

**THE EFFECT OF USING MULTIMODAL LEARNING MEDIA TO  
ENHANCE STUDENTS VOCABULARY KNOWLEDGE OF  
GRADE III AT SDIT AS-SAKINAH**



A Thesis

Submitted to STAIN Sultan Abdurrahman Kepulauan Riau

To fulfill one of the requirements for obtaining a Bachelor of Education Degree  
(S.Pd)

By:

**MAYA AGUSTIA**

211820

**STAIN SULTAN ABDURRAHMAN KEPRI**

**2025**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
SULTAN ABDURRAHMAN KEPULAUAN RIAU  
Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan  
Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

---

### STATEMENT OF ORIGINALITY

Signatory here below:

Name : Maya Agustia

Student Number : 211820

Study Programme : English Education Department

Stating that this thesis manuscript as a whole is the result of my own research/work and not plagiarism from the work of others. If in the future it is proven that this thesis contains plagiarism, both in content, logic, and data, in whole or in part, then the thesis and the bachelor's degree obtained by it are automatically canceled by law.

Bintan, October 2<sup>th</sup> 2025

Author,



Maya Agustia  
SIN. 211820



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
SULTAN ABDURRAHMAN KEPULAUAN RIAU**

Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan  
Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

**EXAMINER APPROVAL**

Title : The Effect of Using Multimodal Learning Media to Enhance Student's Vocabulary Knowledge of Grade III at SDIT As-Sakinah.

Name : Maya Agustia

SIN : 211820

Study Program : English Education

Has been examined on : 06 November, 2025

Examination score : 86,75(A-)

Has been accepted, approved and examined by the final examination committee of undergraduate degree of State Islamic College of Sultan Abdurrahman Kepulauan Riau.

**EXAMINATION COMMITTEE**

**Chairman**

Dr. Zulfhamdan, M. Pd.I  
NIP.19890502 2019031013

**Secretary**

Irza Yuzulia, M.Pd  
NIP. 199410292025052004

**Examiner I**

Muslena Layla, M.Si  
NIP. 19900502 2019032018

**Examiner II**

Sindy Artilita, M.Pd  
NIDN. 2025109302

**Rector,**  
STAIN Sultan Abdurrahman Kepulauan Riau

Dr. H. Muhammad Faisal, M.Ag  
NIP.197503242006041005



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
SULTAN ABDURRAHMAN KEPULAUAN RIAU  
Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan  
Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

### SUPERVISOR APPROVAL

Signatory here below :

Name : Maya Agustia

Student Number 211820

Study Programme : English Education Department

Thesis Title : The Effect of Using Multimodal Learning Media in Enhance  
Student's Vocabulary Knowledge of Grade III at  
SDIT AS-SAKINAH

Stating that this thesis is suitable to be continued at the Munaqasyah session. It is hoped that the thesis can be accepted and can be used properly.

Supervisor I

Dr. Fadhila Yonata, M.Pd  
NIP.199206082018011001

Bintan, October 02<sup>nd</sup>, 2025

Supervisor II

Taqiyuddin, M.Pd  
NIP. 198712192019081001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
SULTAN ABDURRAHMAN KEPULAUAN RIAU  
Kampus : Jl. Lintas Barat KM. 19 Ceruk Ijuk Kelurahan Toapaya Asri - Bintan  
Telp : 0771-4442607 Fax : 0771-4442610  
Website : www.stainkepri.ac.id Email : stain.kepri@kemenag.go.id

---

### SUPERVISOR STATEMENT LETTER

To:

English Education Study Programme  
State Islamic High School of Sultan  
Abdurrahman Riau Islands

Assalamu'alaikum wr.wb.

After providing guidance, direction, and proofreading of the thesis entitled:  
The Effect of Using Multimodal Learning Media in Enhance Student's Vocabulary  
Knowledge of Grade III at SDIT AS-SAKINAH Which was written by:

Name : Maya Agustia

SIN 211820

Study Programme : English Education Department

Therefore, I declare that the thesis can be submitted to the English Language Education  
study programme of State Islamic High School of Sultan Abdurrahman Riau Islands  
for examination to receive the degree of Bachelor of Education (S.Pd).

Supervisor I

Dr. Fadhila Yonata, M.Pd  
NIP.199206082018011001

Bintan, October 02<sup>nd</sup>, 2025

Supervisor II

Taqiyuddin, M.Pd  
NIP. 198712192019081001

## ABSTRACT

Maya Agustia, 2025, 211820. The Effect of Using Multimodal Learning Media in Enhance Student's Vocabulary Knowledge of Grade III at SDIT AS-SAKINAH. Tahun Pelajaran 2024-2025. Prodi Tadris Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau. Dosen Pembimbing I: Dr Fadhila Yonata M.Pd, Dosen Pembimbing II: Taqiyuddin M.Pd.

---

Vocabulary in English is an important aspect of learning the English language, as vocabulary is closely related to other English language skills. Therefore, a good mastery of vocabulary becomes essential in English. However, some problems related to the learning of third-grade students at Sdit As-Sakinah include difficulty in mastering vocabulary, due to a lack of engaging media and boring materials, which make students less focused and struggle to understand the lessons.

This research aims to determine whether there is a significant effect of multimodal media usage on students' vocabulary knowledge, with the population being all third-grade students of SDIT As-Sakinah divided into 3 classes. The sample used in the study is the 3rd grade with 2 classes being tested. This research uses a quasi-experimental design involving two classes, namely the control class and the experimental class. Data were collected through pre-tests and post-tests to measure students' vocabulary abilities. The sampling Cluster technique used was Purposive Sampling because relate with topics research. All data analyses were conducted using IBM SPSS version 26. The research findings showed no significant differences in the two classes before the treatment was given, as indicated by the Independent Sample T-test analysis of the pre-test scores where the sig(-2 tailed) value was  $0.0597 > 0.005$ . so,  $H_0$  is accepted and  $H_a$  is rejected. In the analysis of the T-test of the post-test scores, the sig(-2 tailed) value is  $0.026 < 0.05$ , so  $H_a$  is accepted and  $H_0$  is rejected. Therefore, there is a significant difference between the use of multimodal media and the improvement of vocabulary among third-grade students at SDIT As-Sakinah. Therefore, this learning media can be used as a tool to improve students' vocabulary, and future researchers can obtain more accurate results in the application of multimodal media at the elementary school level.

**Kata kunci:** Vocabulary Knowledge, Multimodal, Quasi- Eksperimental, Learning Media and Elementary School at As-Sakinah.

## ABSTRAK

Maya Agustia, 2025, 211820. The Effect of Using Multimodal Learning Media in Enhance Student's Vocabulary Knowledge of Grade III at Sdit as-sakinah. Tahun Pelajaran 2024-2025. Prodi Tadris Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman Kepulauan Riau. Dosen Pembimbing I: Dr Fadhila Yonatha M.Pd, Dosen Pembimbing II: Taqiyuddin M.Pd.

---

Kosakata bahasa Inggris merupakan hal yang penting dalam mempelajari bahasa Inggris, kosakata sangat berhubungan dengan kemampuan bahasa Inggris lainnya. Oleh karena itu peningkatan kosakata yang baik menjadi hal yang penting dalam bahasa Inggris. Namun, beberapa masalah terkait pembelajaran siswa kelas III Sdit As-Sakinah adalah sulit dalam menguasai kosakata, karena kurangnya media yang menarik dan membosankan hal ini menjadikan siswa kurang fokus dan sulit memahami pelajaran.

Penelitian ini bertujuan untuk mengetahui apakah adanya pengaruh yang signifikan terhadap penggunaan media multimodal terhadap penguasaan kosakata siswa, populasi seluruh siswa kelas III Sdit as-sakinah yang terbagi menjadi 3 kelas. Sampel yang digunakan dalam penelitian adalah kelas 3 dengan 2 kelas yang diuji. Penelitian ini menggunakan desain kuasi-eksperimental yang melibatkan dua kelas yaitu kelas kontrol dan kelas eksperimen, data dikumpulkan dengan tes awal dan tes akhir untuk mengukur kemampuan kosakata siswa. Teknik pengambilan sampel adalah Cluster Purposive Sampling karena relevan dengan topik penelitian ini. Seluruh data analisis menggunakan IBM SPSS versi 26. Hasil penelitian ditemukan tidak adanya perbedaan yang signifikan pada dua kelas sebelum diberikan perlakuan, hal ini ditunjukkan dengan analisis Independent Sampel T tes nilai pre tes bahwa nilai sig(-2 tailed) sebesar  $0,0597 > 0,005$  jadi  $H_0$  diterima dan  $H_a$  ditolak. Pada analisis T tes nilai Post tes nilai sig(-2tailed)  $0,026 < 0,05$  maka  $H_a$  diterima  $H_0$  ditolak. Dengan demikian terdapat perbedaan yang signifikan antara penggunaan media multimodal terhadap peningkatan kosakata siswa kelas III SDIT- As-Sakinah. Oleh karena itu media pembelajaran ini bisa digunakan untuk menjadi media bantu dalam peningkatan kosakata siswa, dan untuk peneliti selanjutnya bisa memperoleh hasil yang lebih akurat dalam penerapan media multimodal ditingkat sekolah dasar.

**Kata kunci:** Penguasaan Kosakata, Multimodal, Design Kuasi-Eksperimen, Media pembelajaran dan sekolah dasar Islam terpadu as-sakinah.

**GUIDELINES FOR TRANSLATE ARABIC TO LATIN DECREE OF  
THE REPUBLIC OF INDONESIA MINISTERS OF RELIGIOUS AFFAIRS  
AND CULTURAL EDUCATION**

Number: 158 Year 1987

Number: 0543b//U/1987

The Joint Decree of the Ministers of Religion and Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b/u/1987, which can be summarized as follows, served as the foundation for the Arabic-Latin transliteration in this

**1. Consonant**

Arabic consonant phonemes are represented by letters in the Arabic writing system; in this transliteration, some phonemes are represented by letters, some by signs, and others by both letters and signs simultaneously. A list of those. Arabic letters together with their Latin equivalents may be seen below.

Arabic Alphabets	Name	Latin	Description
ا	Alif	Not symbolized	Not symbolized
ب	Ba'	Ba	Be
ت	Ta'	T	Te
ث	Tsa'	Ts	Es (with dot above)
ج	Jim	J	Je
ح	Ha'	H	Ha (with dot below)

خ	Kha'	Kh	Ka and Ha
د	Dal	D	De
ذ	Dzal	Z	Zet (with dot above)
ر	Ra'	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	Es and ye
ص	Sad	S	Es (with dot below)
ض	Dad	D	De (with dot below)
ط	Ta'	T	Te (with dot below)
ظ	Za	Z	Zet (with dot below)
ع	'ain	'	Interveted comma above
غ	Gain	G	Ge
ف	Fa'	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wawu	W	We
ه	Ha	H	Ha

ء	Hamzah	‘	Apostrof
ي	Ya’	Y	Ye

## 2. Vocal

Similar to Indonesian vocals, Arabic vocals are made up of rangkap or diphthong and single or monotony voices.

Signs	Name	Latin	Name
اَ	<i>Fathah</i>	A	A
اِ	<i>Kasrah</i>	I	I
اُ	<i>Dhammah</i>	U	U

### Example:

- كتب (kataba)

- فعل (fa‘ala)

### b) Vocal Tracks

The Arabic phrases' vocals consist of a harp and letters transliterating several letter combinations, specifically:

Signs and Alphabet	Name	Letter combination	Name
اِ..ي	<i>Fathah dan ya</i>	Ai	a and i
اِ...و	<i>Fathah dan wau</i>	Au	a and u

Example:

- كيف (kaifa)

- هؤل (hauļa)

### c) Maddah

Maddah, or extended vocals, are letters and harps that are transliterated to represent signs and letters, specifically:

Harkat and Alphabet	Name	Alphabet and Signs	Name
اَ..اَ..ى	<i>Fathah dan alif</i> <i>atau ya</i>	Ā	a and line above
اِ..ى	<i>Kasrah dan ya</i>	Ī	i and line above
اُ..	<i>Dammah dan</i> <i>wau</i>	Ū	u and line above

Example:

- رمى (ramā)

- قيل (qīla)

- يقول (yaqūlu)

#### **d) Ta' Marbutah**

The transliteration for ta' marbutah there are two:

1) Ta Marbutah hidup

Ta' marbutah The transliteration for those who are alive or who are bestowed with the titles of fathah, kasroh, and dammah is /t/.

2) Ta' Marbutah mati

Ta' marbutah the transliteration for "dead" or "given as a sacrifice" is /h/.

3) In the final word, he translates with "ha." (h) if he says, "Thank you," and then the word "al," with the reading of the two words separated.

Example:

الطفال روضة - : raudatul al-afal

- raudatu al-afal

المنورة المدينة - : al-Madīnah al-Munawwarah

- al-Madīnatul Munawwarah

#### **e) Syaddah (Taysdid)**

Syaddah atau tasydid are mapped onto a tablet, also known as a syaddah or tasydid, in the Arabic writing system. In this translation, the above tanda

syaddah is compared to huruf, that is, huruf which is equal to the huruf that is given to the above tanda syaddah.

Example:

- ربنا - **rabbanā**

- نزل - **nazzala**

- البر - **al-birr**

- نعم - **nu'ima**

- الحج - **al-hajju**

#### **f) Kata Sandang**

Sandang It is represented by the Arabic characters ال in the system. However, there are two different ways to transliterate the word "sandang": with the syamsiah letter coming after the word and with the qomariah letter coming after it.

##### **1) Kata sandang which is followed by the syamsiah**

Sandang Subsequently, the word is transliterated based on its phoneme, and its place is taken by the corresponding letter. Two patterns are employed, which are as follows:

2) Kata sandang is followed huruf qamariah.

Sandang The following is transliterated based on its sound and the guidelines that are written in front of it. The word is written apart from the word that comes after and connected with the connection sign, regardless of whether it comes after the letter of Qamariah or Shamsiah.

Example:

الرجل - ar-rajulu

الشمس - asy-syamsu

البدیع - al-badi'u

السيدة - as-sayyidatu

القلم - al-qalamu

الجالل - al-jalālu

### **g) Hamzah**

The Arab-Latin Transliteration Register states that opostrophs are used while transliterating the word "hamzah." But this only applies to the middle and end of the word. The hamzah is not depicted when it appears at the beginning of a word since an alif appears in Arabic script.

Example:

1) Hamzah at the beginning:

امرت - **umirtu**

اكل - **akala**

2) Hamzah in the center:

تأخذون - **takhuḏūna**

تأكلون - **takulūna**

3) Hamzah in the end:

شيء - **syaiun**

النوء - **an-nauu**

#### **h) Word Writing**

All words, whether they be names, files, or letters, are essentially written individually. The only Arabic words that are frequently translated into other words are those that have letters added or removed; in these cases, the translated word is also written into the word that comes after it.

Example:

وان هلا لهو خير الرازقين - **Wa innallāha lahuwa khair ar- rāziqīn**

## - **Wa innalāha lahuwa khairur ar- rāziqīn**

### **i) Capital**

The capital letter is employed in this transliteration even though it is unknown in the Arabic writing system. The usage of capital letters is comparable to what occurs in the EYD. For example, capital letters are used to write the letter's starting, the recipient's name, and the sentence's commencement. The initial letter of the name, not the start of the sign, is printed in capital letters if the person's name is preceded by a sign.

Example:

**Wa mā Muhammadun illā rasūl** – وما محمد ال رسول

Only after the Arabic script is completely completed is the original capital letter for Allah employed; otherwise, it is not used when the writing is merged with another word until a letter or alphabet is eliminated.

### **J) Tajwid**

These transliteration principles are an essential component of Tajwid science for readers who like a seamless reading experience.

## ACKNOWLEDGEMENT

*In the name of the Most Gracious and Merciful Allah.*

All praise and thanks be to Allah SWT for all the blessings He has bestowed upon us, for granting us the blessings of health, long life, religion, and knowledge to complete this thesis entitled **“The Effect of Using Multimodal Learning Media in Enhance Student’s Vocabulary Knowledge of Grade III at SDIT AS-SAKINAH.”**

Greetings and blessings are always given to the noble Prophet Muhammad SAW. The author acknowledges that prayers, support, assistance, and encouragement were invaluable in completing this thesis. Therefore, with all humility and affection, the author would like to express a few words of gratitude to:

1. Dr. H. Muhammad Faisal, M.Ag. as the Chairman and Vice Chairman I, ViceChairman II, and Vice Chairman III of the Sultan Abdurrahman State Islamic College Riau Islands.
2. Mr. Taqiyuddin, M.Pd., as the Head of the Department and Supervisor 2, who have guided, provided input and advice during the revision process.
3. Mr. Dr Fadhila Yonata, M.Pd., as supervisor 1 who has guided, provided input, advice, and greatly assisted in the revision process.
4. Mrs. Muslena Layla, M.Si., Secretary of the English Department who author guiding students through the lecture process and providing advice on data processing.

5. Mr. Ferri Yonantha, M. Pd., as an English language lecturer who has taught and assisted in the teaching and learning process.
6. Mr. Daria, M.H., as the head of the Islamic Family Law Study Programme and Academic Supervisor has provided motivation and facilitated administrative matters related to this thesis.
7. Ustadz Fadilah S.Pd.SD., as the principal of Sdit As-Sakinah, where the author conducted his research, who has given his permission and blessings.
8. Ustadzah Desi Mariana., As an English teacher at Sdit As-Sakinah, who has been very helpful in offering prayers and support in writing this thesis.
9. Mr. Adam & Mrs. Santiria as the author's parents, who have provided prayers, material support, and encouragement all this time. Thank you for always fighting and sacrificing for the children. May this be a reason for your charitable deeds.
10. Sella Puspita & Cici Andini., as a close friend who has helped, prayed for, supported, and accompanied the author throughout his studies. Thank you for fighting alongside me in this struggle. May this long struggle make us better, more useful, and more successful people.
11. Fellow TBI classmates from the class of 2021.
12. The extended family of KKN LINGGA 3 SEDAMAI, who have worked together to provide support and prayers during the writing of this thesis.
13. My Uncle Ansahdar., who have given their prayers, support, and material assistance during the author's studies.

14. Muhammad Richad, who has always supported me in the process of writing this thesis, has always been there through the ups and downs of this challenging journey. Thank you so much. May Allah always protect and watch over you wherever you are.
15. Holi Vinasti, Dedek Novita and Nurhajemah, as a friend of the author who has always offered her prayers.
16. For myself, thank you very much Maya Agustia for always fighting so hard, being patient, and never giving up. May other good things always accompany you.

Tanjungpinang, September 28th 2025

Author,

Maya Agustia

SIN.211820

## **MOTTO**

**(Laa ilaaha illaa anta subhaanaka innii kuntu minadh dhoolimiin)**

*(Doa Nabi Yunus)*

“Fear of Trying Will Block Your Dreams”

Maya Agustia-

“Dan bahwa manusia hanya memperoleh apa yang telah diusahakannya”

(Qs. An-Najm:39)

“Believe you can you’re halfway there”

*-Theodore Roosevelt*

## DEDICATION

All praise be to Allah for all the blessings He has bestowed upon the author to complete this thesis at the right time, and the author dedicates this thesis as a token of love and affection.

To the author's Beloved Parents, Adam and Santiria, who have always provided the author with the love, material support, encouragement, and prayers that the author needed, as well as everything that they sacrificed and fought for so that the author could reach this point, thank you very much for being such wonderful parents.

To my Beloved Siblings, Muhammad Mardian and Sava Adelia, who have always shared their love, encouragement, and prayers with author.

To our beloved uncle and aunt, Maktam and Yahtam, who have become our second parents abroad, thank you so much for your prayers and kindness.

To my extended family, whom I cannot name one by one, thank you very much for your support and prayers while I was completing this thesis. May all good things always come your way.

Last but not least, thank you to Maya Agustia for being incredibly strong, enthusiastic, and diligent in resolving all issues from the beginning to the completion of this thesis. Thank you for being willing to fight and strive. May you grow even stronger in accepting all destinies and navigating life moving forward.

Almamater of the English Language Education Study Program STAIN Sultan  
Abdurrahman Kepulauan Riau.

## TABLE OF CONTENT

<b>STATEMENT OF ORIGINALITY.....</b>	<b>ii</b>
<b>THESIS APPROVAL .....</b>	<b>Error! Bookmark not defined.</b>
<b>SUPERVISOR APPROVAL .....</b>	<b>iv</b>
<b>SUPERVISOR STATEMENT LETTER.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>ABSTRAK.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xvii</b>
<b>MOTTO.....</b>	<b>xx</b>
<b>DEDICATION .....</b>	<b>xxi</b>
<b>TABLE OF CONTENT .....</b>	<b>xxii</b>
<b>LIST OF TABLE.....</b>	<b>xxiii</b>
<b>LIST OF PICTURE .....</b>	<b>xxv</b>
<b>CHAPTER 1 .....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
<b>A. Background of Study.....</b>	<b>1</b>
<b>B. Formulation of The Problem.....</b>	<b>5</b>
<b>C. The Objectives and the Significances of the Study .....</b>	<b>6</b>
<b>D. Review of Relevant Studies.....</b>	<b>7</b>
<b>E. Research Report Outline .....</b>	<b>10</b>
<b>CHAPTER II .....</b>	<b>12</b>
<b>LITERATURE RIVIEW .....</b>	<b>12</b>
<b>A. The Essence of Vocabulary.....</b>	<b>12</b>
1. Definition of Vocabulary .....	12
2. Vocabulary Elementary School .....	13
<b>B. The Component of Vocabulary .....</b>	<b>14</b>
1. Word Meaning .....	14
2. Word Form.....	15

3.	Spelling .....	15
4.	Part of Speech .....	16
5.	Antonym or synonym .....	16
C.	Multimodal .....	16
1.	Definition Multimodal .....	16
2.	Multimodal as Learning Media .....	17
3.	<b>Advantages and Benefits Using Multimodal</b> .....	17
4.	<b>Component of Multimodal</b> .....	19
D.	<b>Hypotesis</b> .....	20
<b>CHAPTER III .....</b>		<b>21</b>
<b>RESEARCH METHODOLOGY .....</b>		<b>21</b>
A.	Research Design .....	21
B.	Data Collection Procedure .....	23
C.	Data Analysis Technique .....	27
<b>CHAPTER IV .....</b>		<b>34</b>
<b>FINDINGS AND DISCUSSION .....</b>		<b>34</b>
A.	<b>The Description of the Research Procedure</b> .....	34
B.	<b>Local Supervision</b> .....	37
C.	<b>Organizaecional Structure of SDIT-AS-SAKINAH</b> .....	37
D.	<b>Data Presentation</b> .....	39
E.	<b>Data the Analysis</b> .....	43
<b>BAB V .....</b>		<b>56</b>
<b>CONCLUSION AND RECOMENDATIONS .....</b>		<b>56</b>
A.	<b>Conclusion</b> .....	56
B.	<b>Suggestion</b> .....	57
C.	<b>Recommendations</b> .....	59
<b>REFERENCES .....</b>		<b>62</b>
<b>APPENDIXES .....</b>		<b>66</b>

## LIST OF TABLE

Table 3.1 The Research Design .....	22
Table 3.2 Population and Sample .....	23
Table 3.3 Assesment Vocabulary.....	28
Table 3.4 Classification Score Students... ..	29
Table 3.5 Validity... ..	30
Table 4.1 Pre-Tes Score .....	40
Table 4.2 Post-Test Score .....	41
Table 4.3 Descriptive Statistics .....	43
Table 4.4 Normality Test.....	44
Table 4.5 Homogenity Test .....	46
Table 4.6 Independent Sampel .....	47
Table 4.7 Independent Sampel Post.....	48
Table 4.8 Paired Sampel T-Test.....	50

## LIST OF PICTURE

Picture 4.1 Organisational Structure.....	39
---	----



Meaning *”It is He Who has sent amongst the Unlettered a messenger from among themselves, to rehearse to them His Signs, to sanctify them, and to instruct them in Scripture and Wisdom,- although they had been, before, in manifest error”*. (Q.S Al-Jumuah: 2)<sup>3</sup>. The specific mention of illiterate Arabs does not mean that the prophethood of the Prophet Muhammad (peace be upon him) was intended only for the Arab people. Rather, the prophethood of the Prophet Muhammad (peace be upon him) was intended for all creatures, especially jinn and humans<sup>4</sup>. Surah Al-Jumuah verse 2 also explains the importance of learning vocabulary as a means of gaining a good understanding and improving communication skills, as well as understanding information and its application in lifelong learning.

Teaching vocabulary is not only by introducing words, but also with interesting and real media, especially in elementary school where at that level students need more fun and realistic things so that students can more easily accept learning<sup>5</sup>. In Indonesia itself, school or formal English learning still applies the Education curriculum which is only based on books or without anything interesting and makes students feel bored and bored<sup>6</sup>. In addition, the factors causing the lack of mastery. English vocabulary is also due to media that does not attract students' attention.

---

<sup>3</sup> Sumber: Aplikasi Quran Kementerian Agama Republik Indonesia Q.S Al-Jumuah:2

<sup>4</sup> Tafsir Kemenag “Sumber: Aplikasi Quran Kementerian Agama Republik Indonesia”

<sup>5</sup> Hae, Yonathan et al “Penerapan Media Pembelajaran Visual dalam Membangun Motivasi Belajar Siswa Sekolah Dasar” Edukatif: Jurnal Ilmu Pendidikan” (2021) Vol. 3 No.4

<sup>6</sup> Yuniasari, Teni et al “Pendekatan Pembelajaran Multimodal untuk Keterampilan Membaca Pemahaman Bahasa Asing: Sebuah Tinjauan Pustaka”

Moreover, teachers also play a very important role in the achievement of learning because they must present material that is interesting, easy for students to understand and effective. Teaching English vocabulary in elementary schools must use media to support effective and efficient learning, therefore to achieve a maximum learning must be with the help of learning media.

Learning media plays a crucial role in the teaching and learning process, serving as a tool to effectively deliver educational content. Its use is essential to optimize learning outcomes. Specifically, in elementary school English instruction, media facilitates students' comprehension and retention of new vocabulary. In elementary school, teaching materials are ideally delivered using visual or concrete representations, as students at this developmental stage are not yet capable of abstract thinking. Animated and audiovisual media serve as effective tools in English language learning, as they help students better understand the material and make the learning process more engaging and interactive<sup>7</sup>. Good learning media as a tool to help students understand the material. Learning media is anything that includes physical tools that can present messages that stimulate students to be interested in learning, such as books, pictures, videos, and the internet<sup>8</sup>.

Media is not just a tool. It is also a primary resource that can create an engaging and effective learning environment. The appropriate use of learning media makes

---

<sup>7</sup> Hopipa, Indah & Elise Muryanti, "Efektivitas Media Animasi Interaktif Untuk pengenalan kosakata anak usia dini" *Wahana Didaktika* Jurnal terakreditasi, (2023)

<sup>8</sup> Ahmad Syafi'i & Muh. Rapi, "PENGEMBANGAN MEDIA PEMBELAJARAN: Menerapkan Model Dalam Pengembangan Media Pembelajaran, *Al-Riwayah: Jurnal Kependidikan* Vol 14, No. 1, April 2022

learning more conducive and improves the quality of learning. So media learning important to teacher and students on proses study. This multimodal media is suitable for classroom learning, where each class in the school has a different learning style. Multimodal with various audio-visual, auditory, and kinesthetic media makes it easier for students to understand the learning material well.

Based on researcher's preliminary study on September 11 2024 - November 11, 2024, with direct observation in class III of SDIT AS-SAKINAH I found that students at that level are still lacking in mastery of English vocabulary due to the lack of more interesting media in the learning and teaching process existing media. In the researcher's observation, it was found that the teaching and learning process used module book only and also the addition of vocabulary only by practicing conversation between students<sup>9</sup>, students are also difficult to remember new vocabulary and also lack of pronunciation of each word. This problem arises when in class students pay less attention and give a good response when the teacher explains the material without interesting media, then students also have difficulty remembering words and also have difficulty pronouncing them in English. This problem arises due to the lack of student engagement and diminished focus during learning sessions that utilize less engaging media. Elementary school students, in particular, face greater difficulties in memorizing vocabulary without the support of visual or interactive learning aids. According to Nurhajati, children aged 6–12

---

<sup>9</sup> Preliminary observation on 11 september-11 November,(2024) at SDIT AS-SAKINAH Grade II

years in Indonesian formal schools have unique characteristics: they tend to have low concentration spans and prefer learning through play. At this developmental stage, their understanding is primarily built through visual, auditory, and kinesthetic experiences<sup>10</sup>. Therefore, one of the ways to increase English vocabulary in elementary school students is with interesting media to elicit student' attention and perhaps it will increase students focus on learning. So, this study aims to implement multimodal learnig media as one of alternative media to enhance students' vocabulary mastery.

## **B. Formulation of The Problem**

Based on the limitation of the problems above, the researcher would like to formulate the following research questions below:

1. Is there an effect on increasing students' vocabulary knowledge with the use of multimodal media in the experimental class and conventional media in the control class?
2. Is there a significant difference in the improvement of English vocabulary knowledge among third-grade students at SDIT As-Sakinah with the use of multimodal media before and after the treatment?

---

<sup>10</sup> Nurhajati, D, et al. Book“ Guru Bahasa Inggris SD Terlatih”. (2023) Universitas Nusantara PGRI Kediri.

## **C. The Objectives and the Significances of the Study**

### **1. Research Objectives**

- a. To investigate the differences in students' vocabulary knowledge at SDIT As-Sakinah before and after the use of multimodal media in the learning process.
- b. The purpose of this study was to determine if the application of Multimodal learning media has a significant impact on students of English Vocabulary mastery in Grade III SDIT As-Sakinah.

### **2. Research Significance**

This research is to find out the use of multimodal learning media to improve student vocabulary in addition to students this research is also expected to be useful for teachers, readers and future researchers

- a. All Students particularly English Majors

This research is expected to be beneficial for all students especially those majoring in English, to support their learning process and final projects through the innovative and creative use of multimodal media. as learning materials that can be used and benefited from, showing that learning media is very important and essential.

b. Teachers

Besides being useful for students, this multimodal learning media also makes teachers more aware of the media or technology that is developing now, and also greatly helps teachers in the teaching process. With the use of multimodal learning media, teachers are expected to be maximized in improving learning, especially increasing English vocabulary.

In addition, this research approach helps teachers deliver material effectively in accordance with the different learning styles of each student. Teachers are also motivated to learn more with more sophisticated technology. Furthermore, teacher communication can build better communication and approaches between teachers and students.

c. Future Researchers

This research is expected to be useful for future researchers who will examine the same thing and become a reference for future researchers. This research can also be useful for developing elementary school students' mastery of english vocabulary.

**D. Review of Relevant Studies**

Here these are some of the studies that have been researched by previous researchers, which serve as a reference for the author in order to prevent similarities and avoid duplication. A reference for the author in order to prevent similarities and avoid plagiarism. For this reason, it is necessary to have clear

details between the author and the previous researchers. Previous researchers.

The relevant research is as follows:

**First**, Septiani et al (2024) found that of this research is to determine the effectiveness of using audiovisual media in improving the vocabulary of elementary school students, the methods in this study both use quantitative with the same design, namely before-after treatment (post test-pre test), but with different viewing materials. The final result of this study can be concluded that animated media can effectively improve the vocabulary of elementary school students and increase conceptual understanding at a higher level<sup>11</sup>, the research method is the same as the research method being studied, namely quantitative experimental pre-post test, the objects in this study are both elementary schools. This study uses and combines visual videos, images, and sounds to improve students' vocabulary.

**Second**, Qamariah et al (2023). This study investigates the efficacy of using audiovisual media, especially animated videos as an innovative learning tool. The methods used are different, this study uses a qualitative approach that combines participant observation and documentation. However, the use of animated video media can both be used as a reference in improving students' English vocabulary. The final result of this research is that the use of animated

---

<sup>11</sup>Lariska Saptiani et al, "Efektifitas Penggunaan Media AudioVisual Dalam Meningkatkan Kosakata Bahasa Inggris Siswa Tingkat Sekolah Dasar" *Jurnal Pendidikan Universal* 1.3 (2024) 549-558

video media has been identified as an innovative English learning method and also effective in helping children understand and remember vocabulary<sup>12</sup>.

**Third**, Suryanida et al (2022). This research does not use quantitative methods but with descriptive qualitative methods with the application of library studies, this research both aims to increase student vocabulary with animated or visual media so that student learning is more interesting and fun. In this study, audiovisual media is also said to be beneficial for students because it is easier to understand, creative and efficient<sup>13</sup>.

**Fourth**, Hidayat et al (2021). This study both aims to determine the effect of animated video media on students' mastery of English vocabulary. In this article the researcher is clearer about mastery rather than increasing student vocabulary. Using the same method, namely quantitative but with different data collection techniques, in this article Silva Lisnawati Hidayat et al used data collection techniques of interviews, questionnaires, and object tests in the form of fill-in questions. The final result can be concluded in this study that animation media has a significant effect on students' English vocabulary<sup>14</sup>.

---

<sup>12</sup> Zaitun Qamariah et al “ English Vocabulary Introduction Using Video Media to Grade II Children at Budi Mulya Elementary School”. *Jurnal Pengabdian kepada Masyarakat* 2.6 (2023). 356

<sup>13</sup> Deva Putri Suryanida, Suyatiningsih Analysis of the Effect of Audio Visual Learning Media on Students' English Learning Outcomes *Jurnal EPISTEMA* Vol. 3 No. 2 (Oktober 2022)

<sup>14</sup> Silva Lisnawaty Hidayat et al, “ Pengaruh Media Film Animasi Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Dasar” *Jurnal Ilmu Pendidikan*, 4.3 (September 2021) 496-502

**Fifth,** Faizah et al (2021). his research both utilizes animation media in English language learning to improve vocabulary. The research method is direct survey and questionnaire, the similarity of this research is the same as applying audiovisual animation that presents images, sounds and movements to increase the vocabulary of elementary school students<sup>15</sup>.

From the above studies, it can be concluded that the use of multimedia (animated/audiovisual videos) has a very positive effect on students in improving their English vocabulary. The studies also explain that animated videos or multimodal approaches make it easier for elementary school students to understand the material because they become more enthusiastic and find it more enjoyable. This is because the multimodal learning approach combines real and visual elements to make it easier for students to understand the learning material. In addition, teachers can become more efficient and innovative in the English learning process.

#### **E. Research Report Outline**

A thesis of five chapters, subsections, and descriptions that are examined in each section based on the research developed as follows is part of this systematization:

---

<sup>15</sup>Faizah, Nur & Gumindari, Septi “Efektivitas Media Audio Dan Visual Terhadap Pembelajaran Kosakata Bahasa Inggris Tingkat Sd (Studi Kasus Pada TPQ Al-Huda) “ *Jurnal Eduscience* (2021) Vol 6 Nomor 2,

Chapter 1: Introduction, the study backgrounds, problem formulation, problem limitation, research aim and relevance, and pertinent research are all included in this chapter.

Chapter II: Review of Literature , the theoretical framework, including learning strategies, multimodal learning media, hypotheses, operational variables, and learning strategies and Vocabulary Mastery, is included in this chapter.

Chapter III: Research Methods

The methods employed, data collecting, data processing, and research design, location and time of the study, population and sample size, research objects, and data analysis approach are all covered in this chapter on research methodology.

Chapter IV: Findings and discussion

The Description of the research procedure, data presentation, data the analysis and discussion.

Chapter V: Conclusion

Conclusion ,Sugesstion and Recomendations.

## REFERENCE

- A. Mukrim, A.F. Imran (2025) "The Impact of Multimodal Learning on Vocabulary Acquisition Among Eighth-Grade Students". *Jurnal Pendidikan Bahasa Inggris Indonesia.*, Vol. 13 No.
- Ahmad Syafi'i & Muh. Rapi, (2022) "Pengembangan Media Pembelajaran: Menerapkan Model Dalam Pengembangan Media Pembelajaran, *Al-Riwayah: Jurnal Kependidikan* Vol 14, No. 1,
- Azka Dhianti Putri et., al (2023) "Pengaplikasian Uji T dalam Penelitian Eksperimen" *Jurnal Ilmiah Pendidikan Matematika, Matematika dan Statistika*, 4.3 1978-1987.
- Deva Putri Suryanida & Suyatiningsih., (2022).," Analysis of the Effect of Audio Visual Learning Media on Students' English Learning Outcomes" *Jurnal EPISTEMA* Vol. 3 No. 2.
- Fadhilah Santri (2020) " *The Effectiveness of Memrise Application to- Upgrade Students' Vocabulary Mastery at the Second Grade of Ma Ddi Kanang*", *Thesis*, P. 1-66.
- Faizah Nur & Gumiandri Septi, (2021)., "Efektivitas Media Audio Dan Visual Terhadap Pembelajaran Kosakata Bahasa Inggris Tingkat Sd (Studi Kasus Pada TPQ Al-Huda). " *Jurnal Eduscience*, Vol 6 No.2,
- Fauziah & Yuniarti (2024),"Penerapan Pendekatan Multimodal dalam Pembelajaran Abad 21 di Sekolah Dasar: Sebuah Tinjauan Pustaka, *Jurnal Lensa Pendas*, Vol 9 No. 2 (2024).
- Hae Yonathan et al (2021) "Penerapan Media Pembelajaran Visual dalam Membangun Motivasi Belajar Siswa Sekolah Dasar" Edukatif:*Jurnal Ilmu Pendidikan*" Vol. 3 No.4
- Hopipa Indah & Elise Muryanti, (2023) " Efektivitas Media Animasi Interaktif Untuk pengenalan kosakata anak usia dini." *Wahana Didaktika Jurnal terakreditasi*,

- Indra Jayanti Damanik et. Al., (2023) “An Analysys of Vocabulary Mastery Effects on Students’ Speaking Ability in SMA YPK PEMATANGSIANTAR.” *Jurnal Pendidikan Bahasa Inggris*, Vol 5. No.2,
- Ishaq, Sehnaz S.K (2024). “Pengaruh Penggunaan Media Pembelajaran Video Animasi Terhadap Kemampuan Kosakata Bahasa Inggris Sekolah Dasar” Thesis (2024) .
- Junaidi, M (2021)., ”The Students Ability in Using Countable and Uncountable Nouns: at Second Year Studentof SMPN in Aikmel East In Lombok.
- Lestari, A. S. (2022)” Digital-Based Learning Management with a Multimodal Approach. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*”, 6(1), 59–69.
- Listyani, Onie Pradina, (2021) “Vocabulary Mastery Strategies Used By Indonesian Extensive Reading Learners., *Journal of English Studies* Vol. 4 No. 1 P 3-18.
- Lyne Cameron “*Teaching Languange to young Learners*”. ( Cambridge University Press, 2001) page 78.
- Nurhajati, D, et al. (2023) Book “Guru Bahasa Inggris SD Terlatih”.Universitas Nusantara PGRI Kediri.
- Permana, I G Y, (2020)., “Teaching Vocabulary for Elementary School Students (A Literature Review.”*Jurnal The Art of Teaching English as a Foreign Language*, Vol. 1, No. 1,
- Preliminary observation on 11 september-11 November,(2024) at SDIT AS-SAKINAH Grade II.
- Rehman & Krishnasamy, (2024 ),, “The Importance of Vocabulary Learning to Improve Speaking Skills among English Language Undergraduates in a Public University in Pakistan” *Pakistan Journal of Life and Social Sciences* , Vol 22, No. 2
- Rusdiyana An, Nahar.,(2025) “The Effect of Multimodality on Students Vocabulary Mastery At Mts Abi Hurirah Jombang” *Thesis*.
- Saptiani Lariska et. Al,, (2024), “Efektifitas Penggunaan Media audiovisual Dalam Meningkatkan Kosakata Bahasa Inggris Siswa Tingkat Sekolah Dasar.” *Jurnal Pendidikan Universal*, Vol 1, No.3, P. 549-558

- Shivan K.R et.,a (2022)l” Using Animated Videos to Enhance Vocabulary Learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil”
- Shofi, Mohd Zuhri et. Al., (2022), “Morphological Process of Morphemes Through Word-Formation Process in Students’ Writing.” *English Education Journal.*, Vol 12. No.3
- Silva Lisnawaty Hidayat et. Al., (September 2021) “Pengaruh Media Film Animasi Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Dasar” *Jurnal Ilmu Pendidikan*, Vol 4, No. 3. P, 496-502
- Sumber: Aplikasi Quran Kementerian Agama Republik Indonesia Q.S Al-Jumuah:2*  
Suputra et. Al., (July 2022)., “Semantic Analysis and Interpretation of Meanings in Word Quotations in KIS Candy Packing,” *Jurnal of Authentic Research*, Vol 1. No. 2.
- Sutrisno, djoko et., al, (2023) “Exploring The Benefits Of Multimodal Literacy In English Teaching: Engaging Students Through Visual, Auditory, And Digital Modes” *Global Synthesis in Education Journal* Vol 1 No. 2.
- Tafsir Kemenag “*Sumber: Aplikasi Quran Kementerian Agama Republik Indonesia*”  
Widyaningrum, arum et., al. (2021) “Development of Spellearn Media to Improve Spelling and Learning of Elementary School-Age Children” *jurnal Pendidikan guru sekolah dasar*.
- Yetti, Dzulhijjah et., al., (2024) “The Effectiveness of English Animated Videos in Enhancing the Vocabulary” *Journal of English Language and Education*. Vol 9 No. 6.
- Yonantha Ferri, (2018)., “A Comparative Study Between Four Corners Strategy and Group Work Strategy on Students’ Speaking Ability,” *Perada*, Vol 1, No. 1, 2018, P. 13–27,
- Yuniasari Teni et. Al., (2023)., “Pendekatan Pembelajaran Multimodal untuk Keterampilan Membaca Pemahaman Bahasa Asing: Sebuah Tinjauan Pustaka”
- Yuniasari, teni et al (2023)” Penerapan Pendekatan Pembelajaran Multimodal untuk Keterampilan Membaca Pemahaman Bahasa Asing: Sebuah Tinjauan Pustaka, *jurnal pendidikan mandalavol* 8, No. 3.

Zaitun Qamariah et. Al., (2023)., “English Vocabulary Introduction Using Video Media to Grade II Children atbudi Mulya Elementary School.” *Jurnal Pengabdian kepada Masyarakat*. Vol 2, No.6. P, 356

---