IMPROVING STUDENTS' VOCABULARY RETENTION ON PROCEDURE TEXT THROUGH VIDEOSCRIBE MEDIA FOR THE IX GRADE STUDENTS OF MTS 2 JEMBER

UNDERGRADUATE THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq Jember in partial fulfilment of the Undergraduate degree
English Education Department



By

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OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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MOTTO

...وَهُوَ مَعَكُمْ أَيْنَ مَاكُنْتُم ۚ...

"And He (Allah) is with you wherever you are." (Qs. Al-Hadid: 4) l



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¹ Qarai A.Q., Compare all English translations of Surah Al-hadid – verse 4, The Noble Qur'an, http://en.noblequran.org/quran/surah-al-hadid/.

DEDICATION

I proudly dedicate this undergraduate thesis to:

- 1. My first love and role model, my mother, Siti Badriyah, my gateway to heaven. Although she never had the opportunity to pursue higher education, her dedication in raising me, her unwavering support, motivation, and sincere prayers have been the foundation that enabled me to complete my studies and earn my degree.
- 2. I dedicate this work to my beloved father, Irjam Fakhad. My deepest gratitude for all the support, encouragement, and prayers he has given me over the years. Thank you for all the wise advice and boundless patience you have shown in guiding me. You are my greatest strength and my constant reminder. Thank you for always being my home.
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- 4. To my grandparents, Samsuri and Komsatun, who have cared for me and watched me grow up since I was a child, I dedicate this work to you. Your grandchildren have grown up and become independent, thanks to your strength. I hope you find peace and happiness by His side.

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Similarly, the author also expresses his deepest gratitude to his supervisor, Khusnul Khotimah, S.Pd., M.Pd., who patiently guided him by providing valuable consultation, input, suggestions, motivation, and encouragement throughout the process of writing this thesis, from its initial stages through numerous revisions to its complete completion. May Allah bless him and his family with happiness, health, wealth, and the fulfillment of all their wishes.

The researcher realizes that this thesis would not have been completed without the assistance and guidance of various parties. Therefore, the author would like to express his sincere gratitude and appreciation to:

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The writter fully realizes that this thesis is far from perfect. There are still many errors and shortcomings that certainly require attention for the perfection of this thesis, as no human being is immune to error. Therefore, the author greatly appreciates criticism, opinions, and suggestions from various parties to improve this thesis. Nevertheless, the author hopes that this research will be beneficial not only for the author himself, but also for readers and future researchers who need references. I hope this thesis will be useful for everyone who needs it, especially in the field of education.

Jember, November 26, 2025

Rahma Aulia Putri

ABSTRACT

Rahma Aulia Putri, 2025: Improving Students Vocabulary Retention On Procedure Text Through Videoscribe Media For The IX Grade Students Of MTs 2 Jember

Key Words: Students' Vocabulary Retention, Videoscribe, Classroom Action Research, Procedure Text

Vocabulary is the essence of language. People use vocabulary to construct sentences to express ideas. Having a wide vocabulary allows people to convey more ideas. Proficiency in the English language requires vocabulary retention. Having a broad vocabulary allows people to convey more ideas. In reality, many students still struggle with vocabulary retention, resulting in limited language skills due to monotonous learning methods. Grade IX students at MTsN 2 Jember also face this same problem. Therefore, more interactive, creative, and innovative learning media and strategies are needed. This motivated researchers to use Videoscribe, which provides visual, audio, and animation support that can help students learn vocabulary more easily and engagingly.

In this research, the researcher formulated the following research problem: "How can Videoscribe media on Procedure Text improve students' vocabulary retention?" To answer the formulation of the problem, the following research objectives were examined: "to find out how Videoscribe media on Procedure Text improve students' vocabulary retention". This study aimed to address this issue by introducing Videoscribe to improve students' vocabulary retention by using Videoscribe media on procedure text for teaching English among grade IX students. Procedural texts was chosen as the material for the application.

This study was conducted using Classroom Action Research (CAR) obtained from Kemmis and McTaggart. The CAR design in this study is collaborative, involving researchers and English teachers. Participants in this study were grade IX E students. This study was conducted in one cycles consisted of two meeting and one post-test in second meeting to assess student progress. Data were collected using written materials as primary data to collect student scores, teacher field notes, student questionnaires, and classroom observation sheets as secondary data to gather comprehensive insights from teachers and students.

The results showed that using Videoscribe as a medium to improve students' vocabulary in procedural texts significantly improved students' vocabulary retention. The students' test results in the Cycle 1 Pre-Test showed an average score of 69.25, with 8 out of 20 students, or 40%, achieving the Minimum Passing Score (KKM) of 75. However, 12 students, or 60%, did not achieve the KKM. In Cycle 1 second meeting, test results showed significant improvement. 20 out of 20 students, or 100%, achieved the KKM, with the class average score increasing to 97. Thus,

there was a significant increase in the number of students achieving the KKM in 1 Cycle, indicating substantial improvement in students' vocabulary retention.



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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of this chapters are the background of the research, research focus, research objective, research significance, the definition of the key term, and systematic discussion.

A. Background Of Study

Teaching English as a Foreign Language (TEFL) has been implemented at all levels of education in Indonesia. In English learning there are four language skills that students must master, namely listening, speaking, reading, and writting. The ability to speak, listen, read and write English depends on mastery of vocabulary and grammar. English is often become a Second Language(L2) for many individuals around the world. This is mainly due to the status of English as an international language in various fields, such as education, business, technology, and global communication. In many countries, English is taught as a second language in schools. This is often done to prepare students for global challenges, such as pursuing studies abroad or accessing international academic literature. The acquisition of English as a second language is considered important for opening up employment opportunities and increasing social mobility.²

A Second Language(L2) is a language that a person learns after mastering their first or mother tongue. This process is known as second language acquisition, which refers to an individual's attempt to understand and use a language other than their mother tongue. According to Krashen, language acquisition occurs naturally and unconsciously, similar to the way children learn their mother tongue, while language learning involves a conscious process that focuses on the rules and structures of the language.³ In

² Crystal, D. 2003. *English as a Global Language* (2nd ed.). Cambridge: Cambridge University Press

³ Krashen, S. D. 1982. *Principles and practice in second language acquisition*. Oxford: Pergamon Press

the addition, it does not matter how well students learn grammar, no matter how successfully sounds are mastered, without words to express various meanings, communication in Second Language(L2) cannot happen in any meaningful way. The above idea shows that the more words we have to know, the better our chances of understanding the target language. Therefore, have a large vocabulary plays an important role for students to successfully master it four languages.⁴

Vocabulary retention is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language", the relationship between vocabulary retention and language use as complementary: Mastery of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary retention. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing). Furthermore, the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structures and functions we may have learned for comprehensible communication.⁵

Based on problems in the field, many students cannot fully master vocabulary, this includes knowledge, writing, and how to pronounce it. Based on this fact, it can be seen that the level of vocabulary retention has a big

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⁴ Dahlia Manurung, 2016, *The Implementation Of Video In Teaching Vocabulary At The Second Grade Of Elementary School*, University Of Lampung, 1

⁵ Mofareh Alqahtani, 2015. The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, Vol. III(3), pp. 21-34.

influence on mastery of other skills. lack of motivation to learn and student interest, lack of use of media and more intensive learning trigger this condition. Someone can memorize a word through listening, but cannot just imagine how the word is written. In other conditions, students can increase their vocabulary through reading a lot, but their pronunciation may not be correct without established learning. The various problems that stand out in language learning among students cannot be separated from the problem of vocabulary retention.

Vocabulary is a list of words spoken by speakers of a language. Mastering a lot of words in two foreign languages is very important. The goal of learning English Communication can be achieved if students know lots of English words. Unfortunately, researcher see that students in Indonesia have difficulty in learning English, especially understanding the meaning of certain vocabulars. Some people say it is difficult to memorize certain words, others say that teacher cannot translate the interpretation of these words correctly. Languages contain a lot of words. They have enough words to represent all of the things and concepts that a culture wants to talk about in the world, ranging from remembering last weekend's family get-together to musing about the origin of the universe. Most languages have vocabularies reaching into the hundred thousand.

Vocabulary is one of the English language components taught to students and plays a vital role in all language skills. Vocabulary is essential for students since it seems to be an area of language learning that does not diminish with age. Without a proportional vocabulary, individuals will face difficulties in listening, speaking, reading, and writing.⁷ The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a Second Language (ESL) and English as a Foreign Language

⁶Dahlia Manurung, 2016, *The Implementation Of Video In Teaching Vocabulary At The Second Grade Of Elementary School*, University Of Lampung, 2

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⁷ Misbahuddin, *The Correlation Between Students Mastery of Vocabulary and Their Reading Abiliy*, (Thesis UIN Syarif Hidayatullah, Jakarta, 2011) p. 1

(EFL), learning vocabulary items plays a important role in all language skills, Furthermore, the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we unable to use the structures and functions we may have learned for comprehensive communication.

Some research have shown that second language readers rely heavily on vocabulary retention and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome. In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. "When students travel, they don't carry grammar books, they carry dictionaries" Many researcher argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say, while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Many reasons for devoting attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem".8

Vocabulary is the essence of language. People use vocabulary to construct sentences to express ideas. Having a wide vocabulary allows people to convey more ideas. Proficiency in the English language requires vocabulary retention. However, most ninth-grade students at MTs face difficulties in understanding word meanings. Students struggle to learn English due to their limited vocabulary. On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problem. This

⁸ Mofareh Alqahtani, 2015. *The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education*, Vol. III(3), pp. 21-34.

⁹ Research Observation at SMAN 3 AMBULU

remark may possibly reflect that the open endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first. Vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as "vocabulary has traditionally been one of the language components measured in language tests". Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorising lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result, language teacher and applied linguists now generally recognise the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention. 10

Based on Mochamad Azwar Muchtar's research that using a case study approach to examine how interactive ICT platforms such as Videoscribe is able to create a fun environment for language learning atmosphere. His research focused on students' speaking abilities, by developing speaking skills is necessary sequentially. English as a Foreign Language (EFL) Learners communicate effectively. The ability to communicate verbally is the same as knowing what is being given language because speaking is the main means of human communication. Listening and speaking skills are important elements for students to communicate with each other, since these skills are related to each other. Speaking does not itself constitute communication

¹⁰ Mofareh Alqahtani, 2015. The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, Vol. III(3), pp. 21-34.

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unless what is said constitutes communication understood by others. Learn to communicate each other requires both of these skills to work side by side. Once this is achieved, the learner be able to use the language. Today, some teacher have found technique or media to be use in the teaching learning process in the classroom. Through developments in information and technology in particular multimedia-based, teacher can now help their students to support their learning.

Multimedia is a combination of text, audio, video, animation, images, and interactive. Learn to use Multimedia products can be used independently without any guidance from others which help students face their learning more easily complete contents. Hereby, Use of Information and communication technology (ICT) includes various technologies, such as audio visual assistive devices, computers, mobile devices, communications devices or applications, the Internet as well as various services and applications related to ICT. 11 With the explanation above, it can be seen that the relationship between speaking ability and vocabulary is exist. A person can communicate well along with the amount of vocabulary he masters in a language. Someone conveys the contents of their thoughts in the form of language that contains vocabulary for other people to express and understand. In learning English, vocabulary plays a crucial role as it serves as the foundation for mastering the four language skills: listening, speaking, reading, and writing. However, many students in grade IX of Junior Highschool face significant challenges in mastering vocabulary, particularly when dealing with procedure texts. Preliminary observations revealed that students often struggle to understand and apply specific vocabulary related to step-by-step instructions. This limitation affects their ability to comprehend and produce procedure texts effectively.

One contributing factor to this issue is the lack of engaging and interactive learning media. The teaching process often relies on traditional

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¹¹ Mochammad Azwar Muchtar, 2021, *The Implementation Of Teaching Speaking Using Videoscribe At X Ipa 1 Of Man 2 Jember*, 17

methods, such as reading from textbooks, which fail to capture students' interest or motivation. Moreover, students find it difficult to connect new vocabulary with its context, leading to a limited understanding of its usage in real-world scenarios. Additionally, the use of technology in the classroom remains minimal, despite its potential to enhance learning.

There are several factors that cause students to face difficulties in learning vocabulary, whether the written form is different from the spoken form in English, the number of words that students need to learn is very large, limited sources of information about words, or complexity of word knowledge, it can be implied that learning English vocabulary to the extent of able to use it in communication is a difficult process and should be taken as priority in English teaching learning process. ¹² To achieve success in teaching and learning of vocabulary, a teacher must be aware of many factors that can influence the learning process in the classroom and students' abilities. These factors include the teaching methods used by teacher, teaching materials, class atmosphere, creativity and student interests. Therefore, teacher should provide interesting teaching media to improve vocabulary retention.

Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization. It supports verbal instruction with the use of static and dynamic images in form of visualization technology for better expression and comprehension. ¹³ In this case, there are many media choices available, such as stick puppets, flash cards, songs, etc. All of these media have been tested for their usability. In the context of this research, Videoscribe has been chosen as a learning medium for teaching student vocabulary,

¹² Dahlia Manurung, 2016, *The Implementation Of Video In Teaching Vocabulary At The Second Grade Of Elementary School*, University Of Lampung, 2

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¹³ M.D. Abdulrahaman. N. Faruk, A.A. Oloyede, N.T. SurajudeenBakinde, L.A. Olawoyin, O.V. Mejabi, Y.O. Imam Fulani, A.O. Fahm, A.L. Azeez, 2020, Multimedia tools in the teaching and learning processes: A systematic review, Vol 6, Issue 11

aiming to make it easier for teacher in the learning process with this media and increase student interest and motivation, with video displays, animated images and sound, so that the learning process becomes enjoyable. Based on the official website of Videoscribe, VideoScribe is video animation software that empowers users to create animated videos easily.

The potential for memorable videos is limitless - content creators can create animated explainer videos, animated whiteboard videos, marketing videos, cartoon videos, doodle videos, to corporate business videos, educational videos, or attention-grabbing animated GIFs. Based on its function, Videoscribe is very suitable for teacher to help deliver learning material, especially vocabulary. Nearly 60% of students in the world prefer visual learning because it makes it easier for them to understand and remember. In general, people with lower medium abilities have difficulty in understanding oral or written language, but easily memorize and understand simple explanations with the help of visual media. In contrast to students with medium and above abilities, there is a great possibility for them to understand without the help of visual learning.

Addressing these challenges is essential to improve students' vocabulary retention. This study aims to investigate how using Videoscribe as a teaching medium can enhance vocabulary acquisition in the context of procedure texts for grade IX students. By incorporating this innovative approach, it is hoped that students' interest, motivation, and vocabulary retention were significantly improve. Striking background of this research, students experience difficulties in mastering vocabulary due to several reasons. First, the low performance of some students is attributed to the lack of materials, and teacher' lack of motivation. This can hinder the learning process, preventing it from running smoothly. Second, students become bored and confused while learning English. Third, the strategies used at School are monotonous. Fourth, English teacher use traditional strategies, assigning tasks to students and typically requiring them to read and understand text from

textbooks. Teacher find this method easy for their students. ¹⁴ Vocabulary is at the heart of language teaching and is very important for language learners. Recent research showed that vocabulary teaching may be problematic because many teacher are unsure about best practices in vocabulary teaching and sometimes do not know where to start in emphasizing a teaching focus on word learning. ¹⁵. All students experience difficulties to pronounce, write, and spell words. Moreover, different grammatical forms of a word known as inflections are one of the causes of students' difficulties in learning vocabulary.

Therefore, the study tries to implement media to enhance students' vocabulary retention in learning procedure texts. Interactive tools like Videoscribe can provide visual and engaging content that aids students in understanding and retaining vocabulary. However, such tools are rarely integrated into teaching practices, especially in senior high schools. This study aims to what extent does the use of Videoscribe in teaching Procedure Text.

B. Research Question

Based on the research background above, the research questions are formulated as follows "How Can Videoscribe Media Improve Students Vocabulary Retention?

C. Research Objective

Based on the research question above, the objective of this research is "To Investigate The Implementation Of Videoscribe Media in improving vocabulary retention of Procedure Text at the IX Grade of MTS 2 Jember in the academic year 2024/2025".

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¹⁴ Rita S. Dunn and Kenneth J. Dunn, *Learning Styles/Teaching Styles*: Should They be Matched?, Educational Leadership Journal, January 1979, p. 241.

¹⁵ Mofareh Alqahtani, 2015. "The Importance of Vocabulary in Language Learning and How to be Taught," International Journal of Teaching and Education, 3, p. 21.

D. Research Significances

This research is expected to provide a valuable contribution to learning, which can be categorized into two aspects, as follows:

1. Theoretical Significance

The results of this research can add to existing knowledge about how ICT technology in the form of Videoscribe, its implementation can provide many benefits and alternatives in increasing students' vocabulary knowledge, to be develop more so that you can be more confident in communicating in English with a richer and more diverse vocabulary.

2. Practical Significance

- a. For teacher, the results of teaching students' vocabulary retention through Video Scribe can be used as a reference in order to increase students' vocabulary retention.
- b. For students, this practice has a good impact on students adding new English vocabulary to be more developed and more confident in communicating in English with extensive vocabulary knowledge.
- c. For the researcher, the results of this research can provide valuable contributions to other researcher who wish to conduct studies related to the same theme, namely enhancing vocabulary retention, as well as offering insights into the application of ICT tools in language learning.

E. Definition of Key Term

The definition of terms can be used as a reference for researcher to avoid misunderstandings in interpreting the contents of the written work that the researcher has created, therefore the researcher needs to explain and emphasize the definition of each word that supports the title in this research. The meaning of each variable is as follows:

1. Vocabulary

Vocabulary learning strategies have become part of language learning strategies that aim to encourage self-direction for learners. The concept of self-direction is similar to learner autonomy which aims to help students become independent learners and have their own responsibility in the learning process. ¹⁶ The ability of each individual to add and remember new vocabulary is different, learning a new language means adding thousands or even millions of new vocabularies that is in stark contrast to each individual's first language.

Learning a language is not just memorizing every sentence or greeting good morning, no matter how long, memorizing a sentence of another language, especially English, there were be times when the individual does not understand just one vocabulary in one sentence. Not every sentence if broken down, then interpreted the vocabulary were have the same meaning, and in one vocabulary, has different forms such as the first, second, and third form of the verb. Given the differences in a person's ability to memorize and remember, as well as the many and varied number of vocabularies in a language, media is needed to make it easier to learn a new language. Some individuals memorize faster with the help of objects or visual images, some others find it easier to memorize by writing it down first, and not a few are also able to memorize quickly just by listening. This factor of differences in individual abilities certainly cannot be equated for the learning process. Therefore, the basis for the importance of using media in the process of teaching vocabulary.

2. Videoscribe

Videoscribe is a white background software that contains narratives and usually used to design an animation program which is then developed as one of the learning medias that can be use, so that the student more interested since its use is very fast and easy for students. This software was developed in 2012 by Sparkol (one of the companies in

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¹⁶ Husna Nurdini, Leni Marlina, 2017, VOCABLARY JOURNAL AS A LEARNING TOOL FOR STUDENTS IN LEARNING VOCABULARY THROUGH READING AT JUNIOR HIGH SCHOOL, Journal of English Language Teaching Volume 6 No.1 Serie D

England). And just right a year after it was released and published, this software already has users over 100,000 people. Video Scribe is a unique way to create animations interesting videos quickly and easily. You are empowered to carry impact your message without knowledge, engineering, or design. Whiteboard animation videos are known by many other names, such as "sketch videos", "doodle videos", "video scribing" or "explainer videos", however, people it's more convenient to call it whiteboard animation. Whiteboards animation (whiteboard animation) is where an artist makes a sketch drawings and text on a blackboard, or perhaps paper or canvas, to illustrate a particular script or narrative. ¹⁸

3. Procedure Text

Procedure Text is a text that provides instructions or steps to complete a task or activity. The goal is to explain how something is done, from the first step to the last step. This text uses clear and direct sentences, and uses imperative verbs (commands) such as cut, mix, turn on, do, etc. The characteristics of Procedure Text are that it contains clear goals or steps, stating the purpose of the text, for example how to make a cake or how to use a particular tool. Text Structure: Usually consists of:

- 1) Title: Mentions what will done.
- 2) Materials/Ingredients: List of materials needed, if any.
- 3) Steps: Steps that need to be taken to achieve the goal.
- 4) Imperative Verbs: Uses commands, such as mix, add, turn off, etc.
- 5) Correct Sequence: The steps are arranged in the correct order and are easy to understand.

Also the procedure text have some several language features concist of:

a) Use of Simple Present Tense (Boil the water, Put the noodles, Add seasoning).

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¹⁷ Air, Jon & dkk. *Video Scribing How Whiteboard Animation Will Get You Heart* (Bristol, UK.:Sparkol Books, 2014), h. 3

¹⁸ Darmawan, Rohmat Dipo. Perancangan Dan Pembuatan Video Pembelajaran Multimedia Lanjut Dengan Menggunakan Teknik Whiteboard Animation Video. Naskah Publikasi. (Yogyakarta: Sekolah Tinggi Manajemen Informatika Dan Komputer Amikom Yogyakarta, 2014),

- b) Use of Action Verbs /imperative verbs (Boil, Put, Mix, Drain, Serve).
- c) Use of Connectives / Temporal Conjunctions (First, Then, Next, After that, Finally)
- d) Use of Adverbs (manner, time, place) example : for 3 minutes, carefully, on a plate.
- e) Focus on Specific Nouns (instant noodles, water, seasoning, pot)



CHAPTER II

REVIEW AND RELATED REVIEW

Previous research contains research results that are relevant to the research carried out by researcher. Previous research has been carried out by several researcher, but each study has its own uniqueness. This is due to differences in research locations, research objects, and the literature used by researcher. Based on the findings of previous studies that have been discussed, it can be concluded that ICT media in the form of Videoscribe is an effective and suitable alternative for improving students' vocabulary skills. This media has proven to be useful, especially for high school students who have difficulty understanding and adding new vocabulary, as discussed in the previous discussion. By implementing Videoscribe into the teaching process, it is hoped that students were motivated to learn, find the learning process fun and easy to understand, and gain new knowledge in a wide range of vocabulary so as to increase their confidence in English. Researcher propose research entitled "Improving Students Vocabulary Retention Through Videoscribe For The IX Grade of MTs 2 Jember" to further explore and validate the effectiveness of this approach. IMAD SIDDIQ

A. Previous Research

Supported by previous studies which used Sparkol Video Scribe or another information and technology development in multimedia application, here bellow is some research about Sparkol VideoScribe:

1. The first previous research was conducted by Terry Samuel and Melor Yunus Md entitled "Learners' Perceptions on the Effectiveness of VideoScribe on Improving Listening and Speaking in Rural School of Sarawak" this research, Terry Samuel and Melor Yunus Md used Project Based Learning (PBL). The purpose of this research was to determine if using Videoscribe in learning can improve listening and speaking skills, this study employed a methodology that is qualitative in nature; exploring

learners' perceptions on the use of Videoscribe. The difference of this research is, this study was focused on student speaking ability and not focused on how to raise students' interest and fun environmental teaching and learning.¹⁹

- 2. Second, the thesis was conducted by Andi Sessu (2018) entitled "The Effectiveness of Video Scribe in Teaching English at SMPN 1 Molawe Konawe Utara". This research was carried out in VIII A and VIII B of SMPN 1 Molawe Konawe Utara. The researcher stated, it can affirm that Video Scribe was good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation, writing, listening, speaking, and reading comprehension that is offered to students that were in the process of learning a foreign language.²⁰
- 3. Another research was conducted by Roudatus Sarifah (2020) entitled "The Effectiveness of Video Scribe as Innovative Media to Improve Students' Reading Comprehension". This research was conducted in the eighth grade of Annur Fuadi Middle School. The researcher concluded that the use of Video Scribe as a learning medium in the eighth grade at An-Nur Fuadi Middle School was effective, meaning that the use of the Video Scribe application as a learning medium could contribute to improving students' reading abilities, the focus of this research is the difference. understanding. The results of the research show that the t-value = 7.64, so the t-count value is compared with t-table, at a significance level of 0.05 (5%) and the degree of freedom is 14, and the t-table result is 2.14 so the t-value This is higher than the t table (7.64>2.14). This can be obtained from student score data on the pre-test and post-test.²¹

¹⁹ Terry Samuel, Melor Yunus Md, 2016, "Learners' Perceptions on the Effectiveness of VideoScribe on Improving Listening and Speaking in Rural School of Sarawak", Education Journal,

²⁰ Andi Sessu, 2018, "The Effectiveness of Video Scribe in Teaching English at SMPN 1 Molawe Konawe Utara", Universitas Halu Oleo, JLEET Journal of Language Education and Educational Technology Volume 3 No. 1, 2018 e-ISSN: 2502-3306

²¹ Roudatus Sarifah, 2020, "The Effectiveness of Video Scribe as Innovative Media to Improve Students' Reading Comprehension", English Teaching Journal, Vol 8, No 1

- Further research was conducted by Novita Aryuntini, Indri Astuti, Yohanes Gatot Sutapa Yuliana entitled "Development of VideoScribe-Based Learning Media to Improve Writing Ability English Learning Descriptive Text Skills". This study generally aims to develop VideoScribe-based learning media to improve the ability in writing descriptive text in English subjects. The difference is, this research does not focus on students' vocabulary or how to arouse students' interest as well as a fun teaching and learning environment.²²
- The latest research was conducted by Viola Putri Syafii with the title "The Effectiveness Of Video Scribe Sparkol To Students Grammar Ability At 9Th Grade Of Superior MTs AL-QODIRI 1 JEMBER IN ACADEMIC YEAR 2020/2021" this research has something in common, namely to find out and find out Video Scribe Sparkol as learning media gives an effect or not on students, the difference lies in the focus of the research, this research focuses on grammar ability, does not focus on vocabulary and how to arouse students' interest and create a fun teaching and learning environment.²³

Tabel 1.1 Differences and similarities between current research and previous research

NO	Research Title	Similarities	Differences	
1.	"Learners' Percep-	1. the researches	1. this research, Terry	
	tions on the Effec-	have the same,	Samuel and Melor	
	tiveness of Video-	espe-cially used	Yunus Md used Project	
	Scribe on Impro-	Video-scribe for	Based Learning (PBL).	
	ving Liste-ning and	the media	2. The differences of this	
	Speaking in Rural		reseach is, this study	
	School of Sarawak"		was not focuse on how	

²² Novita Aryuntini, Indri Astuti, Yohanes Gatot Sutapa Yuliana, 2018, "Development of VideoScribe-Based Learning Media to Improve Writing Ability English Learning Descriptive Text Skills", Journal of Education, Teaching and Learning Vol.3, No.2 September 2018. Page 187-194 ²³ Viola Putri Syafii, 2021, The Effectiveness of Video Scribe Sparkol to Students' Grammar Ability at 9th Grade Of MTs Unggulan Al – Qodiri 1 Jember in the Academic Year 2020/2021. Undergraduate thesis, Faculty of Tarbiyah and Teacher Training.

		interese envir and le 3. The on speak 4. The resea	omental teaching earning. research focused listening and ting ability design of the
2.	"The Effectiveness of Video Scribe in Teaching English at SMPN 1 Molawe Konawe Utara".	motivation 2. Both of these studies both chose video-scribe as a visual learning 2. The response focus influence in flue program this response to the control of the cont	research has more ed on the ence of the research is to the ing and learning
3.	"The Effectiveness of Video Scribe as Innovative Media to Improve Students' Reading Comprehension".	chooses Video- Scribe as a stude learning medium composite in the class-room 2. And find out how to make an enjoyable class-	object reserch is thow to improve the reading orehension, not for bulary research used titative research analyze the prend post-test
4.	"Development of VideoScribe-Based Learning Media to Improve Writing Ability English Learning Descriptive Text Skills".	generally aims to develop vocab VideoScribe based learning media to improve students' English language skills. 2. This both research focuse pleasa	on student ulary but the to improve g ability research are not e on how to arouse at interest and a ant teaching and ang environment

5. "The Effectiveness
Of Video Scribe
Sparkol To
Students Grammar
Ability At 9Th
Grade Of Superior
MTs AL-QODIRI
1 JEMBER IN
ACADEMIC
YEAR 2020/2021"

This research has something in common, namely to find out and determine whether Sparkol Scribe Video as a learning medium has an effect on students or not.

The difference lies in the focus of the research, this research focuses on grammar skills, does not focus on vocabulary and how to arouse students interest and create a fun teaching and learning environment

Based on the previous studies above, it could be concluded that every research mentioned above has its own way of conducting research namely Project Based Learning (PBL), qualitative research, quantitative research. Those previous research above has different focus of study such as vocabulary, writing skill, students' interest and fun environmental teaching and learning, listening and speaking ability, student motivation, reading comprehension, an enjoyable classroom, grammar skills, learning engagement and learning outcomes. However, there has been no research using Video Scribe to increasing vocabulary retention especially in Procedure Text. In this case, this research stands out because it has not yet found a concrete implementation of Videoscribe in vocabulary learning. As a correction, in essence, vocabulary is the heart of a language. In previous research, they tended to focus on providing material and only looked at the results from the student's perspective. Meanwhile, researcher need to conduct this research interactively and verbally correct students' speaking abilities while providing motivation and creating an enjoyable learning process.

This study aims to investigate how Video Scribe can enhance students' vocabulary acquisition. Despite the widespread use of various multimedia tools in language learning, no research has specifically examined the impact of Video Scribe on vocabulary retention. The novelty of this research lies in its focus on the effectiveness of Video Scribe as a tool to facilitate vocabulary learning, which remains unexplored in the current literature. By incorporating dynamic visuals and interactive elements, Video Scribe is expected to provide a more

engaging and effective learning experience. The primary focus of this study is to observe how Video Scribe can significantly improve students' vocabulary retention and their ability to use new words in context, offering a more comprehensive approach to language acquisition.

B. Theoretical Review

1. Vocabulary

A. Definition Of Vocabulary

Vocabulary is a collection of several words combined, so that they have meaning or significance. This vocabulary cannot be separated from the four language skills, namely reading, writing, listening and speaking. Neuman & Dwyer state Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)"²⁴. Hornby defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". 25 While Ur states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language.²⁶ However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words. "In addition, Burns in Algahtani defines vocabulary as" the stock of words which is used by a person, class or profession²⁷. According to Zimmerman cited in Coady and Huckin vocabulary is central to language and of critical importance to the typical

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²⁴ Susan Neuman, S., & Julie Dwyer, J. (2009). "Missing in action: Vocabulary instruction in pre-K". The Reading Teacher, Vol.62(5), pp.384–392

²⁵ Hornby, A S. (1995). *Oxford advanced learner's dictionary of current English*. Great Britain: Oxford University Press.

²⁶ UR, Penny. (1998). Teacher training, teacher development. English Teaching Professional, 8, 21.

²⁷ Mofareh Alqahtani, 2015. *The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education*, Vol. III(3), pp. 21-34.

language learning.²⁸ Furthermore, Diamond and Gutlohn state that vocabulary is the knowledge of words and word meanings."²⁹ Explore the definition of vocabulary retention, Kaspul et al. also added that in learning English vocabulary as the essential base in learning English, students in the rural area experience difficulties in memorizing the vocabulary which make them unable to remember a lot of English vocabularies to practice English properly.³⁰ Vocabulary retention is an action of retaining something. In other words, retention means the action to remember things well. In addition, retention is ability to keep or hold. If you have extraodinary power of retention, you remember everything you hear or learn. Retention means the From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. According Richards vocabulary retention has been defined as the ability to recall or remember things after an interval of time.³¹ Vocabulary retention as the ability to keep the acquired vocabulary and retrieve it after a period of time to use it in different language contexts. That is the reason why it is important to learn vocabulary, based on the theory above, it can be concluded that vocabulary retention is ability to remember or recall the words after several time of learning language. It is means a retention is action to remember things well. Vocabulary knowledge is often seen as an important tool for second language learners because limited vocabulary in a second language hinders successful communication. Underlining the importance of vocabulary acquisition, Schmitt emphasizes that "lexical knowledge is central to communicative competence and second language

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²⁸ Mofareh Alqahtani, 2015. *The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education*, Vol. III(3), pp. 21-34

²⁹ L, Diamond. & L, Gutlohn. (2006). Vocabulary Handbook.Consortium on Reading Excellence, Inc.

³⁰ A, Kaspul, U M, Faruq, & S, Urip. (2020). Exploring Efl Teachers' classroom Management: The Case Of Indonesian Remote Secondary Schools. Journal Of Language And Education, 6(3 (23)).

³¹ J C, Richards. & R W, Schmidt. (2013). Longman dictionary of language teaching and applied linguistics

⁽⁴th ed). Routledge.

acquisition". According Nation, describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to increased vocabulary knowledge.³² The importance of vocabulary is demonstrated every day in and out of school. In class, students who excel have the most adequate vocabulary.³³

B. The Importance of Vocabulary

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Tozcu and Coady point out learning vocabulary is an important aspect of languages, wether foreign language acquisition or academic achievement.³⁴ Is vital as well reading comprehension and proficiency, to which it is closely linked. Moreover, learning of vocabulary is based on the formation of spesific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.³⁵ In addition, the process of learning vocabulary involves four stages:

1. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As it can be perceived later, failure to discriminate is a frequent source of error.

³³ Mofareh Alqahtani, 2015. The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, Vol. III(3), pp. 21-34

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³² I. S. P, Nation. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

³⁴ Anjel Tozcu & James Coady. 2004. Successful Learning of Frequent Vocabulary through CALL also Benefits Reading Comprehension and Speed.

³⁵ Muhammad Naufal Azmi, 2023, An Analysis Of Student's Difficulties In Learning New Vocabulary At One Junior High School Jambi, A Thesis, Faculty Of Teacher Training And Education, English Education Study Program, Jambi, Jambi University

2. Understanding meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

3. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it would be forgotten.

1) Consolidation and extension of meaning

Learning new words is not an instantaneous processif it were, and if presentation were the only critical variable involved, then words would not be forgotten and need to be relearned. As it is, however, it seems that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language. Achieving lexical command is a slow process. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntatic links comes next and full semantic knowledge is last.³⁶

2) Types of Vocaulary

Word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

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³⁶ Muhammad Naufal Azmi, 2023, An Analysis Of Student's Difficulties In Learning New Vocabulary At One Junior High School Jambi, A Thesis, Faculty Of Teacher Training And Education, English Education Study Program, Jambi, JAMBI UNIVERSITY.

a. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them, even if imperfectly.³⁷

3) The Aspects of Vocabulary

There are several aspects of lexis that need to be taken into account when teaching vocabulary as follows:

- a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)
- b. Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).
- c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).

³⁷ Hiebert Elfrieda H, Kamil Michael L, 2005, *Teaching and Learning Vocabulary Bringing Research to Practice*, New York: Routledge

- e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
- f. Affective meaning: distinguishing between the attitudinal emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. A Socio-cultural association of lexical items is another important factor.
- g. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, sleept, sleeping; able, unable; disability).
- Pronunciation: ability to recognize and reproduce items in speech³⁸
- Step of Teaching Vocabulary

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Teaching vocabulary is sometimes considered as a simple process at school and so on. Eventhough vocabulary is something natural, learning other language and memorizing new vocabulary is not a simple thing. There is a need for the following sub-subs to explain this in order to have a broad picture of explanations about teaching and topics related to vocabulary class activities. There are several types of activities that can be applied in teaching vocabulary. It is designed to be successful in mastering a wide range of vocabulary.

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³⁸ Shara Astatia, 2019, Teachers' Difficulties In Teaching Vocabulary At Smp Negeri 2 Jatibarang Brebes, Thesis, Faculty Of Languages And Arts Universitas Negeri Semarang, Semarang id digilib.uinkhas.ac.id

1) Learning plan

Learning planning is the process of determining the conditions for learning, then creating learning strategies and products, both at the macro and micro levels. According to Ragan & Smith in the book "Learning Planning" is related to a systematic process of how learning is sketched and learning principles become learning materials and plans.³⁹ In short, learning planning is a thought or preparation for implementation learning/teaching tasks or activities by applying learning principles, as well as through learning steps, planning itself, implementation and assessment, in order to achieve predetermined learning goals.

Thus, in general, learning planning can be interpreted as a direction or guideline in carrying out learning activities in order to achieve the learning objectives that have been determined effectively and efficiently. Meanwhile, learning planning specifically functions as a tool to correct teacher regarding the weaknesses and strengths of the learning program created.

2) Learning Implementation

Implementation of learning is a teaching and learning process that takes place continuously learning activities in class. However, this is often interpreted simply as a process of delivering material to achieve teaching objectives. whereas in its implementation there must be learning materials, learning methods and learning media. implementation of learning is implementation and lesson plans include preliminary activities, core activities and closing activities.⁴⁰

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³⁹ Farida Jaya, Perencanaan Pembelajaran, (Medan: UIN Sumatera Utara, 2019), 10-11.

⁴⁰ Dhama Kesuma, Cepi Trinata, dan Johan Permana, Pendidikan Karakter Kajian Teori dan Praktek di Sekolah, (Bandung: PT Remaja Rosta Karya, 2011), 138

3) Evaluation

Learning as an activity that has a purpose requires an action to measure how far the learning activities are carried out with evaluation. Evaluation in education is one component in educational activities that is very important and must exist, because with the evaluation it would be known that there are deficiencies or advantages of learning that has been carried out by the teacher.

However, although evaluation is considered important, there are still many people who do not understand in depth what evaluation is. It is proven by equating evaluation with measurement, and assessment the term is a different concept from one another even though it has a close relationship. Measurement is a method used to determine the quality of something. While evaluation is a process to find out the contents of a matter and make decisions about it with certain criteria.⁴¹

2. Procedure Text

Procedure text is a type of text that provides instructions or guidelines on how to perform a specific activity or process. This text is often used for various purposes, both in everyday life and educational contexts. For example, procedure texts are widely used in cooking recipes, user manuals, or instructions in scientific experiments.

- 1) Language Features: The language features of Procedure texts focus on action verbs, clear and systematic instructions, which include:
 - a) Imperative Verbs: Procedure texts often use verbs such as add, boil, or stir to direct readers to perform specific actions.⁴²

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⁴¹ Andi Setiawan, Belajar dan Pembelajaran, (Ponorogo: Uwais Inspirasi Indonesia, 2017), 161-162

⁴² M, Anderson. & K, Anderson. (2003). *Text Types in English 3*. South Yarra: Macmillan Education Australia, p.50.

- b) Sequence Markers: Sequence markers such as first, then, next, and finally are used to ensure steps are followed systematically.⁴³
- c) Adverbs: These provide additional information on how to perform actions, such as gently, slowly, or quickly.
- d) Present Tense: Steps are usually written in the present tense to indicate that the instructions are being carried out currently.
- e) Specific Details: Information such as measurements, time, and quantities is often included, "200 ml of hot water" or "stir for 2 minutes."

2) Generic Structure of Procedure Text

Procedure text has a generic structure consisting of:

1. Goal

This section explains the purpose or desired outcome of the procedure. It is usually expressed in the title, such as "How to Make Pancakes" or "How to Plant a Tree."

2. Materials

This section details the materials or tools needed to carry out the procedure. The text may include a list of relevant items or equipment.

3. Steps

The steps to be followed are explained here. Each step is written in detail and in chronological order, often using imperative verbs and sequence markers such as first, then, and next.

4. Result

Occasionally, a procedure text also includes a description of the expected final result. This section is optional but helps the reader understand the ultimate goal of the process.

5. Example of Procedure Text

How to Make a Cup of Coffee

Materials:

1 teaspoon of coffee powder

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⁴³ S, Baker. (2021). "Procedure Texts in Context: Use and Understanding in ESL Classrooms." *International Journal of Educational Research*, 78, p. 59.

200 ml of hot water

Sugar (optional)

Steps:

- 1. Boil 200 ml of water.
- 2. Put 1 teaspoon of coffee powder into a cup.
- 3. Pour hot water into the cup.
- 4. Stir well and add sugar if desired.
- 5. Serve and enjoy your coffee.

3. Videoscribe as a Teaching Media

Media refers to the communication outlets or tools used to store and deliver content. It generally refers to components of the mass media communications industry, such as print media, publishing, the news media, photography, cinema, broadcasting (radio and television), digital media, and advertising. Social media has become one of the top forms of media that people use in the twenty-first century. Media can also refer to the means of communication, such as radio and television, newspapers, magazines, and the internet, that reach or influence people.

Teaching media helps teacher in conducting teaching and learning activity in the class. It makes teacher easier in delivering knowledge during teaching process. However, before using the media, the teacher should know whether the media is useful or not. Bertram, Ranby, Adendorff, Reed, and Roberts in their book titled "Using Media in Teaching" stated that the teacher need to understand how media resource can be useful within learnercentered.44 The teacher should choose the media that would used in teaching and learning based on material needs in order to reach the goal of learning. Moreover, media offers positive contributions towards teaching and learning process. Nowadays, there are many kinds of media that can be used in teaching and learning process. According Arsyad, there are six categories of

Braamfontein: Saide.

⁴⁴ Carol Bertram, Peter Ranby, et al. (2010). Using Media in Teaching. (J. Gultig, Ed.).

teaching media such as human media, printed media, audio media, visual media, audio-visual media, and multimedia. 45 Those six categories of media can be used in teaching and learning process especially in a scope of English teaching and learning process. Human media is also part of teaching media. Arsyad stated that human as media is the oldest media that is still used to deliver the knowledge. 46 Modern technology offers changes to the learning process in the classroom and has the potential to support cross-curriculum education and provide effective opportunities in communication between teacher and students.⁴⁷

Learning media that can support and overcome these problems one of them is Sparkol videoscribe. Sparkol videoscribe is an application userprovided web-based tool for creating animated presentations. Sparkol videoscribe is a software application whose output is in the form of a video combined with concept maps, images, sound and music attract and encourage students to observe lessons actively. 48 In order to keeping up with current developments while increasing participants' enthusiasm for learning students, an educator must be more careful in choosing between the two newest technologies namely computer technology and combined technology involving print, audio visual as well as computers. Apart from that, before using this learning media It is appropriate for an educator to be able to master the use of technology media so that it is conveyed well to students. Video Scribe Sparkol is software that we can use to be creative white background animation design very easily. This software was developed in 2012 by Sparkol (a company in England). And exactly a year after it was released and published, this software already has more than 100,000 users.

⁴⁵ Azhar Arsyad, (2015). Media Pembelajaran (A. Rahman). Raja Grafindo Persada

⁴⁷ Imam Hanafi, 2024, The Role of Technology in Transforming Classroom Instruction: An Analysis of Blended Learning Approaches, QALAMUNA Jurnal Pendidikan Sosial dan Agama,

⁴⁸ Rofiqah Al Munawwarah, 2019, 430 Sparkol Videoscribe Sebagai Media Pembelajaran, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Alauddin Makassar, Volume VIII, No. 2

Video Scribe is a unique way to create engaging video animations quickly and easily. You are authorized to convey your message without knowledge, technique, or design. ⁴⁹ Whiteboard animation videos are known by many other names, such as 'sketch videos', 'doodle videos', 'scribing videos', or 'explainer videos', but people are more comfortable calling them whiteboard animations. Whiteboard animation is where an artist creates sketches and text on a whiteboard, or perhaps paper or canvas, to illustrate a particular script or narrative. ⁵⁰ Based on the explanation above, it can be concluded that Sparkol video scribe is white background software that contains narration and is usually used to design an animation program which is then developed as a learning medium that can be used to make it more student interesting. Students and its use is very fast and easy.

The VideoScribe app is designed with an intuitive interface, allowing users to easily access and utilize its functions, anytime, anywhere. With its user-friendly features, VideoScribe gives individuals, both beginners and professionals, the freedom to create engaging visual presentations without requiring in-depth technical expertise. The app's flexibility makes it an ideal tool for a variety of purposes, from education to marketing, allowing users' creativity to flourish without limits.⁵¹



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⁴⁹ Air, Jon & dkk.. Video Scribing Howw Whiteboard Animation Will Get You Heart (Bristol, UK.: Sparkol Books, 2014), h. 3

⁵⁰ Darmawan, Rohmat Dipo. Perancangan Dan Pembuatan Video Pembelajaran Multimedia Lanjut Dengan Menggunakan Teknik Whiteboard Animation Video. Naskah Publikasi. (Yogyakarta: Sekolah Tinggi Manajemen Informatika Dan Komputer Amikom Yogyakarta, 2014), h. 4

⁵¹ Abdiyantoro Restu, Diana Sari, Kristina Epa, Rahmi Aida, Pemanfaatan VideoScribe oleh Guru PAI: Perspektif dan Tantangan dalam Pengajaran di SMK Negeri 1 Empat Lawang, Journal on Education, Volume 07, No. 02, Januari-Februari 2025

Figure 2.1 Videoscribe View



Figure 2.2
The Features of Videoscribe

1) The Caracteristic Of Videoscribe

One innovation that has attracted attention in the world of education is the use of applications such as Sparkol VideoScribe, which allows teachers to create engaging and interactive visual content. The use of VideoScribe by English teachers offers an opportunity to improve student comprehension through more creative and digestible delivery of material. This is because the interactive nature of the software can significantly increase student engagement, making the material presented more relevant and understandable. For example, by including procedure text in a VideoScribe presentation, educators can illustrate the content of the procedure text how to make something in a visually engaging way that resonates with students' experiences. As highlighted in various studies, integrating technology into education not only fosters creativity among teachers but also fosters a culture of literacy and critical thinking among students. This shift towards a more dynamic learning environment can ultimately bridge the gap between traditional teaching methods and the

needs of modern education, empowering both teachers and students to thrive in an increasingly digital world. ⁵²

2) The Advantages of Videoscribe

The advantages and disadvantages of using Sparkol scribe videos as learning media are as follows: According to Mayer, et al. advantages of video scribe sparkol:

- a. A person's best condition when learning is when words and pictures are presented simultaneously.
- b. A person learns better when animation and sound are presented together rather than just animation and text.
- c. Someone will learn better when teaching materials are presented simply.⁵³

3) The Disadvantages of Videoscribe

According to Sadiman, et al. stated the weaknesses or obstacles in using video media, namely:

- a. The attention of the audience is difficult to master, their participation is rarely practiced.
- b. The nature of communication is one-way and must be balanced with seeking other forms of feedback.
- c. Less able to display details of the objects presented perfectly.
- d. Requires expensive and complex equipment.⁵⁴

From the explanation of the advantages and disadvantages of using Sparkol video scribe as a learning medium, it would be very wise if we use mature thinking when using it.

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⁵² Abdiyantoro Restu, Diana Sari, Kristina Epa, Rahmi Aida, Pemanfaatan VideoScribe oleh Guru PAI: Perspektif dan Tantangan dalam Pengajaran di SMK Negeri 1 Empat Lawang, Journal on Education, Volume 07, No. 02, Januari-Februari 2025

⁵³ Air, Jon & dkk.. Video Scribing Howw Whiteboard Animation Will Get You Heart (Bristol, UK.: Sparkol Books, 2014), h. 23

⁵⁴ Arief Sadiman. Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya. (Depok: Rajawali Pers, 2012) h. 75.
Hendidikan Pengertian, Pengembangan, dan Pemanfaatannya. (Depok: Rajawali Pers, 2012) h. 75.

CHAPTER III

RESEARCH METHOD

This chapter thoroughly discusses the research method of the researcher used to conduct the research that consists of research design, research location, research subject, data collecting technique, data analysis, the validity of data, and criteria of success.

A. Research Design

This research implemented Classroom Action Research (CAR), which involves systematic procedures undertaken by teacher to gather information and enhance specific educational settings, teaching methods, and student learning. According to Kemmis and Mc Taggart, Classroom Action Research (CAR) is a form of classroom research conducted by the teacher to address problems or find answers to context specific issues.⁵⁵ Moreover, Classroom Action research focused on students' problems and tried to find the solution to solve the problem which is faced by students in the classroom. This aims of Classroom Action Research is to gain a better understanding through direct experience, honest reporting, and quotes from actual conversations. This aims to understand how participants derive meaning from the environment around them, and how this meaning influences their behavior. In addition, the purpose of Classroom Action Research is to describe the process and improvement of students' vocabulary retention by utilizing Video Scribe to improve students' vocabulary retention through fun learning on more interactive procedural text materials. Furthermore, Susanto stated that Classroom Action Research is research which is problem consist from from classroom context.⁵⁶ Classroom context refers to teacher condition, students condition, teaching materials,

⁵⁵ Kemmis, S., and Mc Taggart, R, *The Action Research Reader* (3rd ed) (Geelong: Deakin University Press, 2014), 107.

⁵⁶ Susanto. 2010. Silabus & RPP. Surabaya: Fakultas Bahasa dan Seni Universitas Negeri Surabaya.

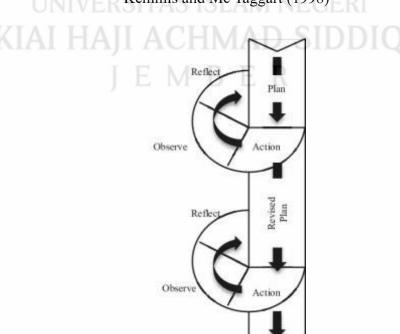
facilities, and other related factors which interact in such a way and present what these called teaching and learning process with its various problems.

Classroom Action Research is called to be successful if it can exceed the criteria which have been determined, and fail if it is not exceed the criteria which have been detained. In this study, the research were succees when there is 75% numbers of students could achieve some improvement score from pre test until post test and they could pass the target score of the minimal level criterion (KKM). If the minimal level criterion is achieved its means, it means that the next action of the Classroom Action Research should be stopped. But if the criterian of success has not reached yet, the next step should be conducted in the next cycle. This research use Classroom Action Research by Kemmis and McTaggart's design consisting of four phases such as planning, acting, observing, and reflecting. The researcher conducted 1 meetings for learning also pre test, and 1 meeting for post-test.

Figure 2.3

The Model of Classroom Action Research

Kemmis and Mc Taggart (1998)



1. Planning

In the preliminary study, the researcher the challenges among students in vocabulary retention through conducting observations, preinterviews with teacher, pre-tests and open-ended questions (student prequestionnaires) before taking action. To address these problems effectively, the researcher conducted this study to find out alternative strategies in the classroom. In addition, Planning is the strategy and steps to do research. The researcher arranges the research schedule. Planning explains what, why, where, who, and how regarding the action. Planning usually includes the preparation of learning assessment, learning material, and research instrument. At this stage, the researcher has collaborated with English teacher to conduct this study. In this phase, the researcher do some observation to know the precondition before the classroom action research is conducted or called preliminary study. In this section, the researcher includes some steps as follows: (1) preparing lesson plan, (2) preparing the research instrument, (3) preparing the instructional materials, (4) preparing the criteria of success.

1) Preparing lesson plan

The purpose of designing lesson plan was to provide the teacher with the guideline of the implementation of the strategy in teaching and learning activities. By following the designed lesson plan, it was expected that the teaching and learning process run well.

Before implementing the Videoscribe Media, the researcher designed a lesson plan. The design was based on the standart of competence as stated in curriculum of education level 2013 curriculum.

The lesson plan consist of following stages:

- a) Instructional objectives
- b) Instructional media
- c) Teaching and learning activity

2) Preparing the research instruments

In order to get some data needed, the researcher and the collaborator developed some instruments such as: Pre test and post test, observation checklist, field notes, test and questionnaire.

3) Preparing the instructional materials

In this process, the researcher find some materials and select the appropriate material for instruction based on the instructional objectives stated in the lesson plan, this is the material for test:

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- 9. chicken, sausage, vegetables

Steps:

- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.

4) Preparing criteria of success

This study dealt with improving students vocabulary retention and motivating them to learn English by using Videoscribe media. The criteria of success was described into three aspects: the students scores result should be higher than before and the criteria of score is aquel to or higher than 75. In addition, students are involved actively during the Videoscribe of procedure text lesson. The students are observed during the implementation of the Videoscribe media from pre test until post test by using observation checklist and field notes.

The criterion could be met if the students involvement is vocabulary retention is categorized as good if the students got score up to 75. This criterion is achieved when 75% of the students got the can achieve the minimum score.

2. Action

During this phase, the researcher carefully implemented the strategy outline in the lesson plan in a classroom setting. In addition, the researcher were act as an English teacher who utilized videoscribe with text procedure materials as media in the teaching process. Meanwhile, the English teacher were act as a collaborator or observer in this study. This cycle consists of 1 meetings for the teaching, pre test, and learning process and 1 meeting for the post-test. As an observer, the English teacher sees how the teaching and learning process uses Videoscribe by filling out the observation sheet and teacher field notes to measure students' vocabulary retention. The researcher collaborated with the English teacher to overcome the problem of students' vocabulary retention and try to find a solution to the problem. The use of Videoscribe in the teaching and learning process is as follows:

- 1) The teacher initiated students by introducing Videoscribe as a learning medium.
- 2) The teacher explained the procedural text material that studied

- 3) The teacher showed Videoscribe which displays the procedural text material
- 4) The teacher explained the rules or tasks for students to observe all the vocabulary mentioned in the video
- 5) The teacher replayed the video to ensure student understanding
- 6) Students memorized every new vocabulary they geT.
- 7) Student asked to make a new sentence according to each new vocabulary they have been get
- 8) The teacher gave questions in the form of questions about the vocabulary in the video
- 9) The teacher provides a question and answer session to check student understanding
- 10) The researcher and English teacher would take student scores based on student performance to measure the increase in student vocabulary retention.

In the final cycle, collaborative efforts between researcher and teacher English played the video once again to review the material conduct a post-test which aims to measure the improvement of students' speaking before and after using Videoscribe in classroom action research.

3. Observing

In this phase, researcher and teacher collaborated to conduct observations of the class situations, responses and student activity using Videoscribe in the teaching and learning process. In addition, researcher conducted tests to measure the increase in vocabulary before and after using Videoscribe to improve students' vocabulary retention. Researcher conducted observations related to the increase in students' vocabulary retention using post-test results that pass the success criteria.

4. Reflecting the action

Based on the observation results, researcher and collaborator designed a reflection by evaluating the implementation of the action. In the final stage, researcher and teacher analyzed the results of the post-test scores. If the score of the results of cycle I has reached the criteria for success of the action, the research stopped and continued to the next cycle would not necessary. Conversely, if the score has not reached the criteria for success of the action, it would be continued to the next cycle. This research stopped if it has reached the criteria for success of the action that has been modified by the researcher.

B. Research Location

The research location was MtsN 2 Jember, which is located at Jl. Manggar No.72, Darwo Barat, Gebang, Kec. Patrang, Kabupaten Jember, Jawa Timur 68117. This research location was chosen due to this high school have quite complete learning media in the classroom with a good place and environment.

C. Research Subject

The subjects of this study were ninth-grade students of MTS 2 Jember, specifically in class IX E of the 2024/2025 academic year. The researcher chose class IX E to conduct classroom action research because ninth-grade students usually have faster memorization abilities and another reason is because after they have received procedural text material in grade 7, then in grade 9 they can use procedural text to focus on improving their vocabulary, because for understanding the generic structure of procedural text, students have studied it in grade 7, so it would be easier for students to understand new vocabulary based on the meaning, word form, and use of each vocabulary by using procedural text in grade 9. The researcher collaborated with the English teacher who teaches ninth-grade students of MTS 2 Jember. The researcher plans to ask the teacher for help to become a collaborator in implementing the action.

D. Data Collection Technique

In the data collecting technique, the researcher used primary data and secondary data.

1.1 Primary Data

The data collection technique in the classroom action research entitled "Improving Students' Vocabulary retention of Procedural Texts through Videoscribe Media for Class IX of High School" is designed to obtain valid, reliable, and relevant data for research purposes. This research were use four main data collection techniques, namely tests (pre-test and post-test), classroom observation, interviews, and documentation. The material used in this study is "Procedure Text How to Make Something" with Videoscribe media for learning methods to make it easier to understand the material and add new vocabulary such as verbs, nouns, adjectives, conjunction and others, through the medium of images accompanied by sound. The question on the test were be "What is the meaning of the word "boil" in the sentence, Match the following words with their meanings, Complete the following sentences with the appropriate words, Multiple Choice". The question is for all Procedure Text materials presented using Videoscribe media provided by the researcher.

A detailed explanation of each technique is as follows:

1. Test

The tests used in this study are Pre-Test and Post-Test which are used to measure students' initial ability related to vocabulary retention in procedural texts before the action is carried out (pre-test) and to evaluate the improvement of students' abilities after the action using Videoscribe media (post-test). In the Pre-Test session, this test given to students before the implementation of actions in the first cycle. The pre-test and post-test questions are the same, which 20 questions, with 10 multiple-

choice questions, 5 fill-in-the-blank questions, 5 word-matching questions, and 12 vocabulary words to understand the meaning and usage. Pre-test questions are designed to measure students' vocabulary retention, especially related to verbs, phrases, and terms that are often used in procedural texts.

Students Pre Test

SOAL PRE TEST SISWA

Name :	Score
Class:	
Time : 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 1 onion (sliced)
- 5. 2 shallots (chopped)
- 1 egg
- 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- 9. chicken, sausage, vegetables

Steps:

- Prepare all the ingredients.
 - Heat the cooking oil in a frying pan.
 - 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant
 - 4. Crack the egg into the pan and scramble it well.
 - 5. Put the cooked rice into the pan and stir evenly with the egg.
 - 6. Add soy sauce, salt, and pepper.
 - Stir-fry until all the ingredients are mixed well.
 - Add shredded chicken, sausage, or vegetables if you like.
 - Stir-fry again until all the ingredients are mixed well.
 - 10. Serve the fried rice on a plate and enjoy.

The word "fragrant" in step 3

means ...

- a. Having a bad smell b. Having a good smell
- c. Having no smell
- d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - b. Mix
 - c. Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - b. Cold
 - c. Fresh d. Dry
- 4. Which of the following is a noun?
 - a. Mix
 - b. Cook
 - c. Plate
 - d. Stir



Once the action is performed, a post-test is given at the end of each cycle. The post-test use a format similar to the pre-test to allow for an objective comparison between initial and post-action capabilities. The types of questions used in pre-tests and post-tests include various forms such as multiple choice, matching words, and completing words. The questions are designed to assess vocabulary retention from three main

- 1. Forms (word forms): Recognize word forms, including spelling and structure.
- 2. Meaning: Understanding the meaning of words in context.

aspects, namely:

3. Usage (usage): Able to use words in appropriate sentences or contexts. The results of this test analyzed quantitatively to determine the extent to which Videoscribe media helps students improve vocabulary retention.

1.2 Secondary Data

1. Observation

Observation is used to directly observe the learning process in the classroom, especially how students respond to the use of Videoscribe media in understanding vocabulary in procedural texts. Observation carried out during the action in each cycle. Researcher use observation sheets that have been prepared with certain indicators, such as:

- a) Students' attention to the material presented through Videoscribe.
- b) Student participation in learning activities, such as answering questions or discussing vocabulary contained in procedure texts
- c) Students' ability to do the tasks given during the learning process.
- d) The data obtained from observations are qualitative and use to evaluated the success of the action and design improvements for the next cycle.

2. Questionnare

The questionnaire aims to explore the opinions and experiences of students and teacher regarding the use of Videoscribe in vocabulary learning. The questionnaire was conducted with all students in the class and English subject teacher. Some of the questions asked include:

- a) Students' opinions regarding the ease of understanding vocabulary through Videoscribe media.
- b) Challenges or difficulties experienced by students during learning.
- c) Suggestions for improving the effectiveness of learning using this media.

The results of the questionnaire analyzed descriptively to provide a deeper understanding of the effectiveness of the action.

3. Field Notes

In this research, the teacher's field notes consisted of descriptive field notes and reflective field notes. In Descriptive field notes, the researcher described the situation of what is happening in the class and the students during the implementation of the classroom action research. Besides, reflective field notes were included personal thoughts regarding the researcher' feeling, knowledge, or ideas that is urgent during the observation.

4. Document Review

Document review is a technique to collect data relating to the problems. The document review were used in this study is the presence list of the students in class IX E, lesson plan, students' scores, and syllabus.

E. Data Analysis

After the researcher collecting the data, the researcher analyzed the data qualitatively and quantitatively. Data were gained from observation, teacher' field notes, observation checklist, and students' pre-questionnaire were analyzed qualitatively. Test and post-questionnaire would be analyzed quantitatively. Data from the post test were analyzed by using this formula:⁵⁷

Calculating The Average

$$\mathbf{M}\mathbf{x} = \frac{\Sigma x}{n}$$

Notes:

Mx : Mean

X : Individual Score

⁵⁷ Sudjana, *Metoda Statiska*, (Bandung: PT. Tarsito, 2002), 67.

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N : Number of Students

A further step is to gain percentages of classes that pass the Minimal Mastery Criterion (KKM) with the formula:⁵⁸

Calculating The Presentage Of Class

$$\mathbf{P} = \frac{F}{N} \times 100\%$$

Notes:

P : The percentage of class

F : Percentage of total score

N : Number of students

As the result of the questionnaire (closed-ended question), the data were counted and formed into a percentage. Here is the formula:

Calculating The Presentage Of Data

$$\% = \frac{n}{N} \times 100$$

Notes:

n : number of students who answered the question

N : number of all students in the class

F. Data Validity

In this research, the researcher used content validity. Brown stated that if a text samples the subject matter about which conclusions are to be drawn, and if requires the test taker to perfume the behavior that is being measured, it can claim content related evidence of validity, often popularly referred to as content validity.⁵⁹ By that, content validity is explaining about the content of the text. Therefore, the test should be suitable for the curriculum, the topic of the material, and also the purpose of the study.

⁵⁸ Sudjono, A. (2008). Pengantar Statistic Pendidikan. Jakarta:Rajawali Press

⁵⁹ H. Douglas Brown, Language Assessment Principle and Classroom Practices (New York: Prentice Hall. 2001), p22-23

There are several points that the researcher applies to make the test valid. Firstly, the test was designed based on the curriculum and the purpose of the study. Secondly, the researcher had to provide that clear instruction for students' tests. Thirdly, the students had to practice trough present the results of their group discussions based on the material from Videoscribe. Furthermore, the researcher needs to corrected the test to the supervisor as an expert to give comments or feedback on the test made by the researcher to decide whether the test was valid or not

G. Criteria of Success

Classroom Action Research (CAR) can be called as successful if it can reach the objective which has already been determined by researcher. This research would be considered successful when there is 75% of students could pass the assessment score equal to or higher either 75 as minimal mastery level criterion (KKM) in MTS 2 Jember or the score is higher 20 points. Classroom Action Research (CAR) would be considered unsuccesfull if the students could not exceed the criteria of action in this research. This Classroom Action Research stopped if the students have already reached the criterion of success, but if the criterion of success unreached, the researcher would like to plan alternative action to be done in the next cycle.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter provides an overview of the research subject, presents the findings, and discusses the results, which were briefly introduced in Chapter One. The researcher focuses on two key aspects: the research findings and discussion of the data analysis. The primary goal of this study is to improve students' speaking skills through the implementation of an interactive Gamification strategy.

A. Research Object Overview

1. Profile of MTs 2 Jember

MTs 2 Jember is located in Slawu Village, Patrang District, Jember Regency, East Java Province, with the postal code 68116. MTs 2 Jember is a school located not far from the city, with a strategic location so that it is easy to find, because it is located on the main road. This madrasah was established based on the decree of the minister of religion of the Republic of Indonesia number 16 dated March 16, 1978, with the issuance of the decree, The Madrasah Formal Juridical which is a change from PGAN Jember is effective and its existence is recognized as MTs Negeri 2 Jember. With a capital of 359 students divided into 9 classes under the care of 1 Madrasah Head and 13 teachers and 2 employees, based on the letter of the Head of Islamic Religious Education Number 61/WTD/1981 dated July 15, 1981 the building where the study is still together with PGAN Jember. Over time, MTs Negri 2 Jember has experienced many developments from year to year. This can be seen from the beginning of its establishment with a capital of 359 students which is divided into 9 classes and is taken care of by 13 teachers and 2 employees only. the development seen by the construction of facilities and the increase in the number of students who now it is 744 students.

Table 1.2
Profile Of The School

Madrasah Name	MTs 2 Jember
Since	1978
Status	State
Address	Jl. Merak No.11 Slawu Patrang Jember East Java
NPSM	20581534
Acreditation	A (1857/BAN-SM/SK/2022) Dated 08/12/21021
Website	mtsn2jember.sch.id
E-mail	mtsn2jbr@gmail.com

2. Vision, Mission, and Motto of MTs 2 Jember

a. Vision

"To create religious, professional, competent, literate, and environmentally aware individuals."

b. Mission

- 1. To foster the appreciation and practice of Islamic teachings.
- 2. To provide excellent service.
- 3. To develop student potential according to their interests and talents.
- 4. To improve student competency through intensive coaching, both academic and non-academic.
- 5. To increase student active participation in various scientific activities.
- 6. To cultivate literacy activities.
- 7. To train students' research skills.
- 8. To optimize the use of technology in both intracurricular and extracurricular learning.

B. Research Findings

This research was conducted on October 6, 2025, at MTs 2 Jember, during the 2024/2025 academic year. The study consisted of two cycles, each with one meeting. In total, the study involved two meetings in both cycles. Each cycle included a test consisting of multiple-choice questions, fill in the

blanks questions, and word matching questions to assess students' speaking skills using Videoscribe in grade 9 E. The research instruments and procedures for this Classroom Action Research are presented below. The research implementation is as follows:

1. Preliminary Study

Before starting the first cycle, the researcher conducted observations as a preliminary study to identify students' vocabulary retention abilities. The researcher also conducted interviews to gather comprehensive information from English teachers. This was done through pre-interviews before the classroom action research was conducted. Based on interviews with the English teachers, it was found that Videoscribe media was highly relevant to the teaching and learning process at MTs 2 Jember. The school provides modern facilities such as LCD projectors, which function as effective digital media to support interactive learning.

The teacher explained that using Videoscribe media not only made lessons more interesting but also helped improve students' vocabulary retention. The content of the Videoscribe media, which consists of how to write new vocabulary, pronunciation, word meanings, and animated images presented, encourages students to participate actively, collect new vocabulary using videoscribe displays filled with procedure text material, and increase mastery of new vocabulary. Teachers emphasize that these tools are aligned with school resources and student needs, making videoscribe media a practical and impactful approach to improving vocabulary retention in the classroom. In addition, research was also conducted through pre-tests and open questions (student prequestionnaires) before carrying out the action in class 9 E at MTs 2 Jember. The pre-test questions were designed to assess students' understanding of the "Procedure Text" material and to record initial scores.

Table 1.3
Student Scores in the Preliminary Study

NO	NAME	SCORE
1	ARS	80
2	ATZ	70
3	AFTP	80
4	APA	80
5	CAM	60
6	DFEF	80
7	DAM	80
8	FFA	55
9	HAF	60
10	HAR	60
11	IGZU	65
12	IYRH	60
13	KPA	80
14	KQP	70
15	MR	70
16	QQAF	60

17	RUA	75
18	RSA	60
19	SIRK	65
20	SAKS	75

Based on the minimum mastery criteria (KKM) for English at MTs 2 Jember, at least 75% of students must achieve a score of 75 or higher to pass the assessment. However, preliminary results indicate that many students still do not achieve the KKM. Based on the pre-test results, out of 20 students, the total pre-test score for grade 9 E was 1385, with an average score of 69,25. Eight students (40%) achieved or exceeded the Minimum Completion Criteria (KKM) of 75, while 12 students (60%) did not achieve the KKM. Thus, the learning completion percentage at the pre-test stage was 40%, indicating that the majority of students were not yet able to master vocabulary well. Therefore, further action is needed using Videoscribe media to improve students' vocabulary retention in the next cycle.

From these findings, it can be concluded that the vocabulary retention of ninth grade E students is still low, requiring strategies or interactive media to support improvement. Therefore, the researcher continued with action research, which aimed to improve students' vocabulary retention through Videoscribe media, focusing on the Procedure Text material "How to make fried rice"

2. Cycle 1

Based on the results of the pre-test analysis, which showed that most students had not yet achieved the Minimum Completion Criteria (KKM), the researcher then continued with corrective actions through Cycle I. At this stage, the researcher attempted to improve students'

vocabulary retention by applying Videoscribe learning media to procedural text material. Learning was carried out by following the stages of classroom action research according to the Kemmis and McTaggart model, which includes four main components: planning, acting, observing, and reflecting.

a) Planning

At the beginning of the cycle, planning is the initial step in conducting this research. This phase begins with a preliminary study involving interviews with English teachers, distributing questionnaires to students, and observing classroom dynamics. The first step was to interview the English teachers to identify challenges students face in learning English. Then, a brief question-and-answer session with students in class was conducted to gather students' experiences and perspectives on learning English in the classroom. Following this, observations were conducted to monitor the teaching and learning environment. A preliminary test was also administered to assess students' vocabulary retention.

The findings of this preliminary study indicate that a significant problem among students is their low vocabulary retention, which also affects other language skills. The detailed results of this study are discussed in Chapter 1 of the research background. After completing the preliminary study, the researcher proceeded to develop a research plan by following several procedures. First, the researcher consulted with English teachers to select materials and topics that were in line with the syllabus. They decided on the topic and material "procedure text" because it was relevant to the syllabus. Following this decision, the researcher proposed using Videoscribe media to improve students' vocabulary retention with the topic and procedural text material "How To Make Fried Rice" which was well received by the English teacher.

The English teacher agreed with the researcher's proposal, and they discussed how to integrate Videoscribe into the classroom. They collaborated to design a lesson plan that incorporated this teaching method. After the lesson plan was created, both the researcher and the English teacher worked together to identify appropriate material content to be included in the Videoscribe media that would support the lesson. They chose the topic "How To Make Fried Rice". Finally, they collaborated in designing pre-test and post-test questions to evaluate students' vocabulary retention.

b) Action

The first cycle began following the planning procedure on Thursday, October 6, 2025. In this phase, the researcher took on the role of an English teacher, utilizing Videoscribe media during the teaching process, while the English teacher acted as a collaborator and observer for the research. The researcher implemented the planned design, including lesson plans and research instruments developed in collaboration with the English teacher. To collect data, the researcher prepared observation sheets and field notes to assess students' speaking activities. The researcher collaborated with the English teacher to address students' vocabulary retention difficulties and identify potential solutions.

1) First Meeting

The first meeting took place on Wednesday, October 6, 2025, from 7:00 to 8:30 a.m. WIB. The first cycle ran smoothly, following the teaching procedures outlined in the lesson plan. A pre-test was administered at the beginning of the first meeting to measure students' initial abilities. They worked on the questions promptly and orderly. The activity continued with the researcher providing instructions according to the teaching procedures in the module. A video was shown in class. The students were divided into groups of 4-5 students.

Students actively responded to the researcher's instructions and paid full attention to the video. The students followed the

researcher's instructions to collect new vocabulary that was successfully obtained while watching the video, the video was shown with an LCD so that all class members could watch and see clearly the material in the video shown, there were many moments where students wondered about a new vocabulary that they had not mastered and gave responses such as nodding when the image that was the meaning of the vocabulary began to appear, then not a few of them imitated the pronunciation of each sentence and several vocabularies. This shows that there are still many students who have deficiencies in mastering vocabulary even from simple text procedures. Ninth grade students E were very enthusiastic to see, capture and write as many new vocabulary as possible.

Meanwhile, in the first meeting, the researcher provided students with a basic understanding of the meaning, usage, pronunciation, and types of vocabulary each student had acquired. In addition, students were required to collect as much new vocabulary as possible in each group, and they wrote down the results they had obtained together on a piece of paper.

The researcher started the first meeting by greeting the students to spark their interest in the class. After this, the researcher led the students in group prayer and attendance. Next, the researcher facilitated a brainstorming session to assess students' understanding of the Procedure Text material. The researcher then distributed pretest questions to measure students' initial abilities, students were asked to work as honestly as possible for 15 minutes, after completion, the researcher gave instructions on the next learning system, students were divided into groups of 4-5 people, each individual was assigned to pay attention to the video that would be shown as well as possible, while noting down each new vocabulary they got, the researcher began to display Videoscribe via the LCD screen at full volume so that it could be watched and heard clearly by

students, the researcher chose a simple Procedure Text but according to the abilities of 9th grade students, entitled "How To Make Fried Rice", the researcher displayed words that were not jumbled up for students to grasp. In addition, researchers explain the relevance of studying procedural texts in real life situations.

The researcher provides an overview of the basic concepts related to procedural texts, including their definitions, objectives, generic structures, and language features. The researcher clearly articulates the definition of procedural texts and provides examples of how they can be applied in real-life situations, such as how to make food or drinks, how to withdraw money from an ATM, and so on. In addition, the researcher emphasizes the importance of understanding procedural texts in English, as one of the various types of texts they encountered anywhere in the world.

The researcher approached each student's desk to check their understanding and the extent of their learning. She also briefly analyzed vocabulary items that most students lacked. She emphasized the pronunciation of each word and asked students to repeat each word several times. This is crucial for improving pronunciation, especially for newly learned sentences and vocabulary. This meeting aimed to assess students' understanding of the importance of pronunciation. At the end of the session, the researcher reviewed the closed-ended material to reinforce student understanding by responding to the researcher's questions correctly. She also inquired about students' experiences in learning and adding new vocabulary, comparing them with the method she had just used, and asked if they enjoyed it.

Responses varied, with some students expressing enjoyment, comfort, and interest in further examining the meaning of each sentence in subsequent sessions. The session concluded with a group

prayer and motivational remarks from the researcher to inspire the students.

2) Second Meeting

The second meeting took place on Wednesday, October 8, 2025, from 08.00 to 09.00 am. This session went smoothly, following the lesson plan. As usual, the researcher started the class with a reading with Basmalah and then made an appearance. The researcher also asked about the overall feelings and well-being of the students. The students showed great enthusiasm when the lesson began., to refresh their memory and provide an atmosphere before starting the learning process, the researchers reviewed previous topics. This approach aims to ensure that all students in grade IX E remain engaged, happy, and eager to participate in the teaching and learning process.

The second meeting followed a similar teaching procedure to the previous session. The researcher implemented the same actions and activities as outlined in the lesson plan, focusing on the topic "How To Make Fried Rice" to improve students' vocabulary retention through the use of Videoscribe as a learning medium. The meeting begins with a brief introduction to the structure of the text procedure in the previous meeting.

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste

9. chicken, sausage, vegetables

Steps:

- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.

The aim of these actions is to give students a deeper understanding of the previous lessons and to overcome the difficulties identified based on the pre-test results. The researchers did not directly provide the correct answers to the test items, but rather provided general explanations and clarifications regarding the types of mistakes that students made most often. The researchers also focused on controlling classroom situations and providing motivation and appreciation to students. This is important to increase student confidence and create a positive learning environment.

From the pre-test corrections, it was found that most of the students' errors occurred in identifying synonyms and antonyms for vocabulary, understanding the main idea of the text, completing missing words, and composing random sentences into the correct order, as in procedural texts. Therefore, the researcher explains these aspects more thoroughly, provides simple examples, and encourages students to remember new vocabulary they have written in previous sessions.

After a brief review session, the researcher played back the Videoscribe presentation to the students. During this activity, students are asked to pay attention and remember vocabulary as much as possible. Video playback aims to strengthen their memory and help them connect visual and auditory elements with the vocabulary they have learned. The classroom atmosphere became very interactive, and the students showed positive reactions; Many of them are able to recognize words easily and even pronounce them with confidence.

After that, the researchers distributed a post-test to measure the students' progress after two learnings using Videoscribe in 1 cycle. The students were given 15 minutes to complete the exam, and most of them finished earlier than expected, showing increased confidence and familiarity with vocabulary. After the post-test, the researcher asked students to fill out a questionnaire (using Google Forms) to collect their perceptions of the use of Videoscribe in vocabulary learning. This helps researchers efficiently gather student feedback regarding the effectiveness, enjoyment, and impact of media on their motivation and understanding. The meeting then closed with a brief motivational message from the researcher to encourage further learning, and the class ended with a prayer led by one of the students.

In addition, the researcher asked about students' experiences with learning activities using Wordwall games. In accordance with the consistent responses and feedback from previous encounters, students stated that they enjoyed learning through game activities. The researchers also told the students that they would take the speaking test at the next meeting. The researcher allows the student to ask everything about this meeting activity. Then, one of the students asked about the test mechanism. The researcher replied that the test would be the same as the first and second meetings. So,

students have to play the game individually and express themselves by giving something that the researcher has provided on the Wordwall game. Finally, the researchers closed the meeting by leading a prayer together and providing motivation to them.

c) Observing

During the Cycle I first meeting observation phase, the researcher and collaborator (an English teacher) closely observed the teaching and learning process to record student participation, responses, and classroom atmosphere during the use of Videoscribe. These observations aimed to identify how students reacted to the use of the media and how this affected their engagement and understanding of vocabulary in procedural texts.

The observations revealed that the overall classroom atmosphere was very positive and interactive. Most students demonstrated high levels of enthusiasm and curiosity about the learning process. They paid close attention to the Videoscribe presentation and actively wrote down new vocabulary words that appeared in the video. Some students even repeated words spontaneously, indicating that the media's visual and auditory elements successfully captured their attention.

Furthermore, the students were highly cooperative during group activities. Each group discussed their vocabulary findings effectively, and most students actively contributed to their group's summary list. Researchers noted that even some previously passive students became more engaged in class activities, primarily because the use of animation and voice-over narration in the videos made the learning process more enjoyable. Teachers' field notes also indicated that student motivation and participation increased compared to previous traditional learning sessions. The learning process was not only more engaging but also more focused, as students were eager to

identify as many new words as possible. The classroom atmosphere felt lively yet orderly, with minimal distractions.

However, some minor issues were still identified during observations. Some students were slightly confused about the meaning of some vocabulary words, and some groups needed additional guidance in pronouncing certain words correctly. Despite these minor challenges, most students were able to understand the lesson well and showed progress in recognizing and memorizing new vocabulary.

Based on the pre-test results, out of 20 students, the total pretest score for grade IX E was 1595, with an average score of 69.25 (note: 1385 ÷ 20). Only 8 students (40%) achieved or exceeded the Minimum Completion Criteria (KKM) of 75, while 12 students (60%) did not achieve the standard. This means that the learning completion percentage at the pre-test stage was 40%, indicating that the majority of students were still unable to master vocabulary effectively. These quantitative findings support qualitative observations that, although students were interested in the lesson, they still lacked adequate vocabulary knowledge, particularly in understanding the meaning, form, and pronunciation of new words.

Overall, observations in Cycle I indicated that the implementation of Videoscribe successfully increased student engagement, participation, and interest in vocabulary learning. These findings served as the basis for reflection and planning improvements in second meeting to further enhance students' vocabulary understanding and mastery.

d) Reflecting

a. Reflection in Action

Reflection in action was conducted during the first cycle while the learning activities were still ongoing. The researcher continuously observed student participation and interaction during

the Videoscribe-based learning. It was clear that students demonstrated high enthusiasm and motivation from the beginning of the activity. They were actively engaged, paying attention to the animations, and enthusiastically taking notes on new vocabulary presented in the videos. The lively classroom atmosphere indicated that students were more comfortable and confident in learning compared to conventional teaching methods.

However, while monitoring the learning process, the researcher also noticed several challenges that emerged during the activity. Some students tended to focus more on the visual aspects of the videos than on the meaning of the vocabulary presented. Several other students appeared confused about the pronunciation of certain words and needed direct guidance from the teacher. During group work, not all members contributed equally—some dominant students took the lead, while quieter students participated less actively. These spontaneous reflections during the learning provided valuable insights for the researcher to make immediate adjustments, such as providing additional explanations of certain vocabulary and providing pronunciation examples.

From this practical reflection, it is clear that although the implementation of Videoscribe was successful in increasing student motivation and attention, further efforts are still needed to guide students in deepening their understanding of the vocabulary taught. The researchers concluded that interactive follow-up activities need to be integrated into subsequent meetings to ensure students not only enjoy the media but also achieve significant improvements in vocabulary retention.

b. Reflection on Action

Action reflection was conducted after all learning activities and the Cycle I pre-test were completed. This reflection focused on analyzing the learning outcomes, student test results,

and the overall effectiveness of the Videoscribe media in improving vocabulary retention. Based on the pre-test results, out of 20 students, only 8 (40%) were able to achieve or exceed the Minimum Completion Criteria (KKM) of 75, while 12 students (60%) were still below the required standard. The total pre-test score was 1385, with an average score of 69,25, indicating that the majority of students were still unable to effectively master the target vocabulary.

Despite the low mastery percentage, researchers found several positive aspects that reflected significant progress in class engagement and learning attitudes. Students appeared more motivated, cooperative, and responsive during the learning process. The integration of Videoscribe media successfully transformed the classroom into a more interactive and enjoyable environment. However, limited understanding of the meaning and usage of vocabulary indicated that students still needed additional support and more structured learning activities to strengthen their understanding.

From this reflection, the researchers and collaborators concluded that the main weaknesses in Cycle I related to students' limited focus on meaning and pronunciation, as well as uneven participation during group discussions. To address these issues in the next cycle, several improvement plans were formulated: providing explicit guidance on pronunciation and meaning after the video sessions; implementing more interactive post-video activities, such as vocabulary matching, short sentence construction, and oral repetition exercises; encouraging balanced group collaboration; ensuring all students actively participate in the discussions; and extending the post-video reflection and discussion time so that students can review vocabulary more thoroughly.

By implementing these improvements in second meeting, the researchers hoped that students would not only maintain their motivation but also show significant improvements in their vocabulary retention and overall English performance. After all activities in post test were completed, the researcher conducted a comprehensive reflection on the entire learning process and its outcomes. This reflection focused on analyzing the results of the post-test, the students' behavioral changes, and their responses toward the use of Videoscribe media in learning vocabulary.

The analysis of the post-test results revealed a remarkable improvement in students' vocabulary retention compared to the pre-test administered in Cycle I. Based on the collected data, the total post-test score of 20 students in class IX E was 1940, resulting in a mean score of 97.0. All 20 students (100%) successfully achieved or exceeded the Minimum Mastery Criterion (KKM) of 75. This indicates a 100% completion rate, showing that every student was able to meet the expected level of vocabulary retention after the implementation of the second cycle.

The comparison between the pre-test and post-test results is presented in the following table:

Table 1.4
The Students Average Score

Assessment	Total Score (ΣX)	Average (Mx)	Students Achieving KKM (≥75)	Percentage
Pre-Test (Cycle I)	1385	69.25	8 students	40%
Post-Test (Cycle I)	1940	97.0	20 students	100%

Based on the table above, the average score increased from 69.25 in the pre-test to 97.0 in the post-test, while the class mastery level improved from 40% to 100%. This result shows a significant improvement in students' vocabulary achievement after being taught through the Videoscribe media. The overall increase demonstrates that the action conducted in Cycle I second meeting was effective in overcoming the weaknesses identified in Cycle I first meeting, particularly in understanding synonyms and antonyms, completing missing words, arranging jumbled sentences, and grasping the meaning of vocabulary items in context.

In addition to the quantitative results, qualitative observations also showed positive changes in students' learning attitudes and behaviors. During second meeting, students demonstrated higher levels of confidence, concentration, and enthusiasm. They were able to recall the vocabulary from the previous meeting more quickly and apply it appropriately in exercises. Their pronunciation also improved significantly as a result of consistent repetition and guided practice. Furthermore, the feedback collected through the questionnaire (Google Form) indicated that students found the use of Videoscribe media to be interesting, enjoyable, and highly beneficial for learning vocabulary. Many students stated that the combination of visuals, audio narration, and text in the video made it easier for them to remember new words and understand their meanings in context.

From this reflection, it can be concluded that the implementation of Videoscribe media in Cycle I successfully achieved the objectives of the research. The improvements in both students' learning outcomes and their active participation confirmed that the action was effective and well-executed. Therefore, the researcher decided to terminate the classroom action research at Cycle I, as the indicator of success—achieving 75% of students

reaching the KKM—had been fully met, even surpassed, with a 100% completion rate. The learning process became more meaningful, engaging, and effective, proving that Videoscribe media can be a powerful tool to enhance students' vocabulary retention in English learning.

C. Research Discussion

The main objective of this study was to improve students' vocabulary retention through the application of Videoscribe media in the teaching and learning process at MTs Negeri 2 Jember. This study used Classroom Action Research (CAR) based on the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. This study was conducted in two cycles, each consisting of one meeting, with each cycle designed to identify weaknesses in student performance, implement corrective actions, and evaluate the results. The research findings indicate that the use of Videoscribe media had a significant impact on improving students' vocabulary retention, as well as their overall motivation, participation, and learning engagement. Quantitative results showed a remarkable improvement from pretest to post-test. In the pre-test, only 8 out of 20 students (40%) achieved the Minimum Completion Criteria (KKM) of 75, with an average score of 69.25. However, after implementing Videoscribe in two learning cycles, post-test results showed a dramatic improvement: all 20 students (100%) successfully achieved or exceeded the KKM, and the average score increased to 97.0. This means the average score increased by 27.75 points, and class mastery increased by 60%, clearly indicating that the implementation of Videoscribe effectively improved students' vocabulary achievement.

These findings are consistent with the idea that visual-based media can support second language acquisition by providing multimodal input. In this study, Videoscribe integrated animations, images, and narration that stimulated both auditory and visual channels, enabling students to form stronger mental connections between new vocabulary and its meaning. Visualizing real-life

contexts in Videoscribe videos also facilitated comprehension, helping students remember and recall words more easily during tests.

From classroom observations and field notes, it was clear that student motivation and participation increased significantly. During second meeting, students were more active, confident, and eager to engage in group discussions. They responded quickly to teacher instructions and were able to recall previously learned vocabulary without hesitation. When students find the learning process engaging and meaningful, they are more likely to put in effort and retain information longer.

Qualitative data collected from questionnaires also confirmed that Videoscribe was perceived positively by students. Most respondents stated that learning vocabulary through animated videos made lessons more enjoyable and easier to understand. They also mentioned that the use of visuals and narratives helped them associate words with their meanings, thus improving their retention. Furthermore, the integration of Videoscribe contributed to improved pronunciation and contextual understanding among students. While watching and listening to Videoscribe presentations, students repeatedly heard the correct pronunciation of new words and were able to imitate them directly. This auditory reinforcement was effective in helping students internalize word sounds and stress patterns. Through multiple exposures to words in meaningful contexts, students are more likely to understand how vocabulary functions in real-life communication.

Another important aspect observed in this study was the shift in classroom dynamics. In first meeting, only a few students actively participated in group discussions, and some remained hesitant to speak. However, after modifications made in second meeting such as providing guided pronunciation practice, increasing discussion time, and encouraging collaboration among students the learning environment became more inclusive and interactive. Students supported each other, shared understanding, and worked together to complete learning tasks.

The success of the second cycle also demonstrated improvements in planning and effective strategies. The researchers' decision to review students' previous errors, provide corrective explanations, and replay the Videoscribe videos significantly contributed to strengthening students' understanding. This repetition not only helped strengthen their memory but also built their confidence in using vocabulary correctly. This aligns with Nation's view that vocabulary learning requires repeated and meaningful exposure for students to transfer knowledge from short term memory to long-term memory.⁶⁰

Furthermore, this study supports previous research findings that emphasize the effectiveness of animated video media in language learning. In the broader context of English Language Teaching (ELT), the implications of this research are clear. Teachers should integrate technology-based media, such as Videoscribe, into their teaching strategies to make learning more dynamic, interactive, and meaningful. The use of such digital media not only improves academic outcomes but also fosters learner autonomy and motivation, two essential elements in achieving long-term language proficiency. As Brown (2000) emphasizes, effective language learning occurs when students are emotionally and cognitively engaged in the process. In this regard, Videoscribe successfully created a learning environment that was both cognitively engaging and emotionally enjoyable.

In conclusion, the research discussion clearly shows that the use of Videoscribe in vocabulary learning resulted in significant improvements in students' vocabulary retention, pronunciation, and motivation. The integration of visual and auditory stimuli helped students better understand, remember, and internalize new vocabulary. Furthermore, positive changes in student behavior and attitudes in the classroom indicate that Videoscribe is not only effective as a vocabulary learning tool but also as a motivational tool that encourages active participation and collaborative learning. Therefore, it can be concluded that Videoscribe is a highly effective and innovative learning

⁶⁰ I. S. P, Nation. (2001). Learning vocabulary in another language. Cambridge University Press.

tool for improving junior high school students' vocabulary retention and can be recommended for broader use in English classes.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study, conducted through Classroom Action Research (CAR) in one cycle with a total of two meetings, showed that the use of Videoscribe as a learning medium significantly improved the vocabulary retention of 9th-grade E students at MTsN 2 Jember. The findings indicated that the use of Videoscribe resulted in effective improvements in students' vocabulary retention, as evidenced by pre-test and post-test results. This improvement was further supported by student participation observations, as recorded by the English teacher in the classroom.

The pre-test results indicated that 40% of students met the minimum passing grade (KKM) with an average score of 69.25. However, after the implementation of the Videoscribe action, the average post-test score increased to 97.0, with 20 out of 20 students (100%) passing the KKM. Therefore, it can be concluded that the post-test results in Cycle 1 exceeded the success criteria established for this study. This quantitative improvement proved that the use of Videoscribe could significantly enhance students' understanding, retention, and usage of English vocabulary.

In addition to improved test scores, qualitative data from classroom observations and questionnaires also showed positive developments. Students became more motivated, enthusiastic, and active during the learning process. They responded positively to the Videoscribe platform because it combined animated visuals, narration, and text input, making learning more engaging and less boring. The platform appealed to students' visual and auditory senses, enabling them to form stronger associations between words, sounds, and meanings. Furthermore, the integration of Videoscribe fostered a more interactive and student-centered learning environment. The group activities encouraged peer collaboration, allowing students to help one another, share their understanding, and build confidence in using English vocabulary. The

combination of technology, visuals, and active learning strategies successfully transformed the classroom atmosphere into a more enjoyable and effective space for learning.

This study also confirms that the use of Videoscribe media is not only beneficial for improving students' vocabulary retention but also plays a significant role in developing their pronunciation, contextual understanding, and motivation. Through media with visuals, audio, and animation, students are able to pronounce words more accurately and understand their use in context especially in procedural text materials. The overall learning outcomes indicate that Videoscribe is a powerful teaching medium that addresses both cognitive and affective aspects of learning.

In conclusion, the implementation of Videoscribe media in teaching English vocabulary was proven to be highly effective, engaging, and pedagogically sound. It enhanced students' achievement, encouraged active participation, and increased motivation toward learning English. Therefore, Videoscribe can be considered an innovative and appropriate instructional tool for English language teachers, especially in junior high schools, to improve students' vocabulary retention and make the learning process more meaningful, enjoyable, and successful.

B. Suggestion

After conducting this research, the researcher offers several recommendations that may be helpful for enhancing future learning strategies, as outlined below:

1. For English Teachers

Researchers strongly recommend that English teachers use Videoscribe as a teaching medium, especially for English vocabulary retention. This medium can effectively engage students, making the learning process more engaging, active, and enthusiastic. It also helps reduce feelings of laziness that often accompany the learning process. By utilizing and

applying Videoscribe to lessons, students can improve their vocabulary retention in a less monotonous and more engaging classroom environment. This strategy also encourages students to actively participate and interact, which not only improves their vocabulary but also makes them more enthusiastic about understanding and using English both in class and in real-life situations. With Videoscribe as an interactive learning medium, students can learn in a relaxed atmosphere, helping them overcome laziness and enjoy the learning experience.

2. For Future Researchers

The researchers hope that this study can serve as a valuable reference for educational experts and a useful example for future research on vocabulary development. Therefore, further researchers can consider adopting this medium in their own studies to further explore its effectiveness in different contexts or with different groups of students. Furthermore, it is recommended that researchers further investigate additional media or strategies for teaching vocabulary retention. By exploring new approaches and integrating them with interactive tools such as videoscribe, researchers can contribute to the development of sustainable, innovative methods to improve students' vocabulary retention or other skills. This research can serve as a reference point for those who aim to create engaging and effective learning environments without experiencing monotonous learning.

C. Research Limitations

The limitations of this research are:

- 1. This research only one cycle was conducted, with one pre-test and one posttest, so the validity of the assessment of the consistency of media use in improving vocabulary was still lacking.
- 2. The questions only used content validation and face validity, and no construct or pilot tests were conducted.
- 3. The topic of procedural texts was still lacking, only one topic was used.

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Appendix 1

TITLE	VARIA- BLES	SUB- VARIAB LES	INDICATORS	DATA RESOUR -CES	RESEARCH METHOD	RESEARCH QUESTION	HYPOT ESIS
Improvin g Students' Vocabul ary retention On Procedur e Text through Videoscr ibe Media for The IX Grade of	1. Independe nt variable: Videoscrib e Media	1. The imple mentat ion of Video-scribe in learnin g.	 The teacher displays procedural text material via Videoscribe (animated video, text, and audio). Students pay attention to the video and note down new vocabulary. Students discuss the vocabulary that appears in their groups. 	1. Primary Data: Students' vocabular y test score 2. Secondary Data: a. Observ ation b. Questi onnaire c. Field Notes	Research design Classroom Action Research (CAR) by Kemmis and McTaggart: 1. Planning of the action 2. Implementation of the action 3. Classroom observation and evaluation 4. Reflection of the action A. Data collection: 1. Test 2. Observation 3. Questionnaire 4. Field Notes 5. Dokumen Review B. Data Analysis technique: a. Average Score	How can Videoscribe media improve students' vocabulary retention of procedure text at IX grade of MTs 2 Jember?	Using Videoscr ibe media can improve students' vocabula ry retention of procedur e text at IX grade of MTs 2 Jember.
MTs 2 Jember	2. Dependent variable: Vocabular y retention	 Word Form Meani ng Usage 	 Students create simple sentences using the new vocabulary. Students present the results of their group discussions based on the material from Videoscribe. Students can recognize the form of words (spelling/structure). Students understand the meaning of words in context Students are able to use the words in sentences (usage). 	d. Docum ent review	Notes: X: Mean x: Total Score n: Number of students b. Pass Score $P = \frac{F}{N} \times 100\%$ Notes: P: The class percentage F: Total Percentage score N: Number of Students C. Validation of data: Content Validity D. Criteria of success: This research will be successful if: 1. Students' average achievement in vocabulary retention test is equal to higher than minimum score by the school that is 75. 2. Students' individual score is higher 20 scores from previous test (pretest). 3. Students reach either the minimum score 75 or 20 scores higher from pre-test are equal to or higher that 75% of the total students' in the research.		

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

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Rahma Aulia Putri

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Program : English Education Department

Faculty : Tarbiyah and Teacher Training

University : State Islamic University of Kiai Haji Achmad Shiddiq jember

States that undergraduate thesis entitled "Improving Students' Vocabulary Retention On Procedure Text Through Videocribe Media For The IX Grade Students of MTsN 2 Jember" is truly my original work from the result of conducting a research at Ninth-grade E Students of MTsN 2 Jember, except some resources which are accepted from references mentioned.

Jember, November 1, 2025

MITTHE / May

NIM. 213101060003

Appendix 3



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

Ji. Mataram No. 01 Mangli. Telp (0331) 428104 Fax. (0331) 427005 Kode Pos. 88136 Website www.http://filik.uirikhas-jember.ac.id Email: (urhiyuli.iainjcmberja.gmail.com

Nomor: B-13505/ln.20/3.a/PP.009/09/2025

Sifat : Biasa

Perihal: Permohonan Ijin Penelitian

Yth. Kepala MTs 2 Jember

Jl. Merak No.11&Irm; Slawu Patrang Jember Jawa Timur

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

NIM : 213101060003

Nama : RAHMA AULIA PUTRI Semester : Semester sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenal "Improving Students Vocabulary Mastery Of Procedure Text Through VideoScribe For The VII Grade Students Of MTs 2 Jember" selama 3 (tiga) hari di lingkungan lembaga wewenang Bapak/Ibu Nur Aliyah, S.Pd., M.Pd‎

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 September 2025 Dekan.

aki Dekan Bidang Akademik,

KHOTIBUL UMAM



KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER MADRASAH TSANAWIYAH NEGERI 2

Jalan Merak Nomer 11 Jember 68116; Telepon (0331) 482926 Website: www.mlsn2jember.sch.id; E-mail: mtsn2jbr@gmail.com

SURAT KETERANGAN

Nomor: 292/Mts.13.32.02/11/2025

Yang bertanda tangan di bawah ini

Nama : Dr. Nur Aliyah, S.Pd., M.Pd.

NIP : 197204191998032001

Jabatan : Kepala MTsN 2 Jember

Menyatakan dengan sesungguhnya bahwa:

Nama : Rahma Aulia Putri

NIM : 213101060003

Semester : IX (sembilan)

Jurusan : Tarbiyah dan Ilmu Keguruan

Prodi : Tadris Bahasa Inggris

Bahwa yang namanya tersebut di atas telah selesai melaksanakan Penelitian/Riset mengenai Improving Students Vocabulary Mastery of Procedure Text Through Videoscribe Media for the Seven Grade Student of MTsN 2 Jember selama 30 (tiga puluh) hari di MTs Negeri 2 Jember.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

18 November 2025 Kepala Madrasah,



Nur Aliyah

Dokumen Ini tetah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Modul Bahan Ajar (PROCEDURE TEXT)

Bagian I. Identitas dan Informasi Mengenai Modul

Nama Penyusun	Rahma Aulia Putri
Jenjang Sekolah	MTs
Fase/Kelas	9
Domain/Topik	Menyimak- Membaca - Menulis
Kata Kunci	Purpose, Material, Step
Pengetahuan/Keterampila n Prasyarat	bahasa dasar dengan keinginan yang kuat untuk belajar lebih baik
Alokasi waktu (menit)	2 X 40 menit
Jumlah Pertemuan (JP)	Pertemuan ke 1, 1x Pertemuan (2 JP)
Mode Pembelajaran	Tatap Muka (TM)
Kompetensi Awal	Siswa memahami struktur dasar kalimat, kata kerja(verb), dalam bahasa inggris, meningkatkan penguasaan kosakata dan Writting Skill
Metode Pembelajaran	Discovery Learning
Sarana Prasarana	Ruang kelas, laptop dan proyektor dan printer, jaringan internet.
Alat dan Bahan	Alat Tulis, teks cerita, video/film, hp, buku catatan
Target Peserta Didik	Regular
Karakteristik Peserta Didik	 Siswa pada jenjang Sekolah Menengah Pertama dapat mengidentifikasi dan menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan Procedure Text Siswa dapat menyebutkan kosakata yang terdapat dalam Procedure Text, baik dalam meaning, word form, atau usage dan mengkreasikan ke dalam kalimat baru Siswa dapat menulis kosakata yang terdapat dalam Procedure Text dengan benar
Referensi Lain	 Procedure Text Buku-buku bahasa inggris lain atau bila perlu akses internet untuk menggali informasi.
Glosarium	Imperatives, Simple Present Tense, Conjunction, Writting Skill

Gambaran Umum Modul (rasionalisasi, urutan materi pembelajaran, rencana asesmen):

Rasionalisasi	Menganalisis dan menyimpulkan makna fungsi sosial,		
	struktur teks, dan unsur kebahasaan dalam Procedure Text		
	secara tepat		
	Menyebutkan dan mengumpulkan kosakata baru yang		
	terdapat dalam Procedure Text, menggunakan kepenulisan		
	yang tepat		
Urutan Materi	Fungsi sosial Procedure Text		
Pembelajaran	• Struktur teks(Goal, Materials, Steps)		
	Unsur kebahasaan (Imperatives, Simple Present Tense,		
	Conjunction.)		
	Membaca dan menganalisis teks		
	Menulis Kosakata		

Asesmen

Bagian II. Langkah-Langkah Pembelajaran

Topik	Procedure Text
Tujuan Pembelajaran	Dengan menggunakan model pembelajaran Discovery Learning siswa diharapkan dapat: • Siswa mampu mengidentifkasi dan menjelaskan konteks, gagasan utama/kesimpulan, informasi dari bentuk kalimat Procedure Text yang disajikan dalam berbagai bentuk multimedia. (fungsi sosial) • Siswa mampu mengemukakan ide dari berbagai ragam kalimat Procedure Text yang disajikan dalam bentuk multimedia dalam lingkup kehidupan remaja.(struktur teks) • Siswa mampu menganalisa sebuah kalimat Procedure Text yang dipilih berdasarkan infografis generic structure nya dan mempresentasikannya. (unsur kebahasaan)
Pemahaman Bermakna	-
Pertanyaan Pemantik	 a. "If you were making instant noodles, what steps would you follow?" b. "In your opinion, how important is the order of steps in making something?" c. "If there's a text that contains the purpose, ingredients, and steps, what would it be called?"
Essential Questions	 What is a Procedure Text? What is the importance of learning a Procedure Text for our life? How to write Procedure Text
Profil Pelajar Pancasila Mandiri Percaya diri Berpikir kritis	

Urutan kegiatan Pembelajaran

Pertemuan 1 (Menyimak, Membaca, Menulis) (80 menit)

KEGIATAN AWAL (20 menit)

- 1. Menyiapkan fisik dan psikis peserta didik
- 2. Memberikan motivasi.
- 3. Berdiskusi hal hal yang telah diketahui terkait materi yang akan diberikan
- 4. Menyampaikan tujuan pembelajaran, cakupan materi, langkah kegiatan dan penilain
- 5. Melaksanakan assessmen awal (Pre Test) 15 menit

	KEGIÀTAN INTI	
Langkah Pembelajaran	Lembar Kerja Siswa	Waktu

1. Siswa mengam	Observe the following picture and answer the questions!	5 meni
ati gambar	How to Make Sweet Iced Tea : (CORP)	
danmenj awab pertanya an yang diberika n.	Steps Space learn squisty reasons? Steps Steps learn squisty reasons? Steps Steps the water into a glass. Text of the water into	
	1. What do you know about this picture?	
	2. What is conveyed in the text?	
	3. What vocabulary can you recognize in the text?	
	4. What are the structures of the text?	
	5. How many new vocabulary words did you learn from the text?	
2. Siswa	SOAL PRE TEST SISWA	15
diminta	Name: Score: Class: 9 E	menit
mengerjakan	Time: 20 minutes	
soal Pre Test	A. Multiple Choice [10 Questions]	
yang sudah	Read the text bellow and then answer the	
disiapkan guru	question	
	How to Make a Cup of Tea	
	Ingredients:	
	 A tea bag Hot water 	
	3. Sugar	
	4. A cup	
	Steps:	
	1. Boil the water.	
T Th TTY	2. Put the tea bag into the cup.	
UNIV	3. Pour the hot water into the cup.4. Add some sugar.	
KIAI H	5. Stir well. 6. Serve the tea.	
	1. The word boil in the text can be replaced by	
	a. Cook in water	
	b. Fry in oil	
	c. Cut into piecesd. Grill on fire	
	2. The opposite of hot is	
	a. Warm	
	b. Cool	
	c. Cold	
	d. Fresh	
	3. Which one is NOT an ingredient to	
	make tea? a. Tea bag	
	b. Hot water	
	c. Sugar	
	d. Knife	
	4. The word serve in step 6 means	
	4. The word serve in step 6 meansa. Menyajikan	

	b. Mengupas c. Memotong d. Memasak 5. The meaning of pour is a. Tuangkan b. Kupas c. Aduk d. Sajikan 6. The English of "sendok" is a. Fork b. Spoon c. Plate d.Pan 7. The word stir means a. Goreng b. Aduk c. Rebus d. Potong 8. Which ingredient makes the tea taste sweet? a. Water b. Cup c. Tea bag d. Sugar 9. The antonym of the word hot is a. Warm b. Boil c. Cold d. Heat 10. The meaning of add is a. Kurangi b. Tambahkan c. Sajikan	
	A. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. First, the water in a kettle. (boil / fry / cut) 2. Don't forget to the tea with a spoon. (stir / peel / wash)	
UNIV KIAI H	3. Finally, the tea to your family. (serve / cut / drink) 4. Please some sugar to make it sweeter. (add / pour / mix)	
3. Siswa	 5. the hot water into the cup carefully. (pour / boil / stir) B. Matching Word (5 question) Match the following word to its meaning! 1. Boil – 2. Cup – 3. Spoon – 4. Stir – 5. Pour – a. Aduk b. Gelas c. Rebus d. Sendok e. Tuangkan 	20
Dibagi menjadi	Link Video https://drive.google.com/drive/folders/1mvwEheKfm7 BTL6hGkArK113P8p87HzKv	menit

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terdiri dari 4-5 orang lalu diminta melihat, membaca	VideoScribe VideoScribe	
dan memahami bersama Videoscrib e yang	Hi Students!Scribe	
ditayangka n sambil mencatat kosakata baru yang mereka dapatkan	VideoScribe deoScribe	
dalam video 4. Siswa	How to Make Instant Noodles	20
diminta	now to wake instant roodies	menit
membacaka	Materials	
n kosakata	1 pack of instant noodles	
baru yang	400 ml of water	
mereka	Seasoning (from the noodle pack)	
dapatkan	A bowl and a spoon	
beserta	Steps	
menjelaskan	1. Boil 400 ml of water in a pan.	
maksut dari	2. Put the noodles into the boiling water.	
kata tersebut	ε	
lalu	4. Add the seasoning into a bowl.	
membuat	5. Pour the cooked noodles and water into the bowl.	
kalimat baru	6. Stir well until the seasoning is mixed.	
dari tiap	7. Serve and enjoy your instant noodles.	
kosakata		
tersebut		

LINIT	KEGIATAN PENUTUP				
5. Siswa	Let's sum up	15 menit			
menyimp	LALLACHMAD.S.DD O.				
ulkan .	Can we interpret the procedural text above together?				
materi	IEMBER				
pada pertemua					
n ini.					
	How many vocabulary words				
	did you manage to collect?				
	What new vocabulary words did				
	you get?				
6. Guru	Let's reflect	5 menit			
melakuka	1. What is the most interesting activity have				
n refleksi	you experienced?				
	2. What area do you feel you still need to				
	practice or improve on?				
	3. What can you do to try to improve for the				
	next lesson?				

Penilaian

1. Pengetahuan

Teknik : Tes tertulis (mengidentifikasi struktur & kosakata).

Bentuk : Essay

Instrumen : Analyze the text carefully and write every new vocabulary and

find out the meaning of it

2. Keterampilan

Teknik : Tulis Bentuk : Essay

Instrumen : Menulis kosakata baru dan membuat kalimat baru dari tiap

kosakata tersebut

3. Sikap

Teknik : Observasi

Bentuk : lembar Observasi

Instrumen : Menunjukkan keaktifan dan kerjasama dalam kelompok.



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

Modul Bahan Ajar (PROCEDURE TEXT)

Bagian I. Identitas dan Informasi Mengenai Modul

Nama Penyusun	Rahma Aulia Putri		
Jenjang Sekolah	MTs		
Fase/Kelas	9		
Domain/Topik	Menyimak– Membaca – Menulis		
Kata Kunci	Purpose, Material, Step		
Pengetahuan/Ketera	Siswa memahami kosakata, kepenulisan, dan tata bahasa		
mpilan Prasyarat	dasar dengan keinginan yang kuat untuk belajar lebih baik		
Alokasi waktu (menit)	2 X 40 menit		
Jumlah Pertemuan (JP)	Pertemuan ke 2, 1x Pertemuan (2 JP)		
Mode Pembelajaran	Tatap Muka (TM)		
Kompetensi Awal	Siswa memahami struktur dasar kalimat, kata kerja(verb), dalam bahasa inggris, meningkatkan penguasaan kosakata		
Metode	dan Writting Skill Discovery Learning		
Pembelajaran	Discovery Learning		
Sarana Prasarana	Ruang kelas, laptop dan proyektor dan printer, jaringan internet.		
Alat dan Bahan	Alat Tulis, teks cerita, video/film, hp, buku catatan		
Target Peserta Didik	Regular		
Karakteristik	- Siswa pada jenjang Sekolah Menengah		
Peserta Didik	Pertama dapat mengidentifikasi dan		
	menjelaskan fungsi sosial, struktur teks dan unsur		
	kebahasaan Procedure Text		
	- Siswa dapat menyebutkan kosakata yang terdapat dalam		
	Procedure Text, baik dalam meaning, word form, atau		
	usage dan mengkreasikan ke dalam kalimat baru		
	- Siswa dapat menulis kosakata yang terdapat dalam		
Referensi Lain	Procedure Text dengan benar • Procedure Text		
Keierensi Lain			
T 15 113 71	Buku-buku bahasa inggris lain atau bila perlu akses internet untuk menggali informasi.		
Clasarinus			
Glosarium	Imperatives, Simple Present Tense, Conjunction, Writting Skill		

Gambaran Umum Modul (rasionalisasi, urutan materi pembelajaran, rencana asesmen):

Rasionalisasi	Menganalisis dan menyimpulkan makna fungsi sosial, struktur							
	teks, dan unsur kebahasaan dalam Procedure Text secara tepat							
	Menyebutkan dan mengumpulkan kosakata baru yang terdapat							
	dalam Procedure Text, menggunakan kepenulisan yang tepat							
Urutan Materi	Fungsi sosial Procedure Text							
Pembelajaran	• Struktur teks(Goal, Materials, Steps)							
	Unsur kebahasaan (Imperatives, Simple Present Tense,							
	Conjunction.)							
	Membaca dan menganalisis teks							
	Menulis Kosakata							
Asesmen	Asesmen Awal							
	 Formatif (tes lisan, latihan membaca) 							
	Sumatif (tes tulis)							

Bagian II. Langkah-Langkah Pembelajaran

Topik	Procedure Text
Tujuan Pembelajaran	 Mengingat kembali konsep Procedure Text dan kosakata yang sudah dipelajari. Mengidentifikasi kesalahan jawaban pada pre-test dan memahami pembahasannya. Menjelaskan dan mempresentasikan kembali langkah- langkah Procedure Text dari video. Meningkatkan nilai pada post-test dibandingkan pre- test. Mengisi angket untuk menilai efektivitas media Videoscribe.

Urutan kegiatan Pembelajaran

Pertemuan 1 (Menyimak, Membaca, Menulis) (80 menit)

KEGIATAN AWAL (20 menit)

- Menyiapkan fisik dan psikis peserta didik
- 2. Memberikan motivasi.
- 3. Berdiskusi hal hal yang telah diketahui terkait materi yang akan diberikan
- 4. Menyampaikan tujuan pembelajaran, cakupan materi, langkah kegiatan dan penilain
- 5. Melaksanakan review materi 5 menit

KEGIATAN INTI						
Langkah Pembelajaran	Lembar Kerja Siswa	Waktu				
Guru melakukan review cepat tentang: Definisi	"Apa saja kata kerja yang muncul di video?" "Apa fungsi 'Steps' dalam Procedure Text?" "Apa makna dari kosakata tersebut?" "Bagaimana kepenulisan yang benar?"	5 menit				
Procedure Text Generic structure Kosakata	ERSITAS ISLAM NEGERI					
penting (verbs, nouns, adverbs)	I ACHMAD SIDDIQ E M B E R					
Contoh kalimat sederhana						
2. Menonton Ulang Videoscribe (10 menit) Guru memutar kembali Videoscribe "How to Make Fried	Link Video https://drive.google.com/drive/folders/1mvwEhe Kfm7BTL6hGkArK113P8p87HzKv	10 menit				
Rice". Siswa diminta fokus pada						

vocabulary dan langkah- langkah.	↑ VideoScribe	
	Hi Students!Scribe	
	VideoScribe	
3. Presentasi Bersama tentang Procedure Text	Siswa dibagi kembali dalam kelompok (seperti siklus I). Tugas kelompok: Menjelaskan kembali langkah-langkah Procedure Text dari Videoscribe. Menyebutkan 5 kosakata baru dan membuat 1 contoh kalimat untuk tiap	20 menit
	kata. Setiap kelompok mempresentasikan hasilnya dalam 2–3 menit.	
4. Pelaksanaan	Guru memberi pujian dan koreksi ringan. How to Make Instant Noodles	20 menit
menit)Tes terdiri dari 15 soal (multiple choice, matching, fill in the blanks)	 A bowl and a spoon Steps 8. Boil 400 ml of water in a pan. 9. Put the noodles into the boiling water. 10. Cook the noodles for about 3 minutes. 11. Add the seasoning into a bowl. 12. Pour the cooked noodles and water into the bowl. 13. Stir well until the seasoning is mixed. 14. Serve and enjoy your instant noodles. SOAL POST TEST SISWA Name: Score: Class: 9 E Time: 20 minutes A. Multiple Choice [10 Questions] Read the text bellow and then answer the question How to Make a Cup of Tea Ingredients: 1. A tea bag 2. Hot water 	
	 Sugar A cup Steps: Boil the water. Put the tea bag into the cup. Pour the hot water into the cup. Add some sugar. Stir well. Serve the tea. 	

1. The word boil in the text can be	
1. The word boil in the text can be replaced by	
a. Cook in water	
b. Fry in oil	
c. Cut into pieces	
d. Grill on fire	
2. The opposite of hot is a. Warm	
a. Warm b. Cool	
c. Cold	
d. Fresh	
3. Which one is NOT an ingredient to	
make tea?	
a. Tea bag b. Hot water	
c. Sugar	
d. Knife	
4. The word serve in step 6 means	
a. Menyajikan	
b. Mengupas	
c. Memotong	
d. Memasak	
5. The meaning of pour is a. Tuangkan	
b. Kupas	
c. Aduk	
d. Sajikan	
6. The English of "sendok" is	
a. Fork	
b. Spoon c. Plate d.Pan	
7. The word stir means	
a. Goreng	
b. Aduk	
c. Rebus	
d. Potong 8. Which ingredient makes the tea taste	
8. Which ingredient makes the tea taste sweet?	
a. Water	
b. Cup	
c. Tea bag	
d. Sugar	
9. The antonym of the word hot is a. Warm	
b. Boil	
c. Cold	
d. Heat	
10. The meaning of add is	
a. Kurangi	
b. Tambahkan	
c. Sajikan d. Aduk	
C. Complete Sentences (5 questions)	
Fill in the blanks with the right words!	
6. First, the water in a kettle. (boil	
/ fry / cut)	
7. Don't forget to the tea with a	
spoon. (stir / peel / wash) 8. Finally, the tea to your family.	
(serve / cut / drink)	
9. Please some sugar to make it	
sweeter. (add / pour / mix)	
10. the hot water into the cup	

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	carefully. (pour / boil / stir) D. Matching Word (5 question) Match the following word to its meaning! 6. Boil –	
	 7. Cup – 8. Spoon – 9. Stir – 10. Pour – f. Aduk g. Gelas h. Rebus i. Sendok j. Tuangkan 	
5. Pengisian Angket / Questionnaire Guru mengirim link Google Form ke grup WhatsApp kelas. Siswa mengisi angket. Guru memastikan semua siswa mengisi.	https://docs.google.com/forms/d/e/1FAIpQLSc SlMSuTg7eiW6HL8Y9B0yaU6gWYVrYbz8O h04c9HAWi0B4bA/viewform?usp=header	5 menit

		KEGIATAN PENUTUP	
1.	Siswa menyimpul	Let's sum up	10 menit
	kan materi pada	Can we interpret the procedural text above together?	
	pertemuan ini.	How many vocabulary words did you manage to	
		collect? What new vocabulary words	
		did you get?	
2.	Guru melakukan refleksi	 Let's reflect What is the most interesting activity have you experienced? What area do you feel you still need to practice or improve on? What can you do to try to improve for the next lesson? 	5 menit

Penilaian

1. Pengetahuan

Teknik : Tes tertulis (mengidentifikasi struktur & kosakata).

Bentuk : Essay

Instrumen : Analyze the text carefully and write every new vocabulary and

find out the meaning of it

2. KeterampilanTeknik : TulisBentuk : Essay

Instrumen : Menulis kosakata baru dan membuat kalimat baru dari tiap

kosakata tersebut

3. Sikap

Teknik : Observasi

Bentuk : lembar Observasi

Instrumen : Menunjukkan keaktifan dan kerjasama dalam kelompok.



Appendix 7

Kisi-Kisi Soal Untuk Tes Vocabulary

Jenjang : Madrasah Tsanawiyah

Mata Pelajaran : Bahasa Inggris

Fase/Kelas : E/IX

Kurikulum : Merdeka

Alokasi Waktu : 2 JP

Penyusun

: Rahma Aulia

Putri

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	INDIKATOR SOAL	KELAS	BENTUK SOAL	NO. SOAL
1. Peserta didik	1. Peserta didik mampu	Vocabulary	Siswa dapat menentukan	IX	Pilihan	1
mampu meng-	menye-butkan kosa kata	Meaning	arti kata dalam teks		Ganda	
uasai kosakata	yang diguna-kan dalam		(Fragrant)			
yang terdapat	Procedure Text sesuai					
dalam procedure	dengan struktur teks dan	Vocabulary	Siswa dapat menentukan	IX	Pilihan	2
text di soal pre	unsur kebahasaan secara	Antonym	antonym dari kata hot		Ganda	
test dan post test,	mandiri	Vocabulary	Siswa dapat mengganti	IX	Pilihan	3
termasuk dalam	2. Peserta didik mampu mema-	Synonym/wor	kata stir dengan kata lain		Ganda	
bentuk kata,	hami makna, bentuk, dan	d meaning	yang sama makna			
makna kata	penggunaan tiap voca-	Word Class	Siswa dapat	IX	Pilihan	4
digilib.uinkh	as.ac.id digilib.uinkhas.ac.id digil	(Parts of	mengidentifikasi kata	nkhas.ac.id	Ganda	

(sinonim, anto-		bulary	Speech)	benda(noun)			
nym) dan peng-	3.	Siswa mampu mengiden-	Vocabulary/sy	Siswa memahami makna	IX	Pilihan	5
gunaan, dan		tifkasi dan menjelaskan	nonym	kata scramble		Ganda	
unsur kebahasaan		konteks, gagasan utama/	meaning				
yang tepat dalam		kesimpulan, informasi dari	Vocabulary/wo	Siswa memahami arti kata	IX	Pilihan	6
procedure text		bentuk kalimat Procedure	rd meaning	"optional"		Ganda	
sederhana		Text yang disajikan dalam	Vocabulary/sy	Siswa menentukan	IX	Pilihan	7
Peserta didik		berbagai bentuk multimedia.	nonym	sinonim kata delicious		Ganda	
mampu meng-		(fungsi sosial)	Sentence	Siswa menentukan	IX	Pilihan	8
gunakan kosakata	4.	Siswa mampu	Usage	kalimat yang		Ganda	
dan kata kerja		mengemukakan ide dari		menggunakan kata			
prosedural untuk		berbagai ragam kalimat		<i>fragrant</i> dengan benar			
melengkapi teks		Procedure Text yang	Grammar/past	Siswa mengetahui bentuk	IX	Pilihan	9
dan menyusun		disajikan dalam bentuk	participle	past participle dari cook		Ganda	
kalimat		multimedia dalam lingkup	Antonym	Siswa dapat menentukan	IX	Pilihan	10
sederhana sesuai		kehidupan remaja.(struktur		antonym dari kata <i>add</i>		Ganda	
konteks.		teks)	Vocabulary in	Siswa dapat mengisi kata	IX	Kalimat	11
	5.	Siswa mampu menganalisa	context	yang hilang :		rumpang	
		sebuah kalimat Procedure		cooking			
		Text yang dipilih	Vocabulary	Mengisi kata yang	IX	Kalimat	12
		berdasarkan infografis	meaning	menggambarkan fragrant		rumpang	
	nym) dan penggunaan, dan unsur kebahasaan yang tepat dalam procedure text sederhana Peserta didik mampu menggunakan kosakata dan kata kerja prosedural untuk melengkapi teks dan menyusun kalimat sederhana sesuai	nym) dan penggunaan, dan unsur kebahasaan yang tepat dalam procedure text sederhana Peserta didik mampu menggunakan kosakata dan kata kerja prosedural untuk melengkapi teks dan menyusun kalimat sederhana sesuai konteks. 5.	nym) dan penggunaan, dan unsur kebahasaan konteks, gagasan utama/ kesimpulan, informasi dari bentuk kalimat Procedure Text yang disajikan dalam berbagai bentuk multimedia. (fungsi sosial) 4. Siswa mampu menggunakan kosakata dan kata kerja prosedural untuk melengkapi teks dan menyusun kalimat sederhana sesuai konteks. 5. Siswa mampu mengidentifkasi dan menjelaskan konteks, gagasan utama/ kesimpulan, informasi dari bentuk kalimat Procedure Text yang disajikan dalam berbagai bentuk multimedia. (fungsi sosial) 4. Siswa mampu mengemukakan ide dari berbagai ragam kalimat Procedure Text yang disajikan dalam bentuk multimedia dalam lingkup kehidupan remaja.(struktur teks) 5. Siswa mampu menganalisa sebuah kalimat Procedure Text yang dipilih berdasarkan infografis	nym) dan penggunaan, dan tifkasi dan menjelaskan konteks, gagasan utama/ kesimpulan, informasi dari bentuk kalimat Procedure sederhana Peserta didik mampu menggunakan kosakata dan kata kerja prosedural untuk melengkapi teks dan menyusun kalimat sederhana sesuai kenteks. 3. Siswa mampu mengjelaskan nonym meaning kesimpulan, informasi dari Vocabulary/wo rd meaning Text yang disajikan dalam Vocabulary/sy nonym Sentence Usage Grammar/past participle Antonym 5. Siswa mampu menganalisa sebuah kalimat Procedure Text yang dipilih berdasarkan infografis	nym) dan penggunaan, dan unsur kebahasaan yang tepat dalam procedure text sederhana Peserta didik mampu menggunakan kosakata dan kata kerja prosedural untuk melengkapi teks dan menyusun kalimat procedure Text yang disajikan dalam berbagai ragam kalimat procedure Text yang disajikan dalam berbagai ragam kalimat sederhana sesuai konteks. 3. Siswa mampu mengidentifikasi dan menjelaskan nonym kata seramble meaning "Ocabulary/wo Siswa memahami arti kata "optional" Vocabulary/sy Siswa menentukan vocabulary/sy Siswa menentukan sinonim kata delicious 4. Siswa mampu mengemukakan ide dari berbagai ragam kalimat procedure Text yang disajikan dalam bentuk multimedia dalam lingkup kehidupan remaja.(struktur teks) 5. Siswa mampu menganalisa sebuah kalimat Procedure Text yang dipilih berdasarkan infografis	gunaan, dan unsur kebahasaan yang tepat dalam procedure text sederhana Peserta didik mampu meng-gunakan kosakata dan kata kerja prosedural untuk melengkapi teks dan menyusun kalimat sederhana sesuai konteks. Siswa mampu mengidentifkasi dan menjelaskan nonym kata seramble meaning	nym) dan penggunaan, dan tifkasi dan menjelaskan konteks, gagasan utama/ yang tepat dalam procedure text sederhana Peserta didik mampu menggunakan kosakata dan kata kerja prosedural untuk melengkapi teks dan menyusun kalimat sederhana sesuai konteks. Siswa mampu menggunakan kosakata dan menyusun kalimat sederhana sesuai konteks. Siswa mampu menganalisa sebuah kalimat Procedure Text yang dipilih berdasarkan infografis meaning Vocabulary/sy Siswa memahami makna IX Pilihan Ganda Vocabulary/sy Siswa mementukan IX Pilihan Ganda Vocabulary in Siswa dapat mengisi kata IX Pilihan Ganda Antonym Siswa dapat menentukan IX Pilihan Ganda Antonym Siswa dapat menentukan IX Pilihan Ganda Vocabulary in Siswa dapat mengisi kata IX Kalimat rumpang infografis meaning menggambarkan fragrant Vocabulary menggambarkan fragrant

generic structure nya dan	Verb in	Mengisi kata	IX	Kalimat	13
mempresentasi-kannya.	procedure	kerja(stir/mix)		rumpang	
(unsur kebahasaan)	Ingredient	Menentukan kata	IX	Kalimat	14
		ingredient melalui		rumpang	
1111111111	OTTAC IC	konteks			
UNIVER	Object in	Mengisi kata benda	IX	Kalimat	15
KIAI HA	procedure	sebagai alat menyajikan		rumpang	
	EME	makanan			
	Vocabulary	Mencocokkan kata	IX	Mencocokk	16
	definition	ingredient dengan		an kata	
		definisinya			
	Vocabulary	Mencocokkan kata	IX	Mencocokk	17
	definition	fragrant		an kata	
	Vocabulary	Mencocokkan kata stir	IX	Mencocokk	18
	verb meaning			an kata	
	Vocabulary	Mencocokkan kata boil	IX	Mencocokk	19
	cooking term			an kata	
	Vocabulary	Mencocokkan kata plate	IX	Mencocokk	20
	object			an kata	

Appendix 8a

SOAL PRE TEST SISWA

Name	: Ach Ratif Shafy R.		Score
Class	:36		
Time	: 30 minutes		600
	Multiple Choice [10 Questions]		

ne	ad the text bellow and then answer the q		
	Ingredients :	INC P	The state
1.0	2 plates of cooked rice		
	2 tablespoons of cooking oil		
	2 cloves of garlic (chopped)		
	I onion (sliced)		
	2 shallots (chopped)		
6.	1 egg		
	2 tablespoons of soy sauce		
	Salt and pepper to taste		
	chicken, sausage, vegetables		
(30)	Steps:		
1	Prepare all the ingredients.		
	Heat the cooking oil in a frying pan.		
3.	Add the chopped garlie, shallots, and sh	ced o	nion, then fry until fragrant.
4.	Crack the egg into the pan and scramble	itwe	H.
5.	Put the cooked rice into the pan and stir	even	y with the egg.
	Add soy sauce, salt, and pepper.		
7.		d wel	IL.
8.	Add shredded chicken, sausage, or vege	tables	if you like.
9	Stir-fry again until all the ingredients are	e mix	ed well.
10	Serve the fried rice on a plate and enjoy		
2.12	The word "fragrant" in step 3	2	The antonym of the word "hot"
NII	means D SITAS ISI /		(NECEDI
	a. Having a bad smell		a, Warm
	Having a good smell		* Cold
	c. Having no smell		c. Fresh
	d. Having a sweet taste		d Dry
3.	The word "stir" in "Stir-fry until all	4.	Which of the following is a neur
	the ingredients are mixed well" can		
	be replaced with		a. Mix
			b. Cook
			V Dieta

XPlate d. Stir

a. Stop

Mix
c. Fry deeply
d. Wash

Name : Ach Rafif Shafy R.	Score
Class: 9E	
Time: 30 minutes	000

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix.
 - c. Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - 发 Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

5.	The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
	a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
7	The synonym of "delicious" is **Yummy	8. Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being
	b. Ugly c. Dirty d. Bitter	fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9	P. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is **Remove b. Put
	a. Cooking Cook c. Cooker d. Cooks	c. Mix d. Stir
	d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words!	
	1. We need cooking _oi\ to fry the	garlic.
	2. Garlic and onion should be fried until	- 一
	3. Don't forget to Usr-Fry the rice ar 4. Rice is the main appropriate to	d egg until mixed.
	4. Rice is the main <u>ingredient</u> to 5. Finally, serve the fried rice on a <u>pl</u>	ate.
© M	C. Matching Word (5 question) Satch the following word to its meaning!	
1. 2. 3.	Ingredient – . C. Fragrant – . C. Stir – C.	Ja. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon
		oilib uinkhas ac id dioilib uinkhas ac id dioilib u

Name: Adigda Tadia Zavira	Score
Class: 1× €	7/
Time: 30 minutes	10

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - 以Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...

- a. Stop
- b. Mix
- Fry deeply
- d. Wash

- a. Warm
- b. Cold
- c. Fresh
- Dry
- 4. Which of the following is a moun?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

5. The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included b. Can be added or not c. Very important Always prepared
7. The synonym of "delicious" is Y. Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. The plate is fragrant because it is white. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
a. Cooking 以 Cook c. Cooker d. Cooks	c. Mix d. Stir
B. Complete Sentences (5 questions) Fill in the blanks with the right words!	
1. We need cooking _oi\ to fry the	ne garlic.
2. Garlic and onion should be fried unt	
3. Don't forget to Sic the rice a	
4. Rice is the main dea to	make fried rice
5. Finally, serve the fried rice on a	plate.
C. Matching Word (5 question) Match the following word to its meaning!	
1. Ingredient 2. Fragrants. 3. Stire. 4. Boil 5. Plate 4. A. ac.id digilib.uinkhas.ac.id digil	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

Name: Al-Fairi Tito P.	Store
Class: 0E	X
Time: 30 minutes	()0

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - 本 Mix
 - c. Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - **%**. Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a noun?
 - a. Mix
 - b. Cook
 - F. Plate
 - d. Stir

The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	 a. Must be included Can be added or not c. Very important d. Always prepared
7. The synonym of "delicious" is	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is A. Remove b. Put
a. Cooking)私. Cook c. Cooker d. Cooks	c. Mix d. Stir
B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Old to fry	MAD SIDDIQ B E R the garlic.
/	ntil they are fragrame and cooked
3. Don't forget to the rice	and egg until mixed.
A. Rice is the main Food	to make fried rice.
A. Rice is the main5. Finally, serve the fried rice on a	plate.
C. Matching Word (5 question) Match the following word to its meaning!	
1. Ingredient — C 2. Fragrant — E 3. Stir — E 4. Boil — A 5. Plate — D as.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

Name: Anlla Putri Arimbi	Score
Class: 35	
Time: 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - . Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - 為 Mix
 - c. Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - X Plate
 - d. Stir

5. The word "scramble" in step 4 is closest in meaning to	The word "optional" in the materials means
a. Boil b. Fry lightly 3. Beat quickly d. Cut slowly	 a. Must be included Can be added or not c. Very important d. Always prepared
7. The synonym of "delicious" is A. Yummy b. Ugly c. Dirty d. Bitter	 8. Which sentence uses the word "fragrant" correctly? C The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
a. Cooking b. Cook c. Cooker d. Cooks UNIVERSITAS ISL	c. Mix d. Stir
B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking on to fry the	AD SIDDIQ E R garlic
2. Garlic and onion should be fried until	
3. Don't forget to stir the rice ar	
A. Rice is the main 6000 to	make fried rice.
5. Finally, serve the fried rice on a?	late and enjoy
C. Matching Word (5 question) Match the following word to its meaning!	
1. Ingredient — 2. Fragrant — b 3. Stir — 4. Boil — 5. Plate — d digito unkhas ac id digilib uinkhas ac id digil	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

Name: Cahya Addina Maraza.	Score
Class: 1× E	-
Time : 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. legg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables\$teps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - ★. Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...

- a. Stop
- b. Mix
- Fry deeply
- d. Wash

- a. Warm
- b. Cold
- c. Fresh
- K Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

closest in marrial in step 4 is	6/ The word "optional" in the	
closest in meaning to	materials means	
a. Boil	a. Must be included	
其 Fry lightly	b. Can be added or not	
c. Beat quickly	c. Very important	
d. Cut slowly	★. Always prepared	
an out blowly	A. Mways prepared	
7. The synonym of "delicious" is	8. Which sentence uses the word	
	"fragrant" correctly?	
X. Yummy	a. The garlic is fragrant after be	eing
b. Ugly	fried.	
c. Dirty	X The rice is fragrant when we	cut
d. Bitter	it with a knife.	
	 c. The plate is fragrant because 	it is
	white.	
	d. The spoon is fragrant after w	/e
	wash it.	
9. The word "cooked" in "Put the	10. The antonym of the word "add	²⁹ is
cooked rice into the pan" is the past		
participle form of	Remove	
	b. Put	
% Cooking	c. Mix	
b. Cook	d. Stir	
c. Cooker		
d. Cooks		
B. Complete Sentences (5 questions)		
Fill in the blanks with the right words!		
I F M D		
1. We need cooking oil to fry the	ne garlic.	
2. Garlic and onion should be fried unt	il they are coked	
3. Don't forget to Stim the rice a		
3. Don't lorget to 7 the rice a	and egg until mixed.	
A. Rice is the main <u>food</u> to	make fried rice.	
5. Finally, serve the fried rice on a	alaba	
3. I many, serve the fried fice on a	plage.	
		8 17,
C. Matching Word (5 question)		
Match the following word to its meaning!		
	129	
1. Ingredient –	a. Having a good smell	
2. Fragrant – .A	b. To cook something in hot water	
3. Stir –	c. Something used to prepare food	i d
4. Boil – . 3 .	d. A flat dish used for serving foo	1 1
5. Plate – . 9 .	ased for serving loo	Q
	e. Mix food around with a spoon	

Name: Danish F.	Score
Class: 9E	80

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - c. Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - Cold Cold
 - c.\Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - X Plate
 - d. Stir

5.	The word "scramble" in step 4 is closest in meaning to	6.	The word "optional" in the materials means
	a. Boil b. Fry lightly Beat quickly d. Cut slowly		a. Must be includedCan be added or notc. Very importantd. Always prepared
7.	The synonym of "delicious" is A. Yummy b. Ugly c. Dirty d. Bitter	8.	Which sentence uses the word "fragramt" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9.	The word "cooked" in "Put the cooked rice into the pan" is the past participle form of a. Cooking b. Cook Cooker d. Cooks		The antonym of the word "add" is Remove b. Put c. Mix d. Stir
	1. We need cooking Oi to fry the Carlic and onion should be fried until 3. Don't forget to the right words. 4. Rice is the main	they d eg mak	y are
\mathbb{C} .	Matching Word (5 question) atch the following word to its meaning!		
1. 2. 3. 4. 5.	Ingredient — C Fragrant — .C. Stir — Boil — d Plate — d	b. c. d.	Having a good smell To cook something in hot water Something used to prepare food A flat dish used for serving food Mix food around with a spoon

Name: DHAFFA AZKA M	Score
Class: &E	\sim
Time: 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - %. Mix
 - c. Fry deeply

- 2. The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - E. Plate
 - d. Stir

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	5.	The word "scramble" in step 4 is closest in meaning to	6.	The word "optional" in the materials means
		a. Boil		a. Must be included
		b. Fry lightly		X Can be added or not
		Beat quickly		c. Very important
		d. Cut slowly	,	d. Always prepared
	7.	The synonym of "delicious" is	8.	Which sentence uses the word "fragrant" correctly?
		Yummy		a. The garlic is fragrant after being
		b. Ugly		fried.
		c. Dirty		. The rice is fragrant when we cut
		d. Bitter		it with a knife.
		d. Bitter		c. The plate is fragrant because it is
				white.
				d. The spoon is fragrant after we
	,			wash it.
	9.	The word "cooked" in "Put the	10.	The antonym of the word "add" is
/		cooked rice into the pan" is the past		***
8		participle form of		X Remove
		•		b. Put
		a. Cooking		c. Mix
		b. Cook		d. Stir
		% Cooker		
		d. Cooks		
		UNIVERSITAS ISLA		
	TER	Complete Sentences (5 questions)		
		Il in the blanks with the right words!		
		1. We need cooking <u>oi</u> to fry the	gar	lie.
		2. Garlic and onion should be fried until		
	/		100	
		3. Don't forget to Shafe the rice and	d eg	g until mixed.
		4. Rice is the main <u>Food</u> to r	nak	e fried rice.
	1	5. Finally, serve the fried rice on a		
		2. I many, solve the fried free on a	71	
	0	MI cook :- WI - B (F		
		Matching Word (5 question)		
	IVII C	atch the following word to its meaning!		
	1	Ingredient –	5540	***
		Fragrant – .9.		Having a good smell
			b.	To cook something in hot water
		Stir –¢	C	Something used to manage food
	4.	DOIL	d.	A flat dish used for serving food has acid
	٥.	riate	e.	Mix food around with a spoon
				a spoot

Name: Faradisa F. A	Score
Class: \x E	55
Time: 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables
 Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - . Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - b. Mix
 - Fry deeply
 - d. Wash

- The antonym of the word "hot" is
- a. Warm
- b. Cold
- c: Fresh
- X Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - F. Plate
- ac.id digilib.uinkhas.ac.id digilib.uinkh.d. Stir digilib.uinkhas.ac.id digilib.uinkhas.ac.id

5. The word "scramble" in step 4 is closest in meaning to	The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included b. Can be added or not K. Very important d. Always prepared
7. The synonym of "delicious" is A. Yummy b. Ugly c. Dirty d. Bitter	Which sentence uses the word "fragramt" correctly? a. The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white.
7. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	 d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is
 a. Cooking b. Cook Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words!	MAD SIDDIQ
1. We need cooking Oil to fry the 2. Garlic and onion should be fried unto 3. Don't forget to Stir the rice of the Rice is the main suggestion to 5. Finally, serve the fried rice on a	til they are fragair. and egg until mixed. o make fried rice.
C. Matching Word (5 question) Match the following word to its meaning!	
1. Ingredient - C 2. Fragrant B 3. Stir C inkly a Boil O. inkhas ac.id digilib uinkhas ac.id 5. Plate O.	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

	Score
Name: Hilda Amira tebrana	Score
Class: 91/1×E	
Time: 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 2 shallots (chopped)
- 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- 9. chicken, sausage, vegetables Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...

- a. Stop
- b. Mix
- Fry deeply

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- a. Warm
- b. Cold
- c. Fresh
- 对. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - X Plate
 - d. Stir

	5. The word "scramble" in step 4 is	1	The word "optional" in the
/		/ 6.	materials means
	closest in meaning to	1	materials means
			A Must be included
	a. Boil		Must be included
	光. Fry lightly		b. Can be added or not
	c. Beat quickly		c. Very important
	d. Cut slowly		d. Always prepared
	ATT SEC. DESCRIPT	-/	, and the second
	7. The synonym of "delicious" is	3/.	Which sentence uses the word
		/	"fragrant" correctly?
	X. Yummy	1	a. The garlic is fragrant after being
	b. Ugly		fried.
	c. Dirty		b. The rice is fragrant when we cut
	d. Bitter		it with a knife.
	d. Ditto		c. The plate is fragrant because it is
			white.
			The spoon is fragrant after we
	1		wash it.
	O TI 166 II 199 ' 66D 441	10	
	9. The word "cooked" in "Put the	10.	The antonym of the word "add" is
/	cooked rice into the pan" is the past		
/	participle form of		Remove
			b. Put
	a. Cooking		c. Mix
	b. Cook		d. Stir
	* Cooker		
	d. Cooks		
	B. Complete Sentences (5 questions)		
	Fill in the blanks with the right words!		
	1. We need cooking to fry t	he gar	lic.
	2. Garlic and onion should be fried un	til they	cro sulal
			A SIT INCOME AND AND ADDRESS OF THE
	3. Don't forget to Shir the rice	and eg	g until mixed.
	A. Rice is the main <u>Food</u> t	o mak	e fried rice.
	5. Finally, serve the fried rice on a		- 12
	3. I many, serve the fried free on a	P lot le	·
	C. Matching Word (5 question)		
	Match the following word to its meaning!		
	6 200 200 200 200 200 200 200 200 200 20		
	1. Ingredient – .C.	3,5420	YT .
	2. Fragrant – A	a.	Having a good smell
	3. Stir –	b.	To cook something in hot water
	4. Boil - Duinkhas ac.id digilib uinkhas ac.id	C	Something used to promone ford
	5. Plate – . d	d.	A flat dish used for serving food
	J. 11ale	e.	Mix food around with a spoon
		0000	a spoon

Name: Hilwa Anggie R.	Score
Class: IX E	(00)
Time: 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables
 Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- 2. The antonym of the word "hot" is
 - a. Warm
 - X. Cold
 - c. Fresh
 - d. Dry
- The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
- a. Stop
- b. Mix
- KFry deeply
- d. Wash

- 4. Which of the following is a moun?
 - a. Mix
 - b. Cook
 - 76. Plate
 - d. Stir

7. The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
a. Boil A. Fry lightly c. Beat quickly d. Cut slowly	a. Must be included b. Can be added or not Very important d. Always prepared
7. The synonym of "delicious" is A. Yummy b. Ugly c. Dirty d. Bitter	Which sentence uses the word "fragramt" correctly? a. The garlic is fragrant after being fried. "The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
b. Cooking b. Cooker c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words!	c. Mix d. Stir
We need cooking to fry the	e garlic.
2. Garlic and onion should be fried unti	
5. Finally, serve the fried rice on a	make fried rice.
C. Matching Word (5 question) Match the following word to its meaning!	24g 11
 Ingredient Fragrant Stir Boil Plate 	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon lib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Name: IFtilaH GHASSAMI 2. U	Score
Class: \x E	65
Time: 30 minutes	00

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- 2. The antonym of the word "hot" is
 - a. Warm
 - K. Cold
 - c. Fresh
 - d. Dry
- The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - b. Mix
 - Fry deeply
 - d. Wash

- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 -) Plate
 - d. Stir

closest in meaning to	materials means
a. Boil Try lightly c. Beat quickly d. Cut slowly	a. Must be included b. Can be added or not c. Very important d. Always prepared
7. The synonym of "delicious" is A Yummy b. Ugly c. Dirty d. Bitter	Which sentence uses the word "fragramt" correctly? a. The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
b. Cooking b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words!	c. Mix d. Stir
1. We need cooking to fry the	ne garlic.
3. Garlic and onion should be fried until 3. Don't forget to the rice a to	
5. Finally, serve the fried rice on a	Plate.
C. Matching Word (5 question) Match the following word to its meaning!	75 mag 11 1
 Ingredient C. Fragrant P. Stir P. Boil \(\) Plate A. 	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

Name: 150 Goda	YUSUF R.M	Score
Class: 9t		60
Time : 30 minutes		00

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables
 Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...

- a. Stop
- b. Mix
- ≰ Fry deeply
- d. Wash

- a. Warm
- b. Cold
- c. Fresh
- & Dry
- 4. Which of the following is a moun?
 - a. Mix
 - b. Cook
 - > Plate
 - d. Stir

/	
5. The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
a. Boil Fry lightly c. Beat quickly d. Cut slowly	a. Must be includedb. Can be added or notc. Very importantA. Always prepared
7. The synonym of "delicious" is	8. Which sentence uses the word "fragrant" correctly?
yummy b. Ugly c. Dirty d. Bitter	 a. The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. A. The spoon is fragrant after we
The word "cooked" in "Put the cooked rice into the pan" is the past	wash it. 10. The antonym of the word "add" is
participle form of	Remove b. Put
d. Cooking b. Cook c. Cooker	c. Mix d. Stir
d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words!	MAD SIDDIQ B E R
1. We need cooking to fry th	
2. Garlic and onion should be fried unt	AND THE PROPERTY OF THE PROPER
3. Don't forget to the rice a	
4. Rice is the main <u>food</u> to5. Finally, serve the fried rice on a	
o. Thirty, solve the fried fice off a	
C. Matching Word (5 question) Match the following word to its meaning!	
 IngredientC. FragrantA. StirR. Boilb. Plate - Akhas ac id digilib uinkhas ac id digilib uinkha	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

Name: Kamelia Putri Albar	Score
Class: 1× E	\times
Time: 30 minutes	00

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- 9. chicken, sausage, vegetables Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- 2. The antonym of the word "hot" is
 - a. Warm
 - X. Cold
 - c. Fresh
 - d. Dry
- The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
- a. Stop
- b. Mix
- Fry deeply
- d. Wash

- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

/	The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
	a. Boil b. Fry lightly c. Beat quickly d. Cut slowly	 a. Must be included b. Can be added or not Very important d. Always prepared
	7. The synonym of "delicious" is	8. Which sentence uses the word "fragrant" correctly?
	a. Yummy b. Ugly c. Dirty d. Bitter	The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
/	The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	wash it. 10. The antonym of the word "add" is Remove
	b. Cooking c. Cooker d. Cooks	b. Put c. Mix d. Stir
	B. Complete Sentences (5 questions) Fill in the blanks with the right words!	MAD SIDDIQ
	 We need cookingi\ to fry th Garlic and onion should be fried unt 	il they are fragant.
	3. Don't forget toald the rice a	5
د	4. Rice is the main maredients to	make fried rice.
	5. Finally, serve the fried rice on a	?\ate
	C. Matching Word (5 question) Match the following word to its meaning!	
	 Ingredient C Fragrant M. Stir C. Boil V. Plate A. as acid digilib uinkhas acid digilib uinkhas acid 	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon digilib uinkhas ac id digilib uinkhas ac id digilib uinkhas ac id

Name: Vauxiii Quinsya Putri.	Score
Class: 9 6	71)
Time: 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...

a. Stop

Mix

Fry deeply

d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

	5. The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
	a. Boil Fry lightly c. Beat quickly d. Cut slowly	Must be included b. Can be added or not c. Very important d. Always prepared
	7. The synonym of "delicious" is A Yummy b. Ugly c. Dirty d. Bitter	Which sentence uses the word "fragramt" correctly? a. The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
, ,	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of **Cooking** b. Cook	wash it. 10. The antonym of the word "add" is Remove b. Put c. Mix d. Stir
	c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words!	AM NEGERI IAD SIDDIQ E R
	1. We need cooking to fry the 2. Garlic and onion should be fried until 3. Don't forget to the rice as	I they are
	4. Rice is the main <u>in gredien ts</u> to 5. Finally, serve the fried rice on a ?	make fried rice.
	C. Matching Word (5 question) Match the following word to its meaning!	
digilib.uinkhas.a	 IngredientC. FragrantA. StirE. BoilB. PlateD. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon ib uinkhas ac id digilib uinkhas ac id digilib uinkhas ac id

Name: M. RYDZATUNAN	Score
Class: 9 E	フカ
Time: 30 minutes	10

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables
 Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - b. Mix
 - Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

5. The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
a. Boil C. Fry lightly c. Beat quickly d. Cut slowly	a. Must be included Can be added or not C. Very important d. Always prepared
7. The synonym of "delicious" is A. Yummy b. Ugly c. Dirty d. Bitter 9. The word "cooked" in "Put the	8. Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is
cooked rice into the pan" is the past participle form of	A Remove b. Put
b. Cooking c. Cooker d. Cooks	c. Mix d. Stir
B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Oil to fry 2. Garlic and onion should be fried ur 3. Don't forget to the rice A. Rice is the main	the garlic. In til they are and egg until mixed.
5. Finally, serve the fried rice on a	
C. Matching Word (5 question) Match the following word to its meaning!	
 Ingredient - C. Fragrant - C. Stir - C. Boil - D. Plate - D. 	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

Name: & Isya Bistina Atta f.	Score
Class: 9E	
Time: 30 minutes	\Box OO

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - X Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...

- a. Stop
- b. Mix
- Fry deeply
- d. Wash

- The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - ₹. Plate
 - d. Stir

	5. The word "scramble" in step 4 is closest in meaning to	 The word "optional" in the materials means
	a. Boil Fry lightly c. Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
	7. The synonym of "delicious" is	8. Which sentence uses the word "fragrant" correctly?
	X Yummy b. Ugly c. Dirty d. Bitter	 a. The garlic is fragrant after being fried. C The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
/	7. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove
	b. Cooking c. Cooker	b. Put c. Mix d. Stir
	d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words!	
	1. We need cooking <u>fil</u> to fry the	e garlic.
	2. Garlic and onion should be fried unti	
	4. Rice is the main ingredient to	
	5. Finally, serve the fried rice on a	
	C. Matching Word (5 question) Match the following word to its meaning!	
digilib.uinkhas.a	1. IngredientC. 2. FragrantC. 3. StirO. 4. Boil - A. 5. Plate - d 6. digilib uinkhas ac id digilib uinkhas ac id digi	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

Name: 822 Ulil Abshor	Score
Class: dt	76
Time: 30 minutes	(1)

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables
 Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - . Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix Mix
 - c. Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - & Plate
 - d. Stir

The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
a. Boil Fry lightly c. Beat quickly d. Cut slowly	a. Must be included X. Can be added or not c. Very important d. Always prepared
7. The synonym of "delicious" is A. Yummy b. Ugly c. Dirty d. Bitter	Which sentence uses the word "fragrant" correctly? a. The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
7. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	wash it. 10. The antonym of the word "add" is Remove b. Put
Cooking b. Cook c. Cooker d. Cooks UNIVERSITAS IS	c. Mix d. Stir
B. Complete Sentences (5 questions) Fill in the blanks with the right words!	
1. We need cooking oil to fry the	
 3. Don't forget to the rice a 4. Rice is the main food to 	nd egg until mixed.
5. Finally, serve the fried rice on a	
C. Matching Word (5 question) Match the following word to its meaning!	
 Ingredient Fragrant Stir Boil Plate 	 a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food e. Mix food around with a spoon

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Name: Rizaryana Syafaatul Auliya	Sco e
Class: 1x E	60
Time: 30 minutes	00

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables Steps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.

The word "fragrant" in step 3 means ...

- a. Having a bad smell
- b. Having a good smell
- c. Having no smell
- Dek Having a sweet taste

The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...

- a. Stop
- b. Mix
- Fry deeply
- d. Wash

2. The antonym of the word "hot" is

- a. Warm
- X Cold
- c. Fresh
- d. Dry

4. Which of the following is a moum?

- a. Mix
- b. Cook
- E. Plate
- d. Stir

a. Boil by Fry lightly c. Beat quickly d. Cut slowly 7. The synonym of "delicious" is A Yummy b. Ugly c. Dirty d. Bitter 8. Which sentence uses the word "fragrant" correctly? a. The garlic is fragrant after being fried. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of Cooking b. Cook c. Cooker d. Cook g. Cooker d. Cook g. Cooking b. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking b. Don't forget toadd the rice and egg until mixed. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a	5. The word "scramble" in step 4 is closest in meaning to	6. The word "optional" in the materials means
c. Beat quickly d. Cut slowly 7. The synonym of "delicious" is A Yummy b. Ugly c. Dirty d. Bitter 8. Which sentence uses the word "fragrant" correctly? a. The garlic is fragrant after being fried. 7. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of 7. Cooking b. Cook c. Cooker d. Cooks 8. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking 7. The synonym of "delicious" is 8. Which sentence uses the word "fragrant" correctly? a. The garlic is fragrant after being fried. 7. The rice is fragrant when we cut it with a knife. c. The plate is fragrant after we wash it. 10. The antonym of the word "add" is 7. Remove b. Put c. Mix d. Stir c. Mix d. Stir c. Mix h. Stir c. Matching word to its meaning! 1. Ingredient - C. Fragrant - A. 3. Stir 8. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food	a. Boil	a. Must be included
c. Beat quickly d. Cut slowly 7. The synonym of "delicious" is A Yummy b. Ugly c. Dirty d. Bitter 8. Which sentence uses the word "fragrant" correctly? a. The garlic is fragrant after being fried. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of Cooking b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Don't forget to A do the rice and egg until mixed. Rice is the main Don't forget to A do the rice and egg until mixed. Rice is the main To cook something in hot water S. Finally, serve the fried rice on a Plag C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. S. Firagrant - C. S. Stir A Having a good smell D. To cook something in hot water Something used to prepare food d. A flat dish used for serving food	Fry lightly	★. Can be added or not
7. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter 7. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of Cooking b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Don't forget toaddthe rice and egg until mixed. A. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a Place C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant - A. 3. Stir 4. Boil - 9. 5. Plate O 4. Which sentence uses the word "fragrant" correctly? a. The garlic is fragrant after being fried. We head sooked" in "Put the cook it with a knife. c. The plate is fragrant when we cut it with a knife. c. The plate is fragrant after we wash it. 10. The antonym of the word "add" is A. Remove b. Put c. Mix d. Stir C. Mix d. Stir Stir A. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food		c. Very important
**Symmy b. Ugly c. Dirty d. Bitter ** **Interpretation of the word "cooked" in "Put the cooked rice into the pan" is the past participle form of ** **Cooking b. Cook c. Cooker d. Cooks **B. Complete Sentences (5 questions) **Fill in the blanks with the right words!* 1. We need cooking		d. Always prepared
a. The garlic is fragrant after being fried. b. Ugly c. Dirty d. Bitter 7. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of 7. Remove b. Put c. Mix d. Stir d. Cooking b. Cook c. Cooker d. Cooks 8. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Don't forget to A complete sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Don't forget to A complete sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Don't forget to A complete sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Don't forget to A complete sentences (5 questions) Finally, serve the fried rice on a Plate Don't forget to A complete sentences Don't forget to A cook Don't forget to Don't forget	7. The synonym of "delicious" is	The state of the s
b. Ugly c. Dirty d. Bitter fried. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is Remove b. Put c. Mix d. Stir c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking oil to fry the garlic. 2. Garlic and onion should be fried until they are 5. Don't forget to add the rice and egg until mixed. 6. Rice is the main to make fried rice. 7. Finally, serve the fried rice on a plate 8. Stir C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant 3. Stir 4. Boil 4. Boil 5. Flate of the rice is fragrant when we cut it with a knife. c. The plate is fragrant after we wash it. 10. The antonym of the word "add" is A Remove b. Put c. Mix d. Stir c. Mix d. Stir c. Mix d. Stir c. Mix d. Stir c. Maching word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant 3. Stir 4. Boil 5. Flate of the rice is fragrant when we cut it with a knife. c. The plate is fragrant after we wash it. 10. The antonym of the word "add" is 4. Remove b. Put c. Mix d. Stir c. Maching agood smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food		"fragrant" correctly!
c. Dirty d. Bitter C. Dirty d. Bitter C. Dirty d. Bitter C. Dirty d. Bitter C. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it. Cooking b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! I. We need cooking Directory Don't forget to	f	
d. Bitter it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is white. c. Mix d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is Remove b. Put c. Mix d. Stir c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking oi to fry the garlic. 2. Garlic and onion should be fried until they are 3. Don't forget to add the rice and egg until mixed. 4. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant 3. Stir C 4. Boil C 5. Plate O 6. A flat dish used for serving food c 7. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is A Remove b. Put c. Mix d. Stir c. Mix d. Stir c. Mix d. Stir c. Mix d. Stir c. The plate is fragrant after we wash it. 10. The antonym of the word "add" is A Remove b. Put c. Mix d. Stir c.		
c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it. 10. The attempt of the word "add" is meaning! 11. We need cooking older to fry the garlic. 12. Garlic and onion should be fried until they are on a construction of the main to make fried rice. 13. Finally, serve the fried rice on a construction. 14. Ingredient - C. conderd. 15. Pragrant - A. construction. 16. The spoon is fragrant after we wash it. 17. The antonym of the word "add" is 18. Remove b. Put c. Mix d. Stir c. Mix	200 A COLOR 5	
white. d. The spoon is fragrant after we wash it. 10. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of Cooking b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking on to fry the garlic. 2. Garlic and onion should be fried until they are 3. Don't forget to and the rice and egg until mixed. 4. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a Plate. C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant 3. Stir C. 4. Boil C. 5. Plate O. 4. A flat dish used for serving food d. A flat dish used for serving food	d. Ditter	
wash it. 10. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of 2 Cooking 3 Cooking 4 Cooks Cooker 4 Cooks Cooker 5 Cooker 6 Cooks Coo		
10. The antonym of the word "add" is cooked rice into the pan" is the past participle form of 2 Cooking b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Don't forget to add the rice and egg until mixed. 2. Garlic and onion should be fried until they are b. Don't forget to add to make fried rice. 5. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient C. 2. Fragrant Don't forget to a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food		d. The spoon is fragrant after we
cooked rice into the pan" is the past participle form of A Cooking b. Put C Cooker C Cooker C Cooker C Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking oil to fry the garlic. C Garlic and onion should be fried until they are Don't forget to add the rice and egg until mixed. Rice is the main to make fried rice. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant 3. Stir 4. Boil 5. Plate 0		wash it.
participle form of Cooking b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking Oil to fry the garlic. 2. Garlic and onion should be fried until they are 3. Don't forget to On't for		10. The antonym of the word "add" is
b. Put c. Mix d. Stir c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cookingo\ldot\ to fry the garlic. 2. Garlic and onion should be fried until they are 5. Don't forget toadd the rice and egg until mixed. 6. Rice is the main to make fried rice. 7. Finally, serve the fried rice on aPlane. C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant 3. Stir 4. Boil 5. PlateO d. A flat dish used for serving food		
b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking	participle form of	
b. Cook c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking	of Cooking	
c. Cooker d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking		
d. Cooks B. Complete Sentences (5 questions) Fill in the blanks with the right words! 1. We need cooking		d. Stil
1. We need cooking		
1. We need cooking		
Z. Garlic and onion should be fried until they are Don't forget to the rice and egg until mixed. A. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C a. Having a good smell 2. Fragrant - A b. To cook something in hot water 3. Stir C c. Something used to prepare food 4. Boil - B d. A flat dish used for serving food		
Don't forget to the rice and egg until mixed. A. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. FragrantA. 3. Stir E 4. BoilB. 5. Plate O to make fried rice. a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food	ta .	
Don't forget to the rice and egg until mixed. A. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. FragrantA. 3. Stir E 4. BoilB. 5. Plate O to make fried rice. a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food	Garlic and onion should be fried unti	I they are
A. Rice is the main to make fried rice. 5. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C 2. Fragrant - A 3. Stir 4. Boil 5. Plate O. to make fried rice. Plate to make fried rice. A flat dish used for serving food	3. Don't forget to and the rice a	nd egg until mixed
5. Finally, serve the fried rice on a Plate C. Matching Word (5 question) Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant - A 3. Stir E 4. Boil E 5. Plate 0 To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food	A. Rice is the main to	make fried rice.
 Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant - A. 3. Stir E. 4. Boil E. 5. Plate 0. a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food 	5. Finally, serve the fried rice on a	Plate.
 Match the following word to its meaning! 1. Ingredient - C. 2. Fragrant - A. 3. Stir E. 4. Boil E. 5. Plate 0. a. Having a good smell b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food 		
 Ingredient - C. Fragrant - A. Stir E. Boil - B. Plate 0 A flat dish used for serving food 		
 2. FragrantA. 3. Stir E 4. BoilB. 5. Plate 0 b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food 	Match the following word to its meaning!	¥
 2. FragrantA. 3. Stir E 4. BoilB. 5. Plate 0 b. To cook something in hot water c. Something used to prepare food d. A flat dish used for serving food 	1. Ingredient – <u>C.</u>	a Having a good small
4. Boil – . Something used to prepare food 5. Plate 0 c. Something used to prepare food d. A flat dish used for serving food	2. Fragrant –	b. To cook something in hot water
5. Plate 0 d. A flat dish used for serving food		c. Something used to prepare food
5. Plate – U		d. A flat dish used for serving food
e. Mix food around with a spoon	5. Plate 0 .	e. Mix food around with a spoon

SOAL PRE TEST SISWA

Name: Siti Isnaini Roudhotul Khazanah	Score
Class: 1× E	/2 h
Time: 30 minutes	

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetables
 \$teps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- 7. Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed well.
- 10. Serve the fried rice on a plate and enjoy.
- 1. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- 2. The antonym of the word "hot" is
 - a. Warm
 - Cold Cold
 - c. Fresh
 - d. Dry
- The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
- a. Stop
- b. Mix
- * Fry deeply
- d. Wash

- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - > Plate
 - d. Stir

5. The word "scramble" in step 4 is closest in meaning to	materials means		
a. Boil	a. Must be included		
* Fry lightly	Can be added or not		
c. Beat quickly	c. Very important		
d. Cut slowly	d. Always prepared		
7. The synonym of "delicious" is	Which sentence uses the word "fragrant" correctly?		
✓. Yummy	a. The garlic is fragrant after being		
b. Ugly	fried.		
c. Dirty	The rice is fragrant when we cut		
d. Bitter	it with a knife.		
	c. The plate is fragrant because it is		
	white.		
	d. The spoon is fragrant after we		
/	wash it.		
9. The word "cooked" in "Put the	10. The antonym of the word "add" is		
cooked rice into the pan" is the past	ï,		
participle form of	Remove		
A 4	b. Put		
Cooking	c. Mix d. Stir		
b. Cook	d. Stil		
c. Cooker			
d. Cooks			
B. Complete Sentences (5 questions)			
Fill in the blanks with the right words!			
/ TIVI I	the garlic.		
Garlic and onion should be fried un	itil they are		
3. Don't forget to _add _ the rice 4. Rice is the maint	and egg until mixed.		
4. Rice is the maint	to make fried rice.		
5. Finally, serve the fried rice on a <u>\beta</u>	Plate.		
C. Matching Word (5 question)			
Match the following word to its meaning!			
1. Ingredient - C	a. Having a good smell		
2. Fragrant −	b. To cook something in hot water		
3. Stir 5	c. Something used to prepare food		
4. Boil –	d. A flat dish used for serving food		
5. Plate –Q.	e. Mix food around with a spoon		
	The root mount with a spoon		

SOAL PRE TEST SISWA

Name: Syafa Al Khansa 8.	Score
Class: x E	71-
Time : 30 minutes	75

A. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 1. 2 plates of cooked rice
- 2. 2 tablespoons of cooking oil
- 3. 2 cloves of garlic (chopped)
- 4. 1 onion (sliced)
- 5. 2 shallots (chopped)
- 6. 1 egg
- 7. 2 tablespoons of soy sauce
- 8. Salt and pepper to taste
- chicken, sausage, vegetablesSteps:
- 1. Prepare all the ingredients.
- 2. Heat the cooking oil in a frying pan.
- 3. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 4. Crack the egg into the pan and scramble it well.
- 5. Put the cooked rice into the pan and stir evenly with the egg.
- 6. Add soy sauce, salt, and pepper.
- Stir-fry until all the ingredients are mixed well.
- 8. Add shredded chicken, sausage, or vegetables if you like.
- 9. Stir-fry again until all the ingredients are mixed weil.
- 10. Serve the fried rice on a plate and enjoy.
- The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - → Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 3. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix Mix
 - c. Fry deeply
 - d. Wash

- 2. The antonym of the word "hot" is
 - a. Warm
 - ★ Cold
 - c. Fresh
 - d. Dry
- 4. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - ≥ Plate
 - d. Stir

5/ The word "scramble" in step 4 is	6. The word "optional" in the
closest in meaning to	materials means
a. Boil	a. Must be included
	. Can be added or not
Fry lightly	c. Very important
c. Beat quickly d. Cut slowly	d. Always prepared
d. Cut slowly	SCHOOL-III WELL DE CO
7. The synonym of "delicious" is	8. Which sentence uses the word
	"fragrant" correctly?
1. Yummy	The garlic is fragrant after being
b. Ugly	fried.
c. Dirty	b. The rice is fragrant when we cut
d. Bitter	it with a knife.
	 c. The plate is fragrant because it is white.
	d. The spoon is fragrant after we
	wash it.
9. The word "cooked" in "Put the	10. The antonym of the word "add" is
cooked rice into the pan" is the past	
participle form of	Remove
	b. Put
≈ Cooking	c. Mix
b. Cook	d. Stir
c. Cooker	
d. Cooks	
B. Complete Sentences (5 questions)	
Fill in the blanks with the right words!	
1. We need cooking oil to fry the	garlio
,	
2. Garlic and onion should be fried until	
3. Don't forget to add the rice an	d egg until mixed.
4. Rice is the main to 1	
5. Finally, serve the fried rice on a P	
of Timery, solve the fried free on a	id Ce.
C Ball-A-B . But B C	
C. Matching Word (5 question)	
Match the following word to its meaning!	
1. Ingredient – .c.	a Having a ac-1
2. Fragrant – A.	a. Having a good smell
3. Stir – 5	b. To cook something in not water
4. Boil\o	c. Something used to prepare food
5. Plate d .	d. A flat dish used for serving food
	e. Mix food around with a spoon

Name: Ach Rafil Shali, R.	Score
Class: 9É	(00)
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables
 Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - **Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
	14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white.
	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form ofa. CookingCook	d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is Remove b. Put c. Mix d. Stir
	c. Cooker d. Cooks UNIVERSITAS ISI	AM NEGERI
	E. Complete Sentences (5 questions) Fill in the blanks with the right words!	AAD SIDDIQ E. R
	6. We need cooking to fry the	
	7. Garlic and onion should be fried until8. Don't forget to Skir evenly the rice ar	•
	8. Don't forget to Stir everly the rice ar 9. Rice is the main minaredients to	
	10. Finally, serve the fried rice on a	plate.
	F. Matching Word (5 question) Match the following word to its meaning!	
digilib.uink	9. Boll – .S.	 ✓f. Having a good smell ✓g. To cook something in hot water ✓ h. Something used to prepare food ✓i. A flat dish used for serving food ✓ j. Mix food around with a spoon

Name: Adinda Tanja Zavira	Score
Class: ke	(91)
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

Ingredients:

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop

b. Mix

- c. Fry deeply
- d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm

S. Cold

c. Fresh

- d. Dry
- 11. Which of the following is a moum?
 - a. Mix

b. Cook

Plate

d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. The plate is fragrant because it is white. The spoon is fragrant after we
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form ofa. Cooking	wash it. 10. The antonym of the word "add" is Remove b. Put c. Mix
c. Cooker d. Cooks E. Complete Sentences (5 questions) Fill in the blanks with the right words!	d. Stir AM NEGERI IAD SIDDIQ E R
6. We need cooking oil to fry to	he garlic.
7. Garlic and onion should be fried un	til they are fragrant.
8. Don't forget to the rice	and egg until mixed.
9. Rice is the main ingredients t	to make fried rice.
10. Finally, serve the fried rice on a	plate.
F. Matching Word (5 question) Match the following word to its meaning!	
 6. Ingredienth. 7. Fragrantf. 8. Stirj. 9. Boilg. 10. Platei. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food i. Mix food ground with a spoon

Name : Al-Fajrî lifo P.	Score
Class: 9E	
Time: 30 minutes	000

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- The antonym of the word "hot" is a. Warm

 - 文. Cold
 - c. Fresh
 - d. Dry
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - M. Mix
 - c. Fry deeply
 - d. Wash

- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - 2. Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly ★ Beat quickly d. Cut slowly	 a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove
 a. Cooking X. Cook c. Cooker d. Cooks E. Complete Sentences (5 questions) Fill in the blanks with the right words!	b. Put c. Mix d. Stir
6. We need cooking to fry the	e garlic.
7. Garlic and onion should be fried until	2 4 51 5
8. Don't forget to stire wenty the rice ar	nd egg until mixed.
9. Rice is the main Ingraduants to	make fried rice.
10. Finally, serve the fried rice on a	plate.
F. Matching Word (5 question) Match the following word to its meaning!	
6. Ingredient —	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Anila Putri A	Şcore
Class: 9E	
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- The antonym of the word "hot" is
 - a. Warm
 - * Cold
 - c. Fresh
 - d. Dry
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - 海 Mix
 - c. Fry deeply
 - d. Wash

- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - g. Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly d. Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. The plate is fragrant because it is white. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the	10. The antonym of the word "add" is
cooked rice into the pan" is the past	
participle form of	X Remove
	b. Put
a. Cooking	c. Mix
⇒ Cook	d. Stir
c. Cooker d. Cooks	
d. Cooks NIVERSITAS ISLA	
E. Complete Sentences (5 questions) Fill in the blanks with the right words!	
6. We need cooking oil to fry to	he garlic.
7. Garlic and onion should be fried un	
8. Don't forget to Skir the rice	
	o make fried rice.
10. Finally, serve the fried rice on a P	lale .
F. Matching Word (5 question) Match the following word to its meaning!	
 6. Ingredient 7. Fragrant 8. Stir 9. Boil 10. Plate c. id digilib uinkhas ac id digilib uinkhas ac id digilib. 	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Cahya Addina Magaza.	Score
Class: 1x 6.	(00)
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - X Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - R Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil b. Fry lightly E Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
	14. The synonym of "delicious" is X Yummy b. Ugly c. Dirty d. Bitter	8. Which sentence uses the word "fragrant" correctly? A. The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	wash it. 10. The antonym of the word "add" is Remove b. Put
	a. Cooking Cook c. Cooker d. Cooks	c. Mix d. Stir
	E. Complete Sentences (5 questions) Fill in the blanks with the right words!	
د	6. We need cooking oil to fry th7. Garlic and onion should be fried unt	
	8. Don't forget to Str - fry the rice a	
	9. Rice is the main Ingredient to	
	10. Finally, serve the fried rice on a	
	F. Matching Word (5 question) Match the following word to its meaning!	
	6. Ingredient — .H. 7. Fragrant — .f. 8. Stir — .J. 9. Boil — .G. 10. Plate —	A. Having a good smell To cook something in hot water Something used to prepare food A flat dish used for serving food Mix food around with a spoon

Name: Donnish Fir Standing E.F.	Score
Class: OF 9F	(0)
Time: 30 minutes	000

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - . Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix.
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - Zo Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - > Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly c. Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	8. Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
a. Cooking Cook c. Cooker d. Cooks E. Complete Sentences (5 questions) Fill in the blanks with the right words!	c. Mix d. Stir
) L WI D	
Π. Ι	to make fried rice.
F. Matching Word (5 question) Match the following word to its meaning.	<i>!</i>
 6. Ingredient - H. 7. Fragrant - F. 8. Stir - J. 9. Boil - A. 10. Plate - H. 2. digital uinkhas ac id digilib uinkhas ac id digital uinkhas ac	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Phara Ozka M	Score
Class : 9E 109	$\langle \alpha \rangle$
Time: 30 minutes	$\mathcal{L}(\mathcal{L})\mathcal{L}(\mathcal{L})$

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix.
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - **Cold**
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - A Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
	14. The synonym of "delicious" is 2 Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. The plate is fragrant because it is white. The spoon is fragrant after we
ر - -	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	wash it. 10. The antonym of the word "add" is Remove b. Put
	a. Cooking Cook c. Cooker d. Cooks	c. Mix d. Stir
	E. Complete Sentences (5 questions) Fill in the blanks with the right words! 6. We need cooking Old to fry the 7. Garlic and onion should be fried unt 8. Don't forget to Solvered in the rice a 9. Rice is the main ingredients to 10. Finally, serve the fried rice on a Property of the rice of t	and egg until mixed. o make fried rice.
	F. Matching Word (5 question) Match the following word to its meaning!	
	 Ingredient	 f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Faradisa F.A	Score
Class: IXE	(Ω)
Time: 30 minutes	100

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, sait, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - . Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix. Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - y. Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - X Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not C. Very important d. Always prepared
	14. The synonym of "delicious" is X Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? X. The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	wash it. 10. The antonym of the word "add" is Remove Put
	a. Cooking Cook c. Cooker c. Cooks	c. Mix d. Stir
	E. Complete Sentences (5 questions) Fill in the blanks with the right words!	
	6. We need cooking 0 1 to fry the	he garlic.
	7. Garlic and onion should be fried unt	til they are fragrant.
	8. Don't forget to Stur- [ry the rice	
	9. Rice is the main ingredients to	
	10. Finally, serve the fried rice on a ple	
ر	F. Matching Word (5 question) Match the following word to its meaning!	
	 Ingredienth Fragrantf Stirj Boil9. Platel 	 f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Hilda Amira febriana	Score
Class: 9E/IX E	OIT
Time: 30 minutes	0/5

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables
 Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix
 - c. Fry deeply
 - d. Wash

- The antonym of the word "hot" is
 - a. Warm
 - Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - X Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	 a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	 8. Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
 a. Cooking X. Cook c. Cooker d. Cooks E. Complete Sentences (5 questions) Fill in the blanks with the right words! 	c. Mix d. Stir
6. We need cooking oil to fry to fry to Garlic and onion should be fried und the rice 9. Rice is the main ingredients 10. Finally, serve the fried rice on a	and egg until mixed.
F. Matching Word (5 question) Match the following word to its meaning!	
6. Ingredient —	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Hilwa Anggie R.	Score
Class: IX E	05
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - K. Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - . Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil b. Fry lightly C. Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
	14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. The plate is fragrant because it is white. The spoon is fragrant after we wash it.
	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
	a. Cooking Cook c. Cooker d. Cooks E. Complete Sentences (5 questions)	c. Mix d. Stir AM NEGERI AD SIDDIQ
	Fill in the blanks with the right words!	
	6. We need cooking oil to fry to	he garlic.
	7. Garlic and onion should be fried un	til they are Frogram.
	8. Don't forget to Scramble the rice	and egg until mixed.
	8. Rice is the main Must be included t	o make fried rice.
	10. Finally, serve the fried rice on a plant	ate and enjoy
ا ا د د ا	F. Matching Word (5 question) Match the following word to its meaning!	
	 6. Ingredient ↑. 7. Fragrant - F 8. Stir ↓. 9. Boil - ೨. has ac id digilib uinkhas ac id digilib. 10. Plate ↓. 	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Iftitah Ghassani z.u	Score
Class : IX E	(0)
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- 9. The antonym of the word "hot" is
 - a. Warm
 - * Cold
 - c. Fresh
 - d. Dry
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - K Mix
 - c. Fry deeply
 - d. Wash

- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - X Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is X. Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
9. The word "cooked" in "Put the	10. The antonym of the word "add" is
cooked rice into the pan" is the past	
participle form of	x Remove
	b. Put
a. Cooking	c. Mix
X Cook	d. Stir
c. Cooker d. Cooks	
E. Complete Sentences (5 questions) Fill in the blanks with the right words!	AAD SIDDIQ E R
6. We need cookingol to fry	the garlic.
Garlic and onion should be fried u	until they are <u>Fragrant</u> .
8. Don't forget to Stir-Fry the ric	e and egg until mixed.
9. Rice is the main Ingredients	to make fried rice.
10. Finally, serve the fried rice on a _	plate.
F. Matching Word (5 question) Match the following word to its meaning	T.
 6. Ingredient 7. Fragrant 8. Stir 9. Boil 10. Plate 	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food i. Mix food around with a spoon

Name: Isnanch Yusuf R.H.	Score
Class: 9F	(00)
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - 🔖. Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - 🖢 Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word 66 hot 97 is
 - a. Warm
 - a. Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - & Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil b. Fry lightly e Beat quickly d. Cut slowly	a. Must be includedb. Can be added or notc. Very importantd. Always prepared
	14. The synonym of "delicious" is A Yummy b. Ugly c. Dirty d. Bitter	 8. Which sentence uses the word "fragramt" correctly? a. The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
1 5 85	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	wash it. 10. The antonym of the word "add" is Remove b. Put
	a. Cooking b. Cook c. Cooker d. Cooks	c. Mix d. Stir
	E. Complete Sentences (5 questions) Fill in the blanks with the right words!	
	6. We need cooking oil to fry the	garlic.
	7. Garlic and onion should be fried until	they are FY9ronb.
	8. Don't forget to Stire yen the rice an	d egg until mixed.
	9. Rice is the main ingredients to 1	
	10. Finally, serve the fried rice on a Plat	
	F. Matching Word (5 question)	
	Match the following word to its meaning!	
	 Ingredient - H Fragrant - A Stir Boil9. Plate1 	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food ii. Mix food ground with a spoon

Name: Kamulia Putri Albar	Score
Class: IX E	100
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - * Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - X Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - > Warm
 - b. Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moun?
 - a. Mix
 - b. Cook
 - × Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is	8. Which sentence uses the word
b. Ugly c. Dirty d. Bitter	"fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
9. The word "cooked" in "Put the	wash it. 10. The antonym of the word "add" is
cooked rice into the pan" is the past	
participle form of	b. Put
a. Cooking	c. Mix
& Cook c. Cooker	d. Stir
d. Cooks	
E. Constitute Sentences (5 questions)	
E. Complete Sentences (5 questions) Fill in the blanks with the right words!	
6. We need cooking <u>oil</u> to fry the	garlic.
7. Garlic and onion should be fried until	they are fragrant.
8. Don't forget to stir fry the rice an	d egg until mixed.
9. Rice is the main ingredient to	make fried rice.
10. Finally, serve the fried rice on a Pla	te
F. Matching Word (5 question) Match the following word to its meaning!	
6. Ingredient — .h. 7. Fragrant — .f. 8. Stir — .j. lib uinkhas ac .id digilib uinkhas ac .id digilib uinkhas ac .id digilib.uinkhas ac .	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

9. Boil – 4.G. 10. Plate – ...

Name: Kawaii Quinsya P.	Score
Class : X E	Score
Fime : 30 minutes	——————————————————————————————————————

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - W.Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - 75. Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - & Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil	N 11 1 1 1 1
	b. Fry lightly	a. Must be included
	Beat quickly	Can be added or not
	d. Cut slowly	c. Very important
	d. Cut slowly	d. Always prepared
	14. The synonym of "delicious" is	8. Which sentence uses the word "fragrant" correctly?
	X. Yurnmy	The garlic is fragrant after being
	b. Ugly	fried.
	c. Dirty	b. The rice is fragrant when we cut
	d. Bitter	it with a knife.
		c. The plate is fragrant because it is
		white.
		d. The spoon is fragrant after we
		/wash it.
	9. The word "cooked" in "Put the	19. The antonym of the word "add" is
	cooked rice into the pan" is the past	/ ;;
	participle form of	(a.)Remove
		OK Put
	a. Cooking	c. Mix
	X. Cook	d. Stir
	c. Cooker d. Cooks UNIVERSITAS ISI	
	E. Complete Sentences (5 questions)	
	Fill in the blanks with the right words!	es fan
	a frym	JEK
	6. We need cooking oil to fry	the garlic.
	7. Garlic and onion should be fried un	ntil they are Fragrant.
	8. Don't forget to Stir - Fry the rice	
	9. Rice is the main must be included	
	10. Finally, serve the fried rice on a P	late and enjay
	F. Matching Word (5 question)	
	Match the following word to its meaning.	į.
	Transfirmt F	£ H:111
	6. Ingredient - F	f. Having a good smell
l	7. Fragrant h. 8. Stir 2.	g. To cook something in hot water
/	9. Boil – 9	h. Something used to prepare food
	The state of the s	i. A flat dish used for serving food
urgino.umkn	ias.ac.10. frigite: and mas.ac.10. digitio.utiknas.ac.10. dij	gilib uj.kh Mix food around with a spoon winkhas ac.id

Name: M. RYOZAKUlah	Score
Class : QE	100
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cocking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - M. Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - 为. Mix
 - c. Fry deeply
 - d. Wash

- 9. The antonym of the word "hot" is
 - a. Warm
 - . Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - & Plate
 - d. Stir

 12. The word "scramble" in step 4 is closest in meaning to a. Boil b. Fry lightly Beat quickly d. Cut slowly 	 13. The word "optional" in the materials means a. Must be included b. Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is (. Yummy b. Ugly c. Dirty d. Bitter	 8. Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
 9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of a. Cooking b. Cook c. Cooker d. Cooks 	10. The antonym of the word "add" is Remove b. Put c. Mix d. Stir
E. Complete Sentences (5 questions) Fill in the blanks with the right words!	ne garlic. il they are fragrant and egg until mixed. to make fried rice.
F. Matching Word (5 question) Match the following word to its meaning!	
 Ingredient Fragrant Stir Boil Plate 	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name: Qisya Gortina	Score
Class: 96	
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix.
 - c. Fry deeply
 - d. Wash

- The antonym of the word "hot" is
 - a. Warm
 - X. Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moun?
 - a. Mix
 - b. Cook
 - /g. Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly Reat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is	8. Which sentence uses the word "fragrant" correctly?
Yummy b. Ugly c. Dirty d. Bitter	fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we
 9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of a. Cooking Cook Cooker Cooks 	wash it. 10. The antonym of the word "add" is a. Remove Put c. Mix d. Stir
E. Complete Sentences (5 questions) Fill in the blanks with the right words! 6. We need cooking on the tofry the	AM NEGERI AD SIDDIQ
7. Garlic and onion should be fried until	
8. Don't forget to Str-fry the rice ar	nd egg until mixed. make fried rice.
10. Finally, serve the fried rice on a Plan	te and enjoy
F. Matching Word (5 question) Match the following word to its meaning!	
6. Ingredient — 7. Fragrant — 8. Stir — 9. Boil — 10. Plate —	 f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon

Name:	Reza	Uil	Absor	Score	
Class:	IXE				
Time : 30	0 minutes			11/0	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - ★ Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- 9. The antonym of the word "hot" is
 - a. Warm
 - tr. Cold
 - c. Fresh
 - d. Dry
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - -₺. Mix
 - c. Fry deeply
 - d. Wash

- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Z. Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Description: Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragramt" correctly? The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. The plate is fragrant because it is white. The spoon is fragrant after we
 9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of a. Cooking b. Cook c. Cooker d. Cooks E. Complete Sentences (5 questions)	
6. We need cooking 6. to fry the 7. Garlic and onion should be fried until 8. Don't forget to 6. the rice at 9. Rice is the main 100 color of to 10. Finally, serve the fried rice on a 6.	I they are <u>fragran!</u> . Ind egg until mixed. make fried rice.
F. Matching Word (5 question) Match the following word to its meaning! 6. Ingredient – C 7. Fragrant – 8. Stir –	f. Having a good smellg. To cook something in hot waterh. Something used to prepare food
9.1 Boil — v. has ac.id digilib.uinkhas ac.i	i. A flat dish used for serving food j. Mix food around with a spoon

Name: Plzgiyona Syafo atul Autiya	Score
Class: IXE	00
Time: 30 minutes	

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - K Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - X Mix
 - c. Fry deeply
 - d. Wash

- The antonym of the word "hot" is
 - a. Warm
 - K Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - ℋ. Plate
 - d. Stir

- 12. The word "scramble" in step 4 is 13. The word "optional" in the closest in meaning to ... materials means ... a. Boil a. Must be included b. Fry lightly ★. Can be added or not Beat quickly c. Very important d. Cut slowly d. Always prepared 14. The synonym of "delicious" is ... 8. Which sentence uses the word "fragrant" correctly? X Yummy The garlic is fragrant after being b. Ugly fried. c. Dirty b. The rice is fragrant when we cut d. Bitter it with a knife. c. The plate is fragrant because it is d. The spoon is fragrant after we wash it. 10. The antonym of the word "add" is 9. The word "cooked" in "Put the cooked rice into the pan" is the past a. Remove participle form of ... T Put c. Mix a. Cooking K Cook d. Stir c. Cooker d. Cooks E. Complete Sentences (5 questions) Fill in the blanks with the right words! 6. We need cooking _oil in off to fru to to fry the garlic. 7. Garlic and onion should be fried until they are Flagrant 8. Don't forget to Sir - Fry the rice and egg until mixed.
 - 9. Rice is the main Must be included to make fried rice.
 - 10. Finally, serve the fried rice on a Plate and enjoy.
- F. Matching Word (5 question) Match the following word to its meaning!
- 6. / Ingredient h... 7. Fragrant - .J..
- 8. Stir .J.
- 9. Boil .9...
- 10. Plate

- f. Having a good smell
- g. To cook something in hot water
- h. Something used to prepare food
- i. A flat dish used for serving food
- j. Mix food around with a spoon

Name: Siti Maini Roudbotul Khazaneh	Score
Class: 1x E	a E
Time : 30 minutes	9.9

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cocking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - Having a good smell
 - c. Having no smell
 - d. Having a sweet taste
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - Mix
 - c. Fry deeply
 - d. Wash

- The antonym of the word "hot" is
 - a. Warm
 - 及 Cold
 - c. Fresh
 - d. Dry
- 11. Which of the following is a moum?
 - a. Mix
 - b. Cook
 - Plate
 - d. Stir

12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
a. Boil b. Fry lightly Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
14. The synonym of "delicious" is Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. b. The rice is fragrant when we cut it with a knife. c. The plate is fragrant because it is white. d. The spoon is fragrant after we wash it.
 9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of a. Cooking b. Cook c. Cooker d. Cooks E. Complete Sentences (5 questions)	10. The antonym of the word "add" is A. Remove b. Put c. Mix d. Stir
Fill in the blanks with the right words! 6. We need cooking (i) to fry to	the garlic.
7. Garlic and onion should be fried un 8. Don't forget to	and egg until mixed. to make fried rice.
F. Matching Word (5 question) Match the following word to its meaning!	
 6. Ingredient 7. Fragrant 8. Stir 9. Boil 10. Plate ac.id digilib.uinkhas.ac.id digilib.uink	Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food j. Mix food around with a spoon ib unkhas acid digilib unkhas acid digilib unkhas

Name: Syafa Al Khansas.	Score
Class: 1x E	
Time: 30 minutes	100

D. Multiple Choice [10 Questions]

Read the text bellow and then answer the question

How to Make Fried Rice

- 10. 2 plates of cooked rice
- 11. 2 tablespoons of cooking oil
- 12. 2 cloves of garlic (chopped)
- 13. 1 onion (sliced)
- 14. 2 shallots (chopped)
- 15. 1 egg
- 16. 2 tablespoons of soy sauce
- 17. Salt and pepper to taste
- 18. chicken, sausage, vegetables Steps:
- 11. Prepare all the ingredients.
- 12. Heat the cooking oil in a frying pan.
- 13. Add the chopped garlic, shallots, and sliced onion, then fry until fragrant.
- 14. Crack the egg into the pan and scramble it well.
- 15. Put the cooked rice into the pan and stir evenly with the egg.
- 16. Add soy sauce, salt, and pepper.
- 17. Stir-fry until all the ingredients are mixed well.
- 18. Add shredded chicken, sausage, or vegetables if you like.
- 19. Stir-fry again until all the ingredients are mixed well.
- 20. Serve the fried rice on a plate and enjoy.
- 8. The word "fragrant" in step 3 means ...
 - a. Having a bad smell
 - K Having a good smell
 - c. Having no smell
 - d. Having a sweet taste

- 9. The antonym of the word "hot" is
 - a. Warm
 - 发. Cold
 - c. Fresh
 - d. Dry
- 10. The word "stir" in "Stir-fry until all the ingredients are mixed well" can be replaced with ...
 - a. Stop
 - K Mix
 - c. Fry deeply
 - d. Wash

- 11. Which of the following is a noum?
 - a. Mix
 - b. Cook
 - X Plate
 - d. Stir

	12. The word "scramble" in step 4 is closest in meaning to	13. The word "optional" in the materials means
	a. Boil b. Fry lightly c. Beat quickly d. Cut slowly	a. Must be included Can be added or not c. Very important d. Always prepared
	14. The synonym of "delicious" is A Yummy b. Ugly c. Dirty d. Bitter	 Which sentence uses the word "fragrant" correctly? The garlic is fragrant after being fried. The rice is fragrant when we cut it with a knife. The plate is fragrant because it is white. The spoon is fragrant after we wash it.
	9. The word "cooked" in "Put the cooked rice into the pan" is the past participle form of	10. The antonym of the word "add" is Remove b. Put
	a. Cooking	c. Mix
	*Cook	d. Stir
	c. Cooker	
	d. Cooks UNIVERSITAS ISLAM	
	 E. Complete Sentences (5 questions) Fill in the blanks with the right words! 6. We need cookingo\\ to fry the 	e garlic.
	7. Garlic and onion should be fried until	they are fragiant.
	8. Don't forget to Stir- Pry the rice an	nd egg until mixed.
	9. Rice is the main <u>Ingredients</u> to	
	10. Finally, serve the fried rice on a	Plate
	F. Matching Word (5 question) Match the following word to its meaning!	
digiPb.uinkhas.ac	 6. Ingredient 7. Fragrant 8. Stir 9. Boil 10. Plate digilib uinkhas ac id digilib. 	f. Having a good smell g. To cook something in hot water h. Something used to prepare food i. A flat dish used for serving food iii. Mix food around with a spoon

Appendix 9a

Student Activity Observation Sheet

Judul Penelitian: "Improving Students' Vocabulary Retention On Procedure Text Through Videoscribe Media For The IX Grade Students of MTs 2 Jember"

Reasercher : Rahma Aulia Putri

Cycle/Meeting: 1 meeting

Class : 9 E MTs N 2 Jember

Date : 6 November 2025

No	Aspek yang Diamati	Indikator	Skor (1-4)
1	Perhatian siswa	Siswa memperhatikan video Videoscribe dengan serius	1 2 3 4
2	Keaktifan siswa	Siswa aktif menjawab pertanyaan guru	1 2 3 4
	Partisipasi kelompok	Siswa ikut berdiskusi dan bekerja sama saat membuat rangkuman kosakata	1 2 3 4
4	Antusiasme belajar	Siswa tampak bersemangat mengikuti kegiatan	1 2 3 4
5	Pemahaman kosakata	Siswa mampu menyebutkan arti kata dari video	1 2 3 4
6	Penggunaan kosakata	Siswa mampu membuat kalimat sederhana dengan kosakata baru	1 2 3 4
7	Respon terhadap media	Siswa menunjukkan minat/ketertarikan pada Videoscribe	1 2 3 4

Keterangan Skor:

- 1 = Sangat Kurang
- 2 = Kurang
- 3 = Baik
- 4 = Sangat Baik

Appendix 9b

Student Activity Observation Sheet

Judul Penelitian : "Improving Students' Vocabulary retention On Procedure Text Through Videoscribe Media For The IX Grade Students of MTs 2 Jember"

Reasercher : Rahma Aulia Putri

Cycle/Meeting: 2 meeting

Class : 9 E MTs N 2 Jember

Date : 8 November 2025

No	Aspek yang Diamati	Indikator	Skor (1-4)
1	Perhatian siswa	Siswa memperhatikan video Videoscribe dengan serius	1 2 3 4
2	Keaktifan siswa	Siswa aktif menjawab pertanyaan guru	1 2 3 4
	Partisipasi kelompok	Siswa ikut berdiskusi dan bekerja sama saat membuat rangkuman kosakata	1 2 3 4
4	Antusiasme belajar	Siswa tampak bersemangat mengikuti kegiatan	1 2 3 4
5	Pemahaman kosakata		
6	Penggunaan kosakata	Siswa mampu membuat kalimat sederhana dengan kosakata baru	1 2 3 4
7	Respon terhadap media	dap Siswa menunjukkan minat/ketertarikan pada Videoscribe	

Keterangan Skor:

1 = Sangat Kurang

2 = Kurang

3 = Baik

4 = Sangat Baik

CLASSROOM ACTION RESEARCH SCHEDULE

No.	Date	Activities	Time
1.	Wednesday, 24 September 2025	Preliminary Study(Observation)	09.00 -10.00
2.	Monday, 29 September 2025	Requesting Research Permission	10.00 -12.00
3.	Monday, 29 September 2025	Teachers Interview and Discussion	11.00 - 12.00
4.	Monday, 6 October 2025	Students Open ended question	09.00 - 11.30
5.	Monday, 6 October 2025	Pre-test	09.00 – 11.30
6.	Monday, 6 October 2025	1 meeting (cycle 1)	09.00 – 11.30
7.	Wednesday, 8 October 2025	2 meeting (cycle 2)	08.00 - 09.00
8.	Wednesday, 8 October 2025	Post test	08.00 - 09.00
9.	Wednesday, 8 October 2025	Questionnaire	08.00 - 09.00

Students' Open-Ended Questionnaire Result (Questionnaire)

Berikan penilaian Anda pada pernyataan berikut dengan memberikan tanda Checklist ($\sqrt{}$) pada kolom penelitian. Jawablah beberapa pernyataan dibawah ini dengan jujur berdasarkan pengalaman Anda belajar Bahasa Inggris.

Statements	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1. Videoscribe membantu saya memahami kosakata baru dengan mudah.			7 Students (35%)	8 Students (40%)	5 Students (25%)
2. Mempelajari kosakata dengan Videoscribe lebih menarik daripada hanya menggunakan buku	ERSITAS	S ISLAN	3 Students (15%)	8 Students (40%)	9 Students (45%)
teks.	IEN	1 B E	R		
3. Animasi dalam Videoscribe memudahkan saya mengingat kosakata.		1 Students (5%)	4 Students (20%)	8 Students (40%)	6 Students (30%)
4. Videoscribe memotivasi saya untuk berpartisipasi lebih aktif di kelas.	1 Students (5%)	1 Students (5%)	7 Students (35%)	6 Students (30%)	5 Students (25%)
5. Videoscribe membuat proses belajar			3 Students (15%)	8 Students (40%)	9 Students (45%)

menyenangkan.					
6. Menggunakan Videoscribe meningkatkan pelafalan kosakata bahasa Inggris saya.		2 Students (10%)	6 Students (30%)	9 Students (45%)	3 Students (15%)
7. Videoscribe membantu saya menggunakan katakata baru dalam kalimat.	1	1 Students (5%)	3 Students (15%)	9 Students (45%)	7 Students (35%)
8. Instruksi dalam pelajaran Videoscribe jelas dan mudah diikuti.			3 Students (15%)	10 Students (50%)	7 Students (35%)
9. Saya merasa lebih percaya diri dalam mempelajari kosakata dengan Videoscribe.	ERSITAS AJI AC	1 Students (5%)	7 Students (35%)	4 Students (20%)	8 Students (40%)
10. Saya lebih suka jika guru terus menggunakan Videoscribe dalam pelajaran bahasa Inggris.	1 Students (5%)	4 В E	6 Students (30%)	4 Students (20%)	9 Students (45%)
	Т	Cantangan/Kesu	ılitan		
11. Saya merasa sulit mengikuti kecepatan video Videoscribe.	4 Students (20%)	7 Students (35%)	6 Students (30%)	2 Students (10%)	1 Students (5%)
12. Terkadang saya tidak dapat fokus	3 Students (15%)	7 Students (35%)	7 Students	3 Students (15%)	

karena terlalu					
banyak animasi.			(35%)		
13. Videoscribe			, ,		
tidak selalu	1 Students	10 Students	4 Students	4 Students	1 Students
menjelaskan arti	(4%)	(50%)	(20%)	(20%)	(5%)
kata dengan jelas.					
14. Masalah teknis					
(misalnya, suara,			.		1.0.1
tampilan)	2 Students	7 Students	7 Students	3 Students	1 Students
mengganggu	(10%)	(35%)	(35%)	(15%)	(5%)
pemahaman saya.					
15. Saya masih					
kesulitan mengeja					
atau mengucapkan	6.04 1 4	7.04 1 4	6.04 1	1.04 1 4	
beberapa kata	6 Students	7 Students	6 Students	1 Students	
bahkan setelah	(30%)	(35%)	(30%)	(5%)	
menggunakan					
Videoscribe.	DOITAG	CICLAN	LNEGE	DI	
16. Videoscribe	LKSHA	5 ISLAN	NEGE	KI	
membantu saya	2 Students	HMA	9 Students	7 Students	2 Students
mengingat kosakata	Y 77 A	/ D E	(45%)		
lebih lama daripada	(10%)	I D E	(43%)	(35%)	(10%)
metode tradisional.					
17. Videoscribe					
membuat saya lebih				13	
termotivasi untuk			4 Students		3 Students
berlatih bahasa			(20%)	Students	(15%)
Inggris di luar				(65%)	
kelas.					
18. Videoscribe					
membuat			9 Students	7 Students	4 Students
pembelajaran			(45%)	(35%)	(20%)
kosakata lebih					

efektif dibandingkan dengan kartu flash atau gambar.					
19. Saya merasa lebih nyaman bertanya setelah belajar dengan Videoscribe.	1 Students (5%)	1 Students (5%)	12 Students (60%)	4 Students (20%)	2 Students (10%)
20. Menggunakan Videoscribe meningkatkan minat saya secara keseluruhan dalam belajar bahasa Inggris.			8 Students (40%)	8 Students (40%)	4 Students (20%)

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

The Result of Teacher's Field Note

Observation Field notes using Videoscribe in teaching and learning process.

Class : IX E

Subject/ Topic : Procedure Text

Cycle/ Meeting : 1/1st meeting

Day/ Date : Monday, October 6, 2024

Time : 08.30 - 10.00

Researcher : Rahma Aulia Putri

Descriptive Notes	Reflective Notes
- The researcher explains the material	- Design the material very well
about Procedure text	including to the vocabularies
- The researcher introducing about	and the grammar used of the
the media viedoscribe	procedure text
- The researcher give the pre test	- Give a real example for
- The students are active in	students in order they can be
responding the researcher	easier to understand the
instruction to mention the	material well
definition, kind, and example of	- Give basic vocabularies for
procedure text, also explain how the	easy to understand by students
presentation of procedure text with	- Give the example how to
videoscribe.	pronounce each word of
- The researcher instructed the	sentences, then order the
students to mention vocabulary	students to repeat what the
phrases usage that usually be used	researcher pronounced
in procedure text	- Drill those vocabularies until
- The students mentioned the	the students memorized very
researcher"s instruction, what are	well
the tasks in this meeting.	- Introduce the grammatical
- The students are divided into several	usage using the vocabularies to

groups of 4 or 5 people

- The researcher play the video, while the students have to writing every new vocabularies which is they didn't know the meaning make students easier in understanding the material



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

The Result of Teacher's Field Note

Observation Field notes using Videoscribe in teaching and learning process.

Class : IX E

Subject/ Topic : Procedure Text

Cycle/ Meeting : 1/2st meeting

Day/ Date : Tuesday, October 8, 2025

Time : 08.30 - 10.00

Researcher : Rahma Aulia Putri

Descriptive Notes	Reflective Notes
- The researcher explained the	- The researcher needs to review
material about the previous	the material before ended the class
meeting	to avoid forgetting the material
- The students really excited to	learned
talking about the material in the	- Don't need to instruct the students
class	to come forward because it spend
- The students are really loud in	the time in the class
pronouncing the vocabulary	- The researcher show the rank of
phrases together in class	the students score
- The students are really active in	- Researcher give the post test
the classroom	- Researcher give the quetioner for
	the last task

Appendix 14a

Students' Pre Test Score Result

Students Name	Score	Passed
Students 1	80	✓
Students 2	70	X
Students 3	80	✓
Students 4	80	✓
Students 5	60	X
Students 6	80	✓
Students 7	80	✓
Students 8	55	X
Students 9	60	X
Students 10	60	X
Students 11	65	X
Students 12	60	X
Students 13	80	√
Students 14	70	X
Students 15	70	X
Students 16		X
Students 17	75	✓
Students 18	60	X
Students 19	65	X
Students 20	75	✓
Total Score	13	85

The average of students" mean score

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1385}{20}$$

Notes:

M =The average score

 $\Sigma x = Total score$

n = number of students

M = 69,25

> The percentage of students who passed the KKM:

$$P = \frac{F}{N} X 100\%$$

$$P = \frac{8}{20} X 100\%$$

P = 40%

Notes:

P = The class percentage

F = Total percentage score

N = Number of students

Appendix 14b

Students' Post Test Score Result

Students Name	Score	Passed
Students 1	100	√
Students 2	100	√
Students 3	100	√
Students 4	100	√
Students 5	100	√
Students 6	100	√
Students 7	100	√
Students 8	100	√
Students 9	95	√
Students 10	95	√
Students 11	100	√
Students 12	100	√
Students 13	100	√
Students 14	80	√
Students 15	100	√
Students 16	90	yeni √
Students 17	100	JEMI /
Students 18	85	√
Students 19	95	√
Students 20	100	√
Total Score	194	0

➤ The average of students" mean score

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1940}{n}$$

$$M=\frac{1940}{20}$$

$$M = 97$$

Notes:

M = The average score

 $\Sigma x = Total score$

n = number of students

The percentage of students who passed the KKM:

$$P = \frac{F}{N} X 100\%$$

$$P = \frac{20}{20} X 100\%$$

$$P = 100\%$$

Notes:

P = The class percentage

F = Total percentage score

N = Number of students

STUDENTS ATTENDANCE LIST

STUDENTS NAME
ACH. RAFIF SHAFY ROZAK
ADINDA TANIA ZAVIRA
AL FAJRI TITO PRADHAMA
ANILA PUTRI ARIMBI
CAHYA ADDINA MAFAZA
DANNISH FIRSTANDRA EZZA FAREDI
DHAFFA AZKA MUKTAFIBILLAH
FARADISA FIRDAUSI AZZAHRA
HILDA AMIRA FEBRIANA
HILWA ANGGIE RAMADHANI
IFTITAH GHASSANI ZAKIRAH UTOMO
ISNANDA YUSUF RAMADHANIL HIDAYAT
KAMELIA PUTRI ALBAR
KAWAII QUINSYA PUTRI
MUHAMMAD RYDZATULAH
QISYA QISTINA ATTA FUNNISSA
REZA ULIL ABSHOR
RIZQIYANA SYAFAATUL AULIYA
SITI ISNAINI ROUDHOTUL KHAZANAH
SYAFA AL KHANSA SUSENO

No.:	Date.:
Groupsmembers	
- Adında Tanıa Z.	
- Iftitah Ghassani Z.U.	
- tamelia Potri Albar	nice
- Systa Al-Khanca S.	11100
Unbacion Vocabulary	MIN
- Cloves = we need 2 clove	es of shallots
. Ceramble = She Goks the	scrambled egg with Say sauce, then she waits until &
. Stir-fry = my dad str -fr	spipach for our lunch
. Shredded = 1 eat Shredded	Chicken to bad
serve = My dish is serve	
UNIVERSIT	AS ISLAM NEGERI
UNIVERSIT	AS ISLAM NEGERI
UNIVĘRSIT KIAI HAJI A	AS ISLAM NEGERI CHMAD SIDDIQ
KIAI HÄJI A	CHMAD SIDDIQ
KIAI HÄJI A	AS ISLAM NEGERI CHMAD SIDDIQ M B E R
KIAI HÄJI A	CHMAD SIDDIQ

VALIDITY INSTRUMENT

- 1. Put a check mark (v) in the column according to your opinion
- 2. If there is a need to be revised, please write in the column "catatan"

No.		Aspek Yang Din <mark>il</mark> ai	Sk	ala P	enilai	an	Catatan
		(- A 1)	1	2	3	4	Catatan
A.	Isi	The state of the s					
	1.	Kelengkapan komponen					
		modul ajar (tujuan					
		pembelajaran, alokasi waktu,			V		
		materi pokok, langkah					
		pembelajaran, dll)					
	2.	Kejelasan perumusan					
		indikator atau tujuan			V		
		pembelajaran					
	3.	Penyajian materi ajar memuat					
		fakta, konsep, prinsip, dan	M	NE	GE	RI	
I		prosedur yang relevan dengan	AD	S	V	DI	\circ
		rumusan indikator					
		ketercapaian kompetensi					
	4.	Langkah-langkah					
		pembelajaran dilakukan					
		melalui tahapan pendahuluan,			V		
		inti, penutup dengan alokasi			•		
		waktu setiap					
	5.	Indikator soal sesuai dengan					
	٥.	materi ajar yang telah					
		disesuaikan				V	
	6.	Petunjuk mengerjakan soal				V	
		sesuai dengan soal disediakan				,	

	7 7 1 11 11 1	
	7. Pedoman penilaian sesuai	
	dengan kunci jawaban dan	
	pedoman skoring yang telah	1
	ditetapkan	
	8. Kesesuaian alokasi waktu	1
	dengan soal ya <mark>ng telah</mark>	
	disediakan	
В.	Konstruk	
	1. Soal disusun menggunakan tes	s
	tulis untuk mengetahui	$ \mathbf{i} $ $ \mathbf{v} $
	kemampuan vocabulary siswa	
	2. Soal Pre test dan Post test	t
	disusun sesuai dengan materi	i
	ajar Procedure Text yang	
	mana mengharuskan siswa	
	untuk memahami kosakata	a l
	dalam teks (Vocabulary)	AM NEGERI
L	3. Penilaian vocabulary siswa	AD SIDDIO
I	dilakukan berdasarkan hasil	IND SIDDING
	pre-test dan post-test sesuai	i V V
	indikator yang diukur	
C.	Bahasa	
	1. Petunjuk soal	1
	menggunakan kaidah	1
	bahasa Inggris yang benar	$ \mathbf{r} $
	secara tata bahasa	
	(grammar).	
	2. Rumusan soal tidak	(
	menggunakan kata atau	
	kalimat yang menimbulkan	
	, ,	

penafsiran ganda atau		
salah pengertian		
3. Rumusan soal tidak		
mengandung kata-kata	17	
yang bisa menyinggung	V	
peserta		

Catatan:

Pemberian skor pada tiap butir pertanyaan dengan rentangan angka 1 sampai dengan angka maksimal 4 dengan kriteria angka sebagai berikut:

1 = Kurang Baik 2 = Cukup Baik 3 = Baik 4 = Sangat Baik

Jember, ©2 Maret 2025

Validator

Dr. Khoiriyah, M Pd.

EMBER

CLASSROOM ACTION RESEARCH JOURNAL ACTIVITY

Name

: Rahma Aulia Putri

SRN

: 213101060003

Tittle

: Improving Students Vocabulary Mastery Of Procedure Text Through

VideoScribe Media For The IX Grade Of MTs 2 Jember

No	Date	Activities	Initials
1.	Wednesday, 24 September 2025	Preliminary Study(Observation)	A COS
2.	Monday, 29 September 2025	Teachers Interview and Discussion	180
3.	Monday, 6 October 2025	Students Open ended question	- Mari
4.	Monday, 6 October 2025	Pre-test	West .
5.	Monday, 6 October 2025	1 meeting (cycle 1)	- Programme
6.	Wednesday, 8 October 2025	2 meeting (cycle 2)	THE
7.	Wednesday, 8 October 2025	Post test	that .
8.	Wednesday, 8 October 2025	Questionnaire	J. H. S

Documentation Of Research

Documentation Of Designing Research With English Teacher



Documentation Of Classroom Action Research(CAR) Implementation









Pre Test







Meeting Cycle 1





Meeting 2





Post Test









Questionare Part



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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

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NIM

: 213101060003

Program Studi

: Tadris Bahasa Inggris

Judul Karya Ilmiah

: "Improving Students' Vocabulary Mastery On Procedure Text Through

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NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

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