YULIANTI
21	MAHARDIKA ADHUHA
22	MOCHAMMAD EVAN DWI P
23	MUHAMMAD ANDIKA HARI SUSANTO
24	MUHAMMAD ASYAM RADITYA PUTRA
25	MUHAMMAD SHARIMUL ADLY HIDAYAT
26	NAMIRA VIANI DIAN LESTARI
27	NAYSILLA AURA PUTRI
28	PANDU DWI WICAKSONO
29	RADIFA SALWA NABILA
30	RAKA PUTRA SETIAWAN
31	RASYA WISNU WARDHANA
32	RIFCHA MAULIDA HASANAH
33	SARILIA BERLIAN MADIN
34	TIARA DWI PRADISTI
35	TSAQIF DIPTA SETYABUDHI
36	WANTI RAMADANI

7. Instrument of The Research

Name:

Class:

Instruction: Make a descriptive text of 5-7 sentences about your desk mate using the vocabulary we have learned together.

8. Scoring Rubric

Comperhension	
Score	Description
25-16	Students can understand the meaning of vocabulary in various contexts.
15-6	Students can understand some vocabulary, but still struggle with more complex meanings.
5-0	Students cannot understand the meaning of vocabulary in various contexts.
Vocabulary Usage	
Score	Description
25-16	Students use a diverse and contextually appropriate vocabulary.
15-6	The student uses vocabulary, but there are still some mistakes.
5-0	Students use basic vocabulary and often make mistakes.
Spelling	
Score	Description
25-16	All vocabulary is written with correct and consistent spelling.
15-6	Some vocabulary spellings are correct, but there are a few minor mistakes.
5-0	Many words are misspelled and disrupt understanding.
Vocabulary Range	

Score	Description
25-16	using a wide vocabulary, including uncommon words.
15-6	Using a fairly diverse vocabulary.
5-0	Using common and limited vocabulary.

9. Student Work Sheet

a. Work Sheet of Experimental Participant Group

LAILATUL MARDIAH

X-2 / 21

Menceritakan / mendeskripsikan tentang teman sebangku.

I want to tell you about my classmate, her name is Nina. Nina loves to sleep during class time, and likes to eat when the lesson is going on, she likes to give ^{ask} permission from the teacher to go to the bathroom, she and I often work together to find answers to the assignments given by the teacher, we have almost the same habits and nature, but we have different food tastes, she likes sweet food and I like food that tends to be spicy and salty, we both have a bad habit of sleeping during student hours, I really like to sit with her, because she and I are almost the same, it makes us comfortable and not awkward.

95

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J E M B E R

b. Work Sheet of Control Participant Group

From: Adly Hidayat
To: Raka

Today I'm going to tell you all about my friend beside me
His name is Raka.
He's a bit chubby.
But he has a fit body.
He's also funny.
That's all today.

70

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J E M B E R

10. Daily Test Score

DAFTAR HADIR SISWA SMA NEGERI 3 JEMBER

TAHUN PELAJARAN 2024/ 2025 Ulangan Harian

Kelas : X-03

Hari/ Tanggal :

Nomor	Urut	Induk	L/P	NAMA SISWA	JAM KE										JUMLAH		
					1	2	3	4	5	6	7	8	9	10	S	I	A
1	10399	L		ACHMAD FATHUR ROSI AL BASITH	90												
2	10406	L		ADLI SULTAN PAMUNGKAS	70												
3	10411	P		AFRIZA AFFANIN ADHWA	75												
4	10421	P		AISYAH NAUFA KHOIRUNNISA	100												
5	10427	L		ALFA YUNANTA BIYAN PUTRA	100												
6	10443	P		ANASYA FAJRIN YUWINDA	80												
7	10478	L		BARA SYAHBRAN WIRDIYAN	70												
8	10481	P		BILQIS NOVEL WIDIANTO	70												
9	10488	P		CANTHIKA DESWITHA MAHARANI	90												
10	10513	P		DEVINA SALSABILA SETYAWAN	100												
11	10520	P		DINDA CALLISTA ESTININGTYAS	70												
12	10523	L		DWI HARYO COKRO NUGROHO	95												
13	10526	L		FABYAN ARNANDO SUGIANTO	70												
14	10527	L		FAHREZA BISMA DWI MAHARDIKA	70												
15	10536	P		FIKA SAFITRI	95												
16	10549	L		HAIDAR REZAVY	100												
17	10558	P		IZDIHAR PASTIKA TALITHA Y	100												
18	10569	L		KENZIE LEIF ESHAN WIJAYA	70												
19	10571	P		KHANZA AUREL TITANIA	90												
20	10573	P		KHOFIFAH INDRI YULIANTI	70												
21	10590	L		MAHARDIKA ADHUHA	70												
22	10607	L		MOCHAMMAD EVAN DWI P	90												
23	10616	L		MUHAMMAD ANDIKA HARI SUSANTO	70												
24	10618	L		MUHAMMAD ASYAM RADITYA PUTRA	70												
25	10636	L		MUHAMMAD SHARIMUL ADLY HIDAYAT	80												
26	10651	P		NAMIRA VIANI DIAN LESTARI	95												
27	10657	P		NAYSILLA AURA PUTRI	100												
28	10665	L		PANDU DWI WICAKSONO	100												
29	10672	P		RADIFA SALWA NABILA	90												
30	10683	L		RAKA PUTRA SETIAWAN	80												
31	10684	L		RASYA WISNU WARDHANA	70												
32	10692	P		RIFCHA MAULIDA HASANAH	95												
33	10705	P		SARILIA BERLIAN MADIN	90												
34	10722	P		TIARA DWI PRADISTI	90												
35	10727	L		TSAQIF DIPTA SETYABUDHI	95												
36	10734	P		WANTI RAMADANI	100												
PARAF GURU																	

L 18

P 18

Jember,

Wali Kelas

NID

DAFTAR HADIR SISWA SMA NEGERI 3 JEMBER

TAHUN PELAJARAN 2024/ 2025

Kelas : X-02

Hari/ Tanggal :

Ulangan Harian

Nomor		L/P	NAMA	JAM KE										JUMLAH		
Urut	Induk			1	2	3	4	5	6	7	8	9	10	S	I	A
1	10393	L	A RIVAL ARDIANSAH	70												
2	10397	L	ABIELLE BEVANN CHRISTOFER PITOY	85												
3	10410	P	AFIRA FAIRUZ NAJLA RULLY	80												
4	10422	P	AISYAH NUR KUMALASARI	100												
5	10432	P	ALKANSA RAHIDDATUL AISYAH	95												
6	10433	L	ALLAN IBNI BADRUDIN	75												
7	10436	P	AMELIA JESSLYN	80												
8	10442	L	ANANTARA GUIDO ADYATMA	80												
9	10454	P	APRININA ADE AGUSTIN	100												
10	10466	P	AULIA HANIF RAHMADANI	95												
11	10491	P	CHARNETA LANA TSABITA	100												
12	10495	P	CICI TRI DICKY MAWARNI	100												
13	10496	L	CIELO ABIMAIL EFFENDI	80												
14	10530	L	FAKHRI NABIL NAJMI	70												
15	10531	L	FARISTA ELLOY ZETA	80												
16	10538	P	FINA NATALIA	90												
17	10541	L	GALANG HARYO AINURROZAQI	75												
18	10554	P	INDANA FAYRUZ MEYSUN	100												
19	10568	P	KENISHA AZARIN QUEENA SAKHI	80												
20	10580	P	LADIES OKTA NINGGAR ANGGRAINY	100												
21	10582	P	LAILATUL MARDIAH	100												
22	10591	L	MARFY YEHESKEL DELY HERLAMBANG	80												
23	10594	L	MAULANA MALIK IBRAHIM	90												
24	10606	L	MOCH ZACKY RADITYA ALFARIS	75												
25	10617	L	MUHAMMAD ANGGER DANUARTA	80												
26	10626	L	MUHAMMAD FACHRI HERU SAPUTRA	70												
27	10642	P	NADIFA ARUM AMALIYAH	100												
28	10647	P	NAIFA ALYA RAMADHANI	80												
29	106666	L	PARTIKA DHARMA PRAYUDHA	80												
30	10670	P	QUIN NAILAH CAHYAFITRI	100												
31	10677	L	RAHMAT RIFAI MAHDY HARYANTO	90												
32	10682	L	RAKA DWI PRASETYA	70												
33	10697	L	RIZAL MAIZA ERFANDI	90												
34	10703	P	SALMA SAIDAH	85												
35	10713	L	SULTHAN MUHAMMAD AL GHIFARI	70												
36	10721	P	TANIA CLARISTA GERALDINE	80												
PARAF GURU																

L 18

P 18

Jember,

Wali Kelas

NIP.

11. Essay writing Test Score
Inter

DAFTAR HADIR SISWA SMA NEGERI 3 JEMBER
TAHUN PELAJARAN 2024/ 2025

Kelas : **X-02**
Hal : nilai aspek vocabulary

Nomor		L/P	NAMA	JAM KE										JUMLAH		
Urut	Induk			1	2	3	4	5	6	7	8	9	10	S	I	A
1	10393	L	A RIVAL ARDIANSAH	20	18	16	21	75								
2	10397	L	ABIELLE BEVANN CHRISTOFER PITOY	21	22	19	21	83								
3	10410	P	AFIRA FAIRUZ NAJLA RULLY	20	20	20	20	80								
4	10422	P	AISYAH NUR KUMALASARI	25	24	23	23	95								
5	10432	P	ALKANSA RAHIDDATUL AISYAH	18	21	19	22	80								
6	10433	L	ALLAN IBNI BADRUDIN	19	17	20	19	75								
7	10436	P	AMELIA JESSLYN	22	21	21	21	85								
8	10442	L	ANANTARA GUIDO ADYATMA	20	19	21	20	80								
9	10454	P	APRININA ADE AGUSTIN	23	25	23	24	95								
10	10466	P	AULIA HANIF RAHMADANI	24	23	24	24	95								
11	10491	P	CHARNETA LANA TSABITA	24	23	24	24	95								
12	10495	P	CICI TRI DICKY MAWARNI	25	24	22	24	95								
13	10496	L	CIELO ABIMAIL EFFENDI	20	19	21	20	80								
14	10530	L	FAKHRI NABIL NAJMI	19	22	19	20	80								
15	10531	L	FARISTA ELLOY ZETA	21	20	22	22	85								
16	10538	P	FINA NATALIA	22	19	21	22	84								
17	10541	L	GALANG HARYO AINURROZAQI	18	20	17	20	75								
18	10554	P	INDANA FAYRUZ MEYSUN	22	22	23	23	90								
19	10568	P	KENISHA AZARIN QUEENA SAKHI	21	23	24	22	90								
20	10580	P	LADIES OKTA NINGGAR ANGGRAINY	23	22	24	24	93								
21	10582	P	LAILATUL MARDIAH	25	25	23	22	95								
22	10591	L	MARFY YEHESKEL DELY HERLAMBAH	18	20	22	20	80								
23	10594	L	MAULANA MALIK IBRAHIM	-	-	-	-	-								
24	10606	L	MOCH ZACKY RADITYA ALFARIS	24	22	23	25	94								
25	10617	L	MUHAMMAD ANGGER DANUARTA	19	20	20	21	80								
26	10626	L	MUHAMMAD FACHRI HERU SAPUTRA	20	17	19	19	75								
27	10642	P	NADIFA ARUM AMALIYAH	24	24	23	24	95								
28	10647	P	NAIFA ALYA RAMADHANI	21	22	22	20	85								
29	106666	L	PARTIKA DHARMA PRAYUDHA	20	21	18	21	80								
30	10670	P	QUIN NAILAH CAHYAFITRI	23	25	22	25	95								
31	10677	L	RAHMAT RIFAI MAHDY HARYANTO	21	19	20	20	80								
32	10682	L	RAKA DWI PRASETYA	20	20	22	21	83								
33	10697	L	RIZAL MAIZA ERFANDI	22	22	21	22	87								
34	10703	P	SALMA SAIDAH	-	-	-	-	-								
35	10713	L	SULTHAN MUHAMMAD AL GHIFARI	18	20	17	20	75								
36	10721	P	TANIA CLARISTA GERALDINE	21	21	21	22	85								
PARAF GURU																

DAFTAR HADIR SISWA SMA NEGERI 3 JEMBER TAHUN PELAJARAN 2024/ 2025

Kelas : X-03

Hari/ Tanggal :

Nomor		L/P	NAMA SISWA	JAM KE										JUMLAH		
Urut	Induk			1	2	3	4	5	6	7	8	9	10	S	I	A
1	10399	L	ACHMAD FATHUR ROSI AL BASITH	-	-	-	-	-								
2	10406	L	ADLI SULTAN PAMUNGKAS	18	19	16	19	72								
3	10411	P	AFRIZA AFFANIN ADHWA	15	16	14	15	60								
4	10421	P	AISYAH NAUFA KHOIRUNNISA	21	20	21	21	83								
5	10427	L	ALFA YUNANTA BIYAN PUTRA	22	23	21	22	88								
6	10443	P	ANASYA FAJRIN YUWINDA	19	20	18	18	75								
7	10478	L	BARA SYAHBRAN WIRDIYAN	16	18	16	15	65								
8	10481	P	BILQIS NOVEL WIDIANTO	19	20	20	19	78								
9	10488	P	CANTHIKA DESWITHA MAHARANI	21	20	20	21	82								
10	10513	P	DEVINA SALSABILA SETYAWAN	20	21	20	19	80								
11	10520	P	DINDA CALLISTA ESTININGTYAS	19	20	20	21	80								
12	10523	L	DWI HARYO COKRO NUGROHO	-	-	-	-	-								
13	10526	L	FABYAN ARNANDO SUGIANTO	16	15	13	16	60								
14	10527	L	FAHREZA BISMA DWI MAHARDIKA	18	20	19	18	75								
15	10536	P	FIKA SAFITRI	21	23	22	21	87								
16	10549	L	HAIDAR REZAVY	23	23	22	22	90								
17	10558	P	IZDIHAR PASTIKA TALITHA Y	20	20	21	19	80								
18	10569	L	KENZIE LEIF ESHAN WIJAYA	19	18	19	19	75								
19	10571	P	KHANZA AUREL TITANIA	23	22	22	22	89								
20	10573	P	KHOFIFAH INDRI YULIANTI	20	20	20	20	80								
21	10590	L	MAHARDIKA ADHUHA	17	18	17	18	70								
22	10607	L	MOCHAMMAD EVAN DWI P	15	16	14	15	60								
23	10616	L	MUHAMMAD ANDIKA HARI SUSANTO	14	15	16	15	60								
24	10618	L	MUHAMMAD ASYAM RADITYA PUTRA	20	19	20	19	78								
25	10636	L	MUHAMMAD SHARIMUL ADLY HIDAYAT	18	17	17	18	70								
26	10651	P	NAMIRA VIANI DIAN LESTARI	21	20	19	20	80								
27	10657	P	NAYSILLA AURA PUTRI	21	22	20	20	83								
28	10665	L	PANDU DWI WICAKSONO	22	22	21	20	85								
29	10672	P	RADIFA SALWA NABILA	19	19	20	19	77								
30	10683	L	RAKA PUTRA SETIAWAN	18	20	18	19	75								
31	10684	L	RASYA WISNU WARDHANA	21	22	21	21	85								
32	10692	P	RIFCHA MAULIDA HASANAH	21	22	20	21	84								
33	10705	P	SARILIA BERLIAN MADIN	20	20	21	19	80								
34	10722	P	TIARA DWI PRADISTI	19	19	18	19	75								
35	10727	L	TSAQIF DIPTA SETYABUDHI	21	20	20	19	80								
36	10734	P	WANTI RAMADANI	16	15	13	16	60								
PARAF GURU																

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P 18

Jember,

Wali Kelas

NIP.

TAHUN PELAJARAN 2024/ 2025

Kelas : X-02

Hari/Tanggal :

Nomor		L	NAMA SISWA	JAM KE										Jumlah		
Urut	Induk	P		1	2	3	4	5	6	7	8	9	10	S	I	A
1	10393	L	A RIVAL ARDIANSAH	-	-	✓	✓	75								
2	10397	L	ABIELLE BEVANN CHRISTOFER PITOY	-	-	✓	✓	83								
3	10410	P	AFIRA FAIRUZ NAJLA RULLY	-	-	✓	✓	80								
4	10422	P	AISYAH NUR KUMALASARI	-	-	✓	✓	95								
5	10432	P	ALKANSA RAHIDATUL AISYAH	-	-	✓	✓	80								
6	10433	L	ALLAN IBNI BADRUDIN	-	-	✓	✓	75								
7	10436	P	AMELIA JESSLYN	-	-	✓	✓	85								
8	10442	L	ANANTARA GUIDO ADYATMA	-	-	✓	✓	80								
9	10454	P	APRININA ADE AGUSTIN	-	-	✓	✓	95								
10	10466	P	AULIA HANIF RAHMADANI	-	-	✓	✓	95								
11	10491	P	CHARNETA LANA TSABITA	-	-	✓	✓	95								
12	10495	P	CICI TRI DICKY MAWARNI	-	-	✓	✓	95								
13	10496	L	CIELO ABIMAIL EFFENDI	-	-	✓	✓	80								
14	10530	L	FAKHRI NABIL NAJMI	-	-	✓	✓	80								
15	10531	L	FARISTA ELLOY ZETA	-	-	✓	✓	85								
16	10538	P	FINA NATALIA	-	-	✓	✓	84								
17	10541	L	GALANG HARYO AINURROZAQI	-	-	✓	✓	75								
18	10554	P	INDANA FAYRUZ MEYSUN	-	-	✓	✓	90								
19	10568	P	KENISHA AZARIN QUEENA SAKHI	-	-	✓	✓	90								
20	10580	P	LADIES OKTA NINGGAR ANGGRAINY	-	-	✓	✓	93								
21	10582	P	LAILATUL MARDIAH	-	-	✓	✓	95								
22	10591	L	MARFY YEHESKEL DELY HERLAMBA	-	-	✓	✓	80								
23	10594	L	MAULANA MALIK IBRAHIM	-	-	✓	✓	1								
24	10606	L	MOCH ZACKY RADITYA ALFARIS	-	-	✓	✓	94								
25	10617	L	MUHAMMAD ANGGER DANUARTA	-	-	✓	✓	80								
26	10626	L	MUHAMMAD FACHRI HERU SAPUTRA	-	-	✓	✓	75								
27	10642	P	NADIFA ARUM AMALIYAH	-	-	✓	✓	95								
28	10647	P	NAIFA ALYA RAMADHANI	-	-	✓	✓	85								
29	10666	L	PARTIKA DHARMA PRAYUDHA	-	-	✓	✓	80								
30	10670	P	QUIN NAILAH CAHYAFITRI	-	-	✓	✓	95								
31	10677	L	RAHMAT RIFAI MAHDY HARYANTO	-	-	✓	✓	80								
32	10682	L	RAKA DWI PRASETYA	-	-	✓	✓	83								
33	10697	L	RIZAL MAIZA ERFANDI	-	-	✓	✓	87								
34	10703	P	SALMA SAIDAH	-	-	✓	✓	1								
35	10713	L	SULTHAN MUHAMMAD AL GHIFARI	-	-	✓	✓	85								

**DAFTAR HADIR SISWA SMA NEGERI 3 JEMBER
TAHUN PELAJARAN 2024/ 2025**

Kelas : X-03

Hari/Tanggal :

25/04 02/05 04/05 16/05

Urut	Induk	L P	NAMA SISWA	JAM KE										Jumlah		
				1	2	3	4	5	6	7	8	9	10	S	I	A
1	10399	L	ACHMAD FATHUR ROSI AL BASITH	✓	✓	✓	✓	✓								
2	10406	L	ADLI SULTAN PAMUNGKAS	✓	✓	✓	✓	72								
3	10411	P	AFRIZA AFFANIN ADHWA	✓	✓	✓	✓	60								
4	10421	P	AISYAH NAUFA KHOIRUNNISA	✓	✓	✓	✓	33								
5	10427	L	ALFA YUNANTA BIYAN PUTRA	✓	✓	✓	✓	38								
6	10443	P	ANASYA FAJRIN YUWINDA	✓	✓	✓	✓	75								
7	10478	L	BARA SYAHRAN WIRDIYAN	✓	✓	✓	✓	65								
8	10481	P	BILQIS NOVEL WIDIANTO	✓	✓	✓	✓	78								
9	10488	P	CANTHIKA DESWITHA MAHARANI	✓	✓	✓	✓	82								
10	10513	P	DEVINA SALSABILA SETYAWAN	✓	✓	✓	✓	80								
11	10520	P	DINDA CALLISTA ESTININGTYAS	✓	✓	✓	✓	80								
12	10523	L	DWI HARYO COKRO NUGROHO	✓	✓	✓	✓	1								
13	10526	L	FABYAN ARNANDO SUGIANTO	✓	✓	✓	✓	60								
14	10527	L	FAHREZA BISMA DWI MAHARDIKA	✓	✓	✓	✓	75								
15	10536	P	FIKA SAFITRI	✓	✓	✓	✓	87								
16	10549	L	HAIDAR REZAVY	✓	✓	✓	✓	90								
17	10558	P	IZDIHAR PASTIKA TALITHA Y	✓	✓	✓	✓	80								
18	10569	L	KENZIE LEIF ESHAN WIJAYA	✓	✓	✓	✓	75								
19	10571	P	KHANZA AUREL TITANIA	✓	✓	✓	✓	89								
20	10573	P	KHOFIFAH INDRI YULIANTI	✓	✓	✓	✓	80								
21	10590	L	MAHARDIKA ADHUHA	✓	✓	✓	✓	30								
22	10607	L	MOHAMMAD EVAN DWI P	✓	✓	✓	✓	60								
23	10616	L	MUHAMMAD ANDIKA HARI SUSANTO	✓	✓	✓	✓	60								
24	10618	L	MUHAMMAD ASYAM RADITYA PUTRA	✓	✓	✓	✓	78								
25	10636	L	MUHAMMAD SHARIMUL ADLY HIDAYAT	✓	✓	✓	✓	70								
26	10651	P	NAMIRA VIANI DIAN LESTARI	✓	✓	✓	✓	80								
27	10657	P	NAYSILLA AURA PUTRI	✓	✓	✓	✓	83								
28	10665	L	PANDU DWI WICAKSONO	✓	✓	✓	✓	86								
29	10672	P	RADIFA SALWA NABILA	✓	✓	✓	✓	77								
30	10683	L	RAKA PUTRA SETIAWAN	✓	✓	✓	✓	75								
31	10684	L	RASYA WISNU WARDHANA	✓	✓	✓	✓	85								
32	10692	P	RIFCHA MAULIDA HASANAH	✓	✓	✓	✓	84								
33	10705	P	SARILIA BERLIAN MADIN	✓	✓	✓	✓	80								
34	10722	P	TIARA DWI PRADISTI	✓	✓	✓	✓	75								
35	10727	L	TSAQIF DIPTA SETYABUDHI	✓	✓	✓	✓	80								
36	10734	P	WANTI RAMADANI PUTRI	✓	✓	✓	✓	85								
PARAF GURU																

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DAFTAR HADIR SISWA SMA NEGERI 3 JEMBER

TAHUN PELAJARAN 2024/ 2025

Kelas : X-02

Hari/ Tanggal : 16 Mei 2025

Nomor Urut	Induk	L/P	NAMA	JAM KE										JUMLAH		
				1	2	3	4	5	6	7	8	9	10	S	I	A
1	10393	L	A RIVAL ARDIANSAH					72								
2	10397	L	ABIELLE BEVANN CHRISTOFER PITTOY					80								
3	10410	P	AFIRA FAIRUZ NAJLA RULLY					82								
4	10422	P	AISYAH NUR KUMALASARI					95								
5	10432	P	ALKANSA RAHIDATUL AISYAH					80								
6	10433	L	ALLAN IBNI BADRUDIN					72								
7	10436	P	AMELIA JESSLYN					86								
8	10442	L	ANANTARA GUIDO ADYATMA					80								
9	10454	P	APRININA ADE AGUSTIN					95								
10	10466	P	AULIA HANIF RAHMADANI					95								
11	10491	P	CHARNETA LANA TSABITA					95								
12	10495	P	CICI TRI DICKY MAWARNI					95								
13	10496	L	CIELO ABIMAIL EFFENDI					78								
14	10530	L	FAKHRI NABIL NAJMI					78								
15	10531	L	FARISTA ELLOY ZETA					83								
16	10538	P	FINA NATALIA					80								
17	10541	L	GALANG HARYO AINURROZAQI					72								
18	10554	P	INDANA FAYRUZ MEYSUN					90								
19	10568	P	KENISHA AZARIN QUEENA SAKHI					90								
20	10580	P	LADIES OKTA NINGGAR ANGGRAINY					93								
21	10582	P	LAILATUL MARDIAH					95								
22	10591	L	MARFY YEHESKEL DELY HERLAMBAH					79								
23	10594	L	MAULANA MALIK IBRAHIM													
24	10606	L	MOCH ZACKY RADITYA ALFARIS					94								
25	10617	L	MUHAMMAD ANGGER DANUARTA					79								
26	10626	L	MUHAMMAD FACHRI HERU SAPUTRA					72								
27	10642	P	NADIFA ARUM AMALIYAH					95								
28	10647	P	NAIFA ALYA RAMADHANI					82								
29	10666	L	PARTIKA DHARMA PRAYUDHA					80								
30	10670	P	QUIN NAILAH CAHYAFITRI					95								
31	10677	L	RAHMAT RIFAI MAHDY HARYANTO					79								
32	10682	L	RAKA DWI PRASETYA					80								
33	10697	L	RIZAL MAIZA ERFANDI					85								
34	10703	P	SALMA SAIDAH													
35	10713	L	SULTHAN MUHAMMAD AL GHIFARI					73								
36	10721	P	TANIA CLARISTA GERALDINE					82								
			PARAF GURU													

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Jember,

Wali Kelas

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DAFTAR HADIR SISWA SMA NEGERI 3 JEMBER
TAHUN PELAJARAN 2024/ 2025

Kelas : X-03
Hari/ Tanggal : 16 Mei 2025

Nomor Urut	Induk	L/P	NAMA SISWA	JAM KE										JUMLAH		
				1	2	3	4	5	6	7	8	9	10	S	I	A
1	10399	L	ACHMAD FATHUR ROSI AL BASITH				~									
2	10406	L	ADLI SULTAN PAMUNGKAS				70									
3	10411	P	AFRIZA AFFANIN ADHWA				63									
4	10421	P	AISYAH NAUFA KHOIRUNNISA				80									
5	10427	L	ALFA YUNANTA BIYAN PUTRA				89									
6	10443	P	ANASYA FAJRIN YUWINDA				74									
7	10478	L	BARA SYAHBRAN WIRDIYAN				67									
8	10481	P	BILQIS NOVEL WIDIANTO				75									
9	10488	P	CANTHIKA DESWITHA MAHARANI				80									
10	10513	P	DEVINA SALSABILA SETYAWAN				82									
11	10520	P	DINDA CALLISTA ESTININGTYAS				82									
12	10523	L	DWI HARYO COKRO NUGROHO				-									
13	10526	L	FABYAN ARNANDO SUGIANTO				63									
14	10527	L	FAHREZA BISMA DWI MAHARDIKA				72									
15	10536	P	FIKA SAFITRI				85									
16	10549	L	HAIDAR REZAVY				90									
17	10558	P	IZDIHAR PASTIKA TALITHA Y				81									
18	10569	L	KENZIE LEIF ESHAN WIJAYA				73									
19	10571	P	KHANZA AUREL TITANIA				86									
20	10573	P	KHOFIFAH INDRI YULIANTI				82									
21	10590	L	MAHARDIKA ADHUHA				75									
22	10607	L	MOCHAMMAD EVAN DWI P				63									
23	10616	L	MUHAMMAD ANDIKA HARI SUSANTO				63									
24	10618	L	MUHAMMAD ASYAM RADITYA PUTRA				80									
25	10636	L	MUHAMMAD SHARIMUL ADLY HIDAYAT				72									
26	10651	P	NAMIRA VIANI DIAN LESTARI				82									
27	10657	P	NAYSILLA AURA PUTRI				80									
28	10665	L	PANDU DWI WICAKSONO				87									
29	10672	P	RADIFA SALWA NABILA				75									
30	10683	L	RAKA PUTRA SETIAWAN				72									
31	10684	L	RASYA WISNU WARDHANA				89									
32	10692	P	RIFCHA MAULIDA HASANAH				80									
33	10705	P	SARILIA BERLIAN MADIN				83									
34	10722	P	TIARA DWI PRADISTI				75									
35	10727	L	TSAQIF DIPTA SETYABUDHI				82									
36	10734	P	WANTI RAMADANI				83									
PARAF GURU																

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Jember,
Wali Kelas

Appendix 4: Photos

1. Photos in Experimental Class (X-2)



2. Photos in Control Class (X-3)



Appendix 5: Certificate Letters

1. Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Negeri 3 Jember

Jl. Basuki Rachmad No. 26 Kel. Tegalbesar, Kec. Kaliwates, Kab. Jember 68132

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 212101060026

Nama : AZZA NAQDAN MUFTI

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring The Effect of Multisensory Input Through Classroom Audiovisual on EFL Learners' Vocabulary Acquisition" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Moh. Edi Suyanto, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Februari 2025

an. Dekan,

ywakil Dekan Bidang Akademik,



KHOTIBUL UMAM

2. Research Journal

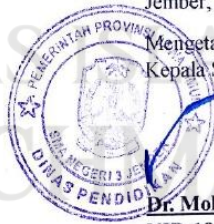
Research Journal

EXPLORING THE EFFECT OF MULTISENSORY INPUT THROUGH CLASSROOM AUDIOVISUAL ON EFL LEARNERS' VOCABULARY ACQUISITION

No.	Day/ Date	Activity	Signature
1	26 th February 2025	Submission of research permission letter.	
2	16 th April 2025	Consultation with curriculum vice principal and English teacher regarding research.	
3	25 th April 2025	conducting research by starting vocabulary learning in both classes, and introducing a multisensory approach in the experimental class.	
4	2 nd May 2025	Conducting research by starting to apply a multisensory approach in the experimental class, and a scientific approach in the control class.	
5	9 th May 2025	Conducting research by repeating the application of a multisensory approach in the experimental class for the second time, and a scientific approach in the control class.	
6	13 th May 2025	requesting validation for the scoring rubric for the essay written test assessment for English teachers.	
7	16 th May 2025	data collection by conducting essay written tests in the control class and the experimental class.	
8	16 th May 2025	Completing research data and document review.	
9	16 th May 2025	Get a letter of research finishing.	

Jember, 16 Mei 2025

Mengetahui,
Kepala Sekolah SMA Negeri 3 Jember



Dr. Moh. Edi Suyanto, M. Pd
NIP. 196507131990031007

3. Completion of Research Letter

	PEMERINTAH PROVINSI JAWA TIMUR DINAS PENDIDIKAN SMA NEGERI 3 JEMBER Jln. Basuki Rahmad No.26, Jember, Jawa Timur 68132. Telp: (0331)332282. Laman : sman3-jember.sch.id Pos-el : info@sman3-jember.sch.id
---	---

SURAT KETERANGAN
Nomor : 400.3.8.2 / 341 / 101.6.5.3 / 2025

Yang bertanda tangan dibawah ini :

Nama	: Dr. MOH. EDI SUYANTO, M.Pd
NIP	: 196507131990031007
Pangkat / Gol. Ruang	: Pembina Utama Muda, IV/c
Jabatan	: Kepala Sekolah
Pada Sekolah	: SMA Negeri 3 Jember

menerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini :

Nama	: AZZA NAQDAN MUFTI
NIM	: 212101060026
Program studi	: TADRIS BAHASA INGGRIS

Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember telah melaksanakan Penelitian/Riset mengenai & quot di SMA Negeri 3 Jember pada tanggal : **16 April s/d. 16 Mei 2025**, berkaitan dengan penyelesaian tugas Skripsi dengan judul : “ **Exploring The Effect of Multisensory Input Through Classroom Audiovisual on EFL Learners’ Vocabulary Acquisition & quot** ”.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.



Jember, 19 Mei 2025
Kepala SMAN 3 Jember
Dr. MOH. EDI SUYANTO, M.Pd
NIP 196507131990031007

4. Research Instrument Validation Letter

LEMBAR VALIDASI

PEDOMAN INSTRUMEN PENGAMBILAN DATA

Exploring The Effect of Multisensory Input Through Classroom Audiovisual on EFL Learners' Vocabulary Acquisition

A. TUJUAN:

Lembar ini bertujuan untuk mengevaluasi kualitas dan kelayakan instrumen pengambilan data yaitu soal tes tulis (Essay Writing Test) untuk mengukur penguasaan kosakata siswa. Validasi dilakukan untuk memastikan bahwa format soal telah sesuai dengan kompetensi dasar, dapat dipahami dengan jelas, serta mampu mengukur capaian kosakata secara tepat.

B. PETUNJUK:

- a. Berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda berdasarkan indikator penilaian untuk soal Essay Writing Test.
- b. Terdapat 4 skala penilaian terhadap rubrik penilaian dengan sebagai berikut:
1= kurang
2= cukup
3= baik
4= sangat baik

No	Indikator	Skor			
		1	2	3	4
1.	Soal tes sesuai dengan tujuan penelitian dan kompetensi dasar kurikulum.				✓
2.	Perintah dan petunjuk dalam soal jelas dan mudah dipahami.				✓
3.	Materi dalam soal relevan dengan topik kosakata dan konteks audiovisual.				✓

C. CATATAN/SARAN

.....
.....
.....

D. KESIMPULAN

Secara umum pedoman rubrik penilaian yang telah dinilai dinyatakan:

☒

Layak digunakan tanpa revisi

☐

Layak digunakan dengan revisi

☐

Tidak layak digunakan

(Mohon diberi tanda (✓) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 13 Mei 2025

Validator



Dinik Rojaningetiva, S.Pd
NIP. 199112292024212047

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

5. Scoring Rubric Validation Letter

LEMBAR VALIDASI
PEDOMAN RUBRIK PENILAIAN
Exploring The Effect of Multisensory Input Through Classroom Audiovisual
on EFL Learners' Vocabulary Acquisition

A. TUJUAN:

Tujuan rubrik penilaian ini digunakan untuk mengevaluasi kualitas dan kelayakan penilaian untuk menilai kelayakan rubrik penilaian dalam mengukur tes tulis.

B. PETUNJUK:

- Berikan tanda checklist pada kolom yang sesuai dengan pendapat Anda berdasarkan indikator yang digunakan dalam rubrik penilaian terhadap kemampuan siswa dalam mengerjakan tes tulis, indikator yang dipilih sesuai dengan aspek penilaian test tulis meliputi: konten, organisasi, grammar, dan mekanik.
- Terdapat 4 skala penilaian terhadap rubrik penilaian dengan sebagai berikut:
1= kurang
2= cukup
3= baik
4= sangat baik

No	Indikator	Skor			
		1	2	3	4
1.	Tujuan rubrik penilaian terlihat jelas.				✓
2.	Kesesuaian indikator untuk test menulis.				✓
3.	Skala penilaian disusun secara sistematis dan mudah dipahami.				✓
4.	Rubrik mampu mengukur pencapaian kosakata siswa secara objektif.				✓
5.	Setiap deskriptor penilaian tidak				✓

☐ menimbulkan penafsiran ganda.

C. CATATAN/SARAN

.....
.....
.....

D. KESIMPULAN

Secara umum pedoman rubrik penilaian yang telah dinilai dinyatakan:

☒

Layak digunakan tanpa revisi

☐

Layak digunakan dengan revisi

☐

Tidak layak digunakan

(Mohon diberi tanda (√) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 13 Mei 2025
Validator



Dinik Rojaningtira, S.Pd
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Appendix 6: author's biography

RESEARCHER IDENTITY



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