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SURAT KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA Nomor: 0772/FKIP/KEP/2025

Tentang

PENGANGKATAN PANITIA SIDANG SKRIPSI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA SEMESTER GENAP TAHUN AKADEMIK 2024/2025

Bismillahirrahmanirrahim,

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. Dr. HAMKA:

- Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA telah menyelesaikan ujian semua mata kuliah dan penyusunan skripsi yang berbobot 6 (enam) SKS, dipandang perlu dilaksanakan sidang skripsi.
b. Bahwa untuk kelancaran sidang skripsi sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat panitia sidang skripsi dengan Surat Keputusan Dekan.
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8. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2013;
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Memperhatikan : Kurikulum Operasional Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Prof. DR. HAMKA.

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Purnama Syae Purrohman, M.Pd., Ph.D.

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STUDENTS' EXPERIENCES WITH AUDIO VISUAL MEDIA IN LEARNING ENGLISH VOCABULARY

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HASRAT A AIMANG

STUDENTS' EXPERIENCES WITH AUDIO VISUAL MEDIA IN LEARNING ENGLISH VOCABULARY

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Abstract.

This study investigates students' experiences with audiovisual media in English vocabulary learning. For this purpose, qualitative data were collected by interviewing ten learners who consistently accessed videos and animations for English learning. The findings indicate that audiovisual materials enhance students' motivation, engagement, and retention of newly learned vocabulary because of contextual, interactive, and enjoyable learning experiences. Students reported easier understanding of the meanings of words, drawing connections to real-life situations through visuals and audio as well as better pronunciation during the lessons. Although some students reported insufficient facilities and lack of adequate teaching support following media use as challenges to their learning, they still showed great interest in learning how to use audiovisual media in learning English vocabulary more effectively. In spite of this lack of resources, students overwhelmingly preferred these techniques when compared to textbook-based learning which they considered boring and ineffective. These findings emphasize the effectiveness of audiovisual materials regarding dynamic interventions in vocabulary learning and suggest that technical and pedagogical concerns need to be addressed to maximize the advantages associated with the use of audiovisual materials in language teaching.



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A. INTRODUCTION

The use of audiovisual media has become a significant trend in modern education, including in English language teaching and learning. In the context of vocabulary acquisition, media such as videos, music, and interactive materials offer diverse and potentially more engaging ways for students to understand and remember new words. One effective method of teaching vocabulary involves the use of audiovisual media. Audiovisual materials provide learners

with authentic language input in a rich context, which helps them understand and remember new Vocabulary more effectively. The combination of visual and auditory stimuli enhances learners' cognitive processing and supports deeper vocabulary acquisition (Cai, 2024). Audiovisual media serve as tools in the classroom to facilitate the teaching and learning process, making it easier and more interesting (Sofi, 2017:271). According to Anderson (2019:20), audiovisual materials often referred

to as instructional tools combine sound (audio, related to hearing) and visual (related to seeing) elements to enhance learning experiences.

Mastering vocabulary can be challenging for students learning English as a foreign language, particularly when traditional teaching methods rely heavily on rote memorization. Recently, integrating audiovisual media in language classrooms has gained attention as a promising approach to improving vocabulary acquisition. While many studies have demonstrated its effectiveness in enhancing learning outcomes, there remains a need to investigate how audiovisual media influences students' experiences and motivation in vocabulary learning.

Authentic audiovisual resources are highly effective in language teaching because they provide learners with rich contextual input that aids in vocabulary acquisition. By combining auditory and visual elements, these materials offer a multisensory learning experience that helps students better absorb and retain new vocabulary (Andrä et al., 2020). However, further research is necessary to understand how these media affect students' engagement and enthusiasm for vocabulary acquisition. In today's digital age, learners often interact with multimedia content that influences how they process and remember information. Combining sound and images in language learning makes the learning environment more engaging, helping students understand and remember new vocabulary more easily. Such materials are also suitable for various learning styles, making learning more accessible and the results more lasting (Regina & Rajasekaran,

2023). Using real-life situations and authentic language in multimedia language learning helps connect what students learn in the classroom to how they use language outside. This approach makes it easier for learners to understand and remember new vocabulary in a meaningful way (Marpaung et al., 2020). Even though technology-based language learning has many advantages, there are still some challenges, such as unequal access to devices, different levels of digital skills among learners, and the chance of getting distracted by multimedia content (A. Y. Alqahtani & Rajkhan, 2020). understanding how audiovisual media can help with thinking and memory, as well as how students' feelings and motivation play a role. This way, using audiovisual media in language learning can be more effective and valuable.

Given these considerations, this study aims to explore students' perspectives on the use of audiovisual media in vocabulary learning, with the following research question as a guide: How does audiovisual media influence students' experiences and motivation in learning English vocabulary? By answering this question, this study aims to provide insights into the benefits and challenges of using audiovisual media, as well as contribute to the development of more effective teaching strategies to improve student motivation and learning outcomes. The results of this study are expected to contribute to the development of strategies for learning English vocabulary through audiovisual media, as well as serve as a reference for teachers in designing more interesting and effective teaching methods. In addition, this study can also add to scientific

knowledge about students' learning experiences using audiovisual media. Students can now interact in dynamic and interesting learning activities through digital media. In comparison to the past, technology has recently and significantly brought a positive change in improving education system such as language learning. Although previous research has demonstrated the effectiveness of audiovisual media in improving learning outcomes, there remains a gap in understanding how this media directly influences students' motivation and experience; therefore, this study focuses not only on learning outcomes but also on how students perceive and respond to the use of audiovisual media in their learning process.

Mastering English vocabulary is a fundamental and ongoing process for learners of all levels. Vocabulary plays a crucial role in supporting language learners in speaking, writing, and interpreting the meaning of words when communicating in English (Satuna, 2015). Alizadeh (2016) states that vocabulary is the knowledge of words and their meanings. According to S. N. Sari & Aminatun (2021), learning vocabulary is essential in foreign language acquisition because students will struggle to express their understanding and produce language if their vocabulary is limited. Vocabulary is not just made up of single words but also includes groups of words like common word pairs, expressions, and fixed phrases that learners need to know to communicate well in a foreign language (Nation, 2017). Vocabulary is an important aspect of English language teaching, as it is the basis for effective Employee Performance. Wang et al. (2015:100)

emphasize that vocabulary is the basis for learning English. Without sufficient vocabulary knowledge, students will find it difficult to express their ideas in a foreign language. Similarly, Hornby in Alqahtani (2015:5) defines vocabulary as a complete collection of words in a language, accompanied by their meanings.

Webb and Nation (2017:20) further highlight that vocabulary plays a central role in learning at all levels of education; vocabulary is the key to retrieving stored information, enabling comprehension in reading, writing, speaking, and listening. Given the importance of vocabulary in English language proficiency, it is essential to explore practical strategies for vocabulary acquisition. One such method is audiovisual media, which provides an engaging and interactive learning experience.

Educational media can be divided into several types, such as audio media, visual media, and audiovisual media. Audiovisual media combines both images and sound to create a richer and more engaging learning experience (Sanjaya, 2016). Using audiovisual media in learning helps activate students' hearing, encourages them to listen carefully, sparks their imagination, and creates an emotional connection with the lesson, which boosts their motivation to learn (Suparti & Susanti, 2017). Audiovisual integrate sound and visuals to aid in teaching a language. Examples of such audiovisual tools are educational films, songs, cartoons, computer-assisted learning programs, as well as games designed for learning different languages. All the tools are meant to support students learn

new vocabulary as they become more powerful aids in learning. The audiovisual Method, as a form of technology-based media, is considered effective for teaching vocabulary due to its practicality and efficiency (Al Arif, 2020).

According to Faizah & Gumiandari (2021), audiovisual media help students acquire vocabulary by providing contextual and engaging learning experiences. The use of audiovisual media in teaching helps students understand concepts more easily, enabling them to grasp and remember information better and ultimately apply that knowledge in practical ways (A. Y. Alqahtani & Rajkhan, 2020). In addition, audiovisual media often provide a richer context for new vocabulary. Instead of just knowing the definition, we see how the word is used in real-life situations, whether in video clip conversations or song lyrics. Asrul et al. (2020) point out that audiovisual media provide authentic language input for the students, making vocabulary learning more relevant and motivating as students see and hear words used in real-life contexts, helping them understand the nuances of meaning and how to use the word correctly.

Engaging with new vocabulary goes hand in hand with motivation and the ability to connect words with the context of real life, which is far from simple memorization. Meaningful engagement complements positive experiences and perceptions in vocabulary learning. Enthusiastic learners are motivated and achieve better results. Storytelling, for example, positively influences vocabulary acquisition by embedding words in a rich, narrative context that enhances retention and

recall (Awaliyah, 2024). This approach stimulates creativity, imagination, and critical thinking, deepening cognitive involvement.

Students' perceptions of vocabulary learning methods also affect their willingness to participate and overall attitude toward language learning. When students perceive a method as interesting, relevant, and supportive, they are more likely to engage actively and persist in overcoming difficulties. Addressing common challenges such as limited exposure, lack of contextual practice, or monotonous teaching methods is essential for creating a supportive and effective learning environment (Elmahdi & Hezam, 2020). Incorporating student feedback and reflections into curriculum design becomes crucial in this regard.

In the context of student experience and motivation, audiovisual media can create a more dynamic and enjoyable learning environment. Student experiences and opinions greatly influence the success of vocabulary learning, particularly when using audiovisual media. When students find the learning process enjoyable and engaging, they are more motivated and focused and can remember new vocabulary more easily. Ratminingsih (2016) argues that this media helps overcome common learning difficulties by making lessons more relaxed and fun, increasing students' enthusiasm for learning.

In addition, by using audiovisual media, students are dependent on memorization and encouraged to learn vocabulary through meaningful and contextual exposure. Using multimedia and interactive approaches incorporating audiovisual elements has

increased students' enthusiasm and motivation, leading to better vocabulary mastery (F. E. Putri, 2024). Studies have shown that students generally have positive views toward using audiovisual media in learning vocabulary. Z. A. Putri (2024) found that students felt more interested and found it easier to understand and remember new words when learning through videos and songs compared to traditional textbook methods. D. K. Sari & Widodo (2021) observed that audiovisuals helped students better understand word meanings because they could see real-life examples and visual cues supporting this idea.

Students' experiences and perceptions are crucial in vocabulary learning because they influence motivation, engagement, and the success of vocabulary acquisition, especially within audiovisual media. Teaching methods that provide meaningful, contextualized, and enjoyable learning experiences can foster positive perceptions and enhance students' vocabulary development. Therefore, it is essential to consider students' experiences and perceptions when integrating audiovisual media into vocabulary teaching by choosing interesting and appropriate materials to make vocabulary learning more effective and meaningful for students, and educators are encouraged to consider these affective dimensions when designing vocabulary instruction to optimize learning outcomes.

B. RESEARCH METHOD

This study uses qualitative methods to understand students' experiences learning

English vocabulary through audiovisual media. The research is centered on collecting detailed information through participants' interviews. The data collected will be analyzed in detail in order to better understand the student's perceptions and how they interact with these media for learning vocabulary. Qualitative research is ideal for exploring individuals' experiences and perspectives in depth, as this method allows researchers to gain a rich and contextual understanding of how participants perceive the world around them (Creswell & Poth, 2018). To collect the needed information, the researcher conducts semi-structured interviews. With this interview format, participants are provided a set of core questions to answer, but students are also encouraged to elaborate as much as they wish. Participants' perspectives during semi-structured interviews are more nuanced and in-depth because students have room to explain their answers freely. These particular audiovisual media and vocabulary questions seek to understand learners' motivation, retention levels, overall attitude towards learning and preferences regarding benefits and challenges, as well as how these factors influenced their learning.

The participants in this study are students who have regularly used audiovisual materials such as videos, songs, animations, or other visual content as part of their English vocabulary learning process. They are encouraged to describe how these tools have helped them understand and remember new vocabulary and how engaging with such content compares to more traditional learning methods. Audiovisual media has been shown to

enhance motivation and vocabulary comprehension in foreign language learning (Almurashi, 2016). This study involved 10 students from grade 10 who were selected randomly without any specific criteria. These students have had at least one semester of experience using audiovisual media in their English learning. This interview process ensures that participants have relevant and sufficient exposure to the topic being studied so that their responses can provide meaningful and in-depth data. Once the interviews are completed, the responses will be transcribed and analyzed using thematic analysis to identify key patterns and themes emerging from the data.

C. RESULTS AND DISCUSSION

My focus here will be to analyze the responses given by ten students concerning their use of audiovisual aids for learning English vocabulary. The objectives approached included students' comprehension of audiovisual materials, prior experiences using these media and accompanying benefits, as well as how understanding deeply posed challenges and preferred ways of learning alongside recommendations aimed at enhancing learning through multimedia sparked interest through motivation and enjoyment. Through these interviews, it is clear how audiovisual media help students learn vocabulary and what needs to be done to maximize the learning process to be more effective and enjoyable. This study differs from previous research that generally only discusses the positive impacts of

audiovisual media in learning, as it specifically explores students' real experiences in learning English vocabulary using audiovisual media, including their perceptions, challenges, and suggestions for improving its effectiveness in the classroom.

Students' Understanding of Audiovisual Media and Vocabulary.

Based on the interviews with ten students, nearly all of them recognized the words audiovisual and vocabulary. However, they could not explain these concepts in detail or depth. This indicates that their initial understanding was still general and basic, but they already had a sufficient idea to serve as a foundation. Therefore, this preliminary knowledge can be further developed through structured and focused classroom learning. Through a learning process involving interactive activities, discussions, and relevant media, students can deepen their understanding of audiovisual media and effective ways to master English vocabulary. One student expressed their understanding of audiovisuals, and another student expressed their understanding of vocabulary.

"I am actually familiar with learning methods that use images and sound as teaching aids in the learning process. However, I only recently learned that this type of learning method has a specific term, namely audiovisual learning, which combines audio (sound) and visual (image) elements to provide a more

engaging and effective learning experience for students.” (St 4)

“I know that “vocabulary” means a collection of words used in a language. However, I don't fully understand what vocabulary means in the context of learning English.” (St 8)

From this, it is clear that students are actually familiar with audiovisuals and vocabulary, but they lack knowledge of the English terms for these two words. Several experts have also explained that audiovisual materials combine sounds and visual elements such as images or videos to inspire students' imagination and boost their motivation and understanding (Suparti & Susanti, 2017) and also vocabulary according to experts Vocabulary does not only consist of single words, but also includes groups of words such as common word pairs, expressions, and fixed phrases that learners need to know in order to communicate well in a foreign language (Nation, 2017).

Students's Experiences in Learning Vocabulary Using Audiovisual Media.

Students' experiences learning vocabulary through audiovisual methods show that nearly all students find it easier to understand and remember new vocabulary when the material is delivered through media such as films, videos, or images.

“Learning through videos is very easy to understand and provides many benefits. Using video media makes the information conveyed clearer because

attractive visuals and structured audio explanations support it. In addition, videos allow me to repeat the material at any time if there are parts that I do not yet understand” (St 1)

They reported that watching educational videos or films made the learning atmosphere more enjoyable and less monotonous, which increased their motivation to participate in lessons. This aligns with Setiawan & Firdaus (2025), who state that audiovisual tools such as videos, animations, and interactive features provide a more engaging, dynamic, and multimodal learning experience. In addition, visual illustrations allow students to directly observe real-life examples of the vocabulary being taught, making it easier for them to imagine and associate the words with objects or situations in daily life. According to Karami (2019), videos make vocabulary more comprehensible for learners by providing additional information about different aspects of words.

Students also emphasized that the audiovisual method helped them pronounce and understand word usage in context. By hearing how native speakers in videos or films pronounce words, they can imitate the correct pronunciation and grasp the appropriate intonation. Furthermore, they could observe how vocabulary is used in complete sentences and dialogues, which helped them better understand the meaning and function of the words in various situations. Pratama & Hadi (2023) affirm that learning English using audiovisual media helps students gain both

contextual knowledge (the how) and definitional knowledge (the what), teaching them how word meanings can shift depending on the context. Similarly, Syahid et al. (2024) found that delivering English learning through audiovisual media has helped students learn new vocabulary previously unfamiliar to them. It differs from traditional textbook-based learning, where students often struggle to grasp the meaning of words from rigid definitions alone, especially when the vocabulary is rare or abstract. Mansourzadeh (2014) emphasizes that audiovisual materials help learners use the target language effectively and can be utilized in all phases of learning presentation, guided practice, and independent production.

Although students highly favor the audiovisual method, they also acknowledged several limitations in its implementation at school, such as inadequate supporting facilities and the lack of projectors in classrooms. These constraints prevent the full integration of audiovisual materials in every class. Nevertheless, students continue to express strong interest in this method and hope that schools will enhance their facilities. Supporting this view, Al Arif (2020) confirms a significant effect between teaching media and learners' achievement, indicating that appropriate media can greatly influence learning outcomes. In addition, students mentioned their low interest in reading textbooks due to boredom and difficulty understanding the vocabulary within. Textbooks often present vocabulary as lists or definitions without accompanying visual or auditory context, which makes it harder for students to recall and use the words in everyday

conversations. In contrast, audiovisual methods help them learn word meanings and provide a more interactive and contextual learning experience.

The following is an account of the results of interviews with students

"I prefer to learn using audiovisual methods because I find books less enjoyable and less interesting to study, as they usually only contain text." (St 2)

Overall, students' experiences reveal that learning vocabulary through audiovisual media significantly helps them understand, memorize, and apply new words. They feel more confident in using English because they gain a clearer picture of word meanings and usage and can accurately imitate pronunciation. Looking ahead, they hope schools will provide adequate resources so that the audiovisual approach can be optimally and sustainably implemented, thus improving vocabulary mastery and preparing them to meet future challenges in English learning.

Motivation to Learn Vocabulary through Audiovisual Media

Based on interviews with tenth-grade students, most expressed feeling more motivated to learn English vocabulary when using audiovisual media such as videos, animations, or songs. Although their initial understanding of "audiovisual" and "vocabulary" varied, most students mentioned that these media help them understand and remember vocabulary more easily. For

example, Student 1 and Student 3 stated that learning through videos feels easier to comprehend due to the combination of concrete sound and visual elements.

"In my opinion, learning through videos is very easy to understand and provides many benefits. By using video media, the information conveyed becomes clearer because it is supported by attractive visuals and structured audio explanations." (St 1 and 3)

This method made them more focused and engaged in the learning process. Some students also found this method more enjoyable and less boring than reading textbooks, which often makes them tired, especially when the material is presented without illustrations or clear examples of usage.

In terms of motivation, Student 9 said they feel more enthusiastic about learning vocabulary with the help of audiovisual media because the material is easier to absorb and remember.

"I feel more enthusiastic about learning vocabulary with the help of audiovisual media because the material is easier to absorb and remember." (St 9)

However, some students, like Student 2 and Student 4, emphasized the importance of the teacher's role in explaining the material after the video was shown.

"Watching videos alone is not enough to fully understand new vocabulary. After showing the video, teachers must explain the material in detail, especially the meaning and usage of vocabulary that

appears in the video. Teachers' explanations are essential to help students understand the meaning of new words, the context of their use, and how to pronounce them correctly." (st 2 and 4)

This view is supported by Pustika (2019). Without such guidance, audiovisual media alone may not fully meet learners' needs. Additionally, students such as Student 7 and Student 6 noted that direct involvement in activities like speaking practice also influences their motivation, especially when teachers provide opportunities for active participation.

"When the teacher allowed me to actively participate in the lesson, I became more enthusiastic and truly engaged in understanding the material. By being directly involved, I could ask questions if something was unclear, participate in discussions, and try using the new vocabulary I had learned in real-life situations. This approach helps me memorize new words, truly understand them, and use them in everyday conversations. Additionally, through this interaction, the teacher often provides immediate feedback or further explanations about the new words' meaning, usage, and pronunciation. As a result, my understanding of vocabulary becomes deeper and less likely to be forgotten, especially since I can practice immediately and receive guidance from the teacher." (St 7 and 6)

Although the audiovisual method is considered helpful, some students also reported challenges in its implementation. Common complaints include unclear video audio quality, limited facilities such as projectors, and insufficient teacher involvement during media use.

"Often, poor audio and video quality interferes with our learning process. For example, muffled sound or blurry images make it difficult for us to understand explanations or read text that appears on the screen." (St 8)

As feedback, students suggested several ways to improve the effectiveness of vocabulary learning using audiovisual media. Among these are that teachers should provide explanations after showing videos, improve audio quality in the materials, and combine audiovisual media with interactive activities such as discussions or Q&A sessions. Some students also recommended that teachers use a mix of Indonesian and English when explaining the material to make it easier for all students to understand. The interviews indicate that audiovisual media can enhance students' motivation to learn English vocabulary. However, its effectiveness largely depends on the delivery method, availability of facilities, and the teacher's active role in guiding students throughout the learning process. I had the opportunity to interview an English teacher at the school, who said

"This audio-visual learning method is quite effective, especially for 10th grade students. This is because students at this

level are in a period of adaptation from junior high school learning to the more demanding learning environment of senior high school. At the beginning of my teaching career, I myself had applied a teaching method that relied solely on textbooks and conventional explanations of the material, where all learning was done through books. However, over time, I realized that this method was unable to capture the attention and interest of students, especially in English lessons, which are often considered difficult by them. Given this situation, I then tried switching to an audio-visual-based learning method that combines interactive elements of images and sound. The use of this media proved to be more effective in increasing students' enthusiasm for participating in lessons, while also helping them understand the material better because they experienced a more enjoyable and contextual learning process. Thus, this audio-visual method not only facilitates students' adaptation to a new environment but also enhances motivation and the overall effectiveness of English language learning."

Students' Suggestions for Improving Audiovisual Media Usage

One common suggestion from students to improve vocabulary learning using audiovisual media is to add subtitles or clearer explanations within the materials. Subtitles help students follow along by reading the words

as they hear them, making connecting spoken language with written text easier. It benefits those who have difficulty understanding spoken English or encounter unfamiliar words. Additionally, students need teachers to provide extra explanations after watching videos to help clarify the meaning and usage of new vocabulary. On the contrary, the teacher's thorough explanations remain essential to clarify complex concepts and address students' questions, complementing the audiovisual content to enhance overall comprehension. One student said.

" I hope there will be more interaction with the teacher to deepen his understanding of the material being studied. Therefore, using audiovisual media for learning does not mean that the teacher does not explain the material in detail." (St 5)

Students also emphasize the need to adjust the difficulty level of the materials to match their abilities. If the content is too difficult, they may feel overwhelmed and lose motivation; if it's too easy, they might not be challenged enough. By selecting materials that suit their level, learning becomes smoother and more enjoyable, encouraging students to expand their vocabulary through audiovisual media.

D. CONCLUSION

Students' experiences reveal that audiovisual media significantly enhance motivation, understanding, and retention in learning English vocabulary by providing

engaging, contextual, and interactive content. Despite challenges such as limited facilities and lack of teacher guidance after media use, students strongly prefer audiovisual methods over traditional textbooks, which they find less effective and monotonous. To maximize the benefits of this approach, educators should address these obstacles and actively involve students in the learning process, leading to more effective vocabulary mastery and a positive learning experience overall.

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A	B	C	D	E	F	G	H	I	J	K	L	
1.	NO	NIM	NAMA MAHASISWA	PEMBIMBING	NILAI PB	Penguji 1	NILAI PJ1	Penguji 2	NILAI PJ2	ILAI AKHI	ILAI MUTI	PREDIKAT
2	1	2001055037	MUSTIKA DYAH WIDYASARI	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	82.35	SISWANA, Dr., M.Pd.	80	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		61.18	C	CUKUP
3	2	2101055001	PUTRI KUSUMA NINGRUM	TRI WINTOLO APOKO, Dr., M.Pd.	81.25	SISWANA, Dr., M.Pd.	82.25	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		61.19	C	CUKUP
4	3	2101055003	HANNIFIAH RAHMAH	SISWANA, Dr., M.Pd.	85	ROSLAINI, Dr., M.Hum.	81.7	NITA KANIADEWI, M.Pd		62.93	C	CUKUP
5	4	2101055005	GALUH RAZZAQ PURDIANATA	SISWANA, Dr., M.Pd.	84.3	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.1	NITA KANIADEWI, M.Pd		62.18	C	CUKUP
6	5	2101055007	PRISCA APRIANA HARAHAP	NURHANDAYANI SUPRAPTINGINSIH, M.Pd	85	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.1	NITA KANIADEWI, M.Pd		62.53	C	CUKUP
7	6	2101055013	MAESARO	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	85	SISWANA, Dr., M.Pd.	80	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		62.50	C	CUKUP
8	7	2101055019	HANIFAH KHAIRUNISA	RATHI NOVITA SARI, M.Pd	83.4	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	81.25	NITA KANIADEWI, M.Pd		62.01	C	CUKUP
9	8	2101055024	NISSA AMALIA	ZUHAD AHMAD, Drs., M.Pd.	82.7	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	82	RATHI NOVITA SARI, M.Pd	81.1	82.13	A	YANG PUJIA
10	9	2101055028	SHIFA ANANDA	NURHANDAYANI SUPRAPTINGINSIH, M.Pd	87.4	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	86.1	TRI SETYANINGSIH, M.Pd.	81.5	85.60	A	YANG PUJIA
11	10	2101055031	TIARA ALAMSYAH PUTRI	MARTRIWATI, M.Pd.	81.6	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	80	TRI SETYANINGSIH, M.Pd.	75.75	79.74	B	MEMUJASKAN
12	11	2101055032	TIARA MASRIFA	HERRI MULYONO, Prof., Ph.D	85	MARTRIWATI, M.Pd.	81.5	TRI SETYANINGSIH, M.Pd.	81.5	83.25	A	YANG PUJIA
13	12	2101055033	SYARIFAH RANI GUNTAR	NURHANDAYANI SUPRAPTINGINSIH, M.Pd	84.6	MARTRIWATI, M.Pd.	75.3	ANITA DEWI EKAWATI, S.S., M.Pd.	80	81.13	A	YANG PUJIA
14	13	2101055035	HAYA AULIA	RATHI NOVITA SARI, M.Pd	82.4	MARTRIWATI, M.Pd.	80.7	ANITA DEWI EKAWATI, S.S., M.Pd.	80	81.38	A	YANG PUJIA
15	14	2101055038	TIARA MAHARANI	SISWANA, Dr., M.Pd.	84.85	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	81.05	NITA KANIADEWI, M.Pd		62.69	C	CUKUP
16	15	2101055039	SINTIA NOVITASARI	HERRI MULYONO, Prof., Ph.D	84.75	SUCIANA WUIRAHAYU, Dr., M.Pd., Ir.	80.4	MARTRIWATI, M.Pd.	84	83.48	A	YANG PUJIA
17	16	2101055042	AISY NAN CENDIKIA	TRI WINTOLO APOKO, Dr., M.Pd.	82	SISWANA, Dr., M.Pd.	84.25	NURHANDAYANI SUPRAPTINGINSIH, M.Pd		62.06	C	CUKUP
18	17	2101055045	SALSABILAH MEANDA SUHADA	SILUH WARNI, Ph.D.	80	TRI WINTOLO APOKO, Dr., M.Pd.	80	ZUHAD AHMAD, Drs., M.Pd.	80.3	80.08	A	YANG PUJIA
19	18	2101055049	HUWAIIDA SYAUQI LABIBAH	HERRI MULYONO, Prof., Ph.D	84.75	TRI WINTOLO APOKO, Dr., M.Pd.	78.7	ZUHAD AHMAD, Drs., M.Pd.	80	82.05	A	YANG PUJIA
20	19	2101055050	INDAH AULIA SYARIFAH	SILUH WARNI, Ph.D.	80	TRI WINTOLO APOKO, Dr., M.Pd.	80	ZUHAD AHMAD, Drs., M.Pd.	80	80.00	A	YANG PUJIA
21	20	2101055067	FAUZAN HASAN RIZKY	MARTRIWATI, M.Pd.	83.55	HAMZAH PUADI ILYAS, Ph.D	82.5	ZUHAD AHMAD, Drs., M.Pd.	80	82.40	A	YANG PUJIA
22	21	2101055068	NADYA MARSHELL AKTHAR	NITA KANIADEWI, M.Pd		HAMZAH PUADI ILYAS, Ph.D	80.05	ZUHAD AHMAD, Drs., M.Pd.	80	40.01	TUNDA	NILAI TUNDA
23	22	2101055070	ANGGI NURUL LATIFAH	RATHI NOVITA SARI, M.Pd	81.3	HAMZAH PUADI ILYAS, Ph.D	80.5	NITA KANIADEWI, M.Pd		60.78	C	CUKUP
24	23	2101055075	TRI PUTRA PEBIRYAN	AKHMAD HAQIQI MAMUN, Dr., M.Pd.	84.7	HERRI MULYONO, Prof., Ph.D	71.25	ROSLAINI, Dr., M.Hum.	82.1	80.69	A	YANG PUJIA
25	24	2101055076	SHINTIA AZZAHRA	NITA KANIADEWI, M.Pd		HERRI MULYONO, Prof., Ph.D	80.15	ROSLAINI, Dr., M.Hum.	83.65	40.95	TUNDA	NILAI TUNDA
26	25	2101055080	DINDA RAHMALIA	HAMZAH PUADI ILYAS, Ph.D	81.75	HERRI MULYONO, Prof., Ph.D	77.25	ROSLAINI, Dr., M.Hum.	75.3	79.01	B	MEMUJASKAN
27	26	2101055085	WILDA WIDIANA	SILUH WARNI, Ph.D.	80	ROSLAINI, Dr., M.Hum.	81.2	SRI KUSUMA NINGSIH, M.Pd.	80	80.30	A	YANG PUJIA
28	27	2301059003	DIAN AYU AMBARWATI	CAHYA KOMARA, S.Pd., M.Hum		ROSLAINI, Dr., M.Hum.	83.3	SRI KUSUMA NINGSIH, M.Pd.	80	40.83	TUNDA	NILAI TUNDA