

ENGLISH PICTONARY DESIGN FOR BEGINNER

A Thesis

*Submitted to The English Language Education Study Program of Faculty of Education
and Teacher Training State Islamic University of Palopo for Undergraduate Degree in
English Education*



UIN PALOPO

Composed By :

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF PALOPO**

2025

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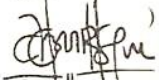
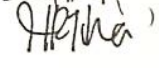
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THESIS APPROVAL

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Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

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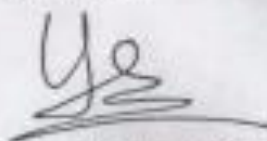
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The Researcher,

Rara Anggraini Syafitri

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ABSTRACT

Rara Anggraini Syafitri, 2025. *“English Pictionary Design for Beginners.”*

Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Palopo. Supervised by St. Hartina and Nurhayati Usman.

This study focuses on designing an english pictionary for beginners suitable for seventh-grade students at SMPN VII Palopo. The aim of the research is to enhance students' vocabulary learning media, particularly in English language instruction. The researcher employed a research and development (R&D) methodology using the 4D model (Define, Design, Develop, and Disseminate). The research instruments used were questionnaires and interviews. A total of 20 students from Class VIIB participated as the sample in this study. The findings involve validation from several experts, including a subject matter expert, a language expert, and a design and layout expert, who assessed the english pictionary for beginners. The validation results from these experts indicated that the product falls into the “excellent” category. The quality of the english pictionary for beginners, based on expert responses, showed a 91.25% agreement with the material presented by the researcher. It is expected that the results of this study will contribute to the provision of vocabulary learning media that can significantly enhance the vocabulary learning process, especially for seventh-grade students at SMPN VII Palopo.

Keywords: English Pictionary, Research and Development, Seventh Grade Students

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ABSTRAK

Rara Anggraini Syafitri, 2025. "*Desain English Pictionary untuk Pemula.*"
Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah
dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh
St. Hartina dan Nurhayati Usman.

Penelitian ini difokuskan pada perancangan media *English Pictionary for Beginner* yang sesuai untuk siswa kelas tujuh SMPN VII Palopo. Penelitian ini bertujuan untuk meningkatkan media pembelajaran kosakata siswa, khususnya dalam pembelajaran bahasa Inggris. Peneliti menggunakan metode penelitian dan pengembangan dengan pendekatan model 4D (*Define, Design, Develop, dan Disseminate*). Instrumen penelitian yang digunakan oleh peneliti adalah kuesioner dan wawancara. Sebanyak 20 siswa di kelas VIIB menjadi sampel dalam penelitian ini. Temuan penelitian melibatkan beberapa ahli, antara lain: ahli materi, ahli bahasa, dan ahli desain dan tata letak sebagai validator *English Pictionary for Beginner*. Hasil validasi dari ahli materi, bahasa, dan ahli desain dan tata letak menunjukkan bahwa *English Pictionary for Beginner* mendapatkan kategori "*excellent*". Kualitas *English Pictionary for Beginner* berdasarkan tanggapan dari para ahli menunjukkan hasil 91,25% setuju dengan materi yang disampaikan oleh peneliti dalam *English Pictionary for Beginner*. Hasil penelitian ini diharapkan dapat memberikan kontribusi dalam penyediaan media pembelajaran kosakata yang sangat bermanfaat dalam meningkatkan proses pembelajaran kosakata siswa, khususnya di kelas tujuh SMPN VII Palopo.

Kata Kunci: *English Pictionary*, Penelitian dan Pengembangan, Siswa Kelas VII

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الملخص

زارا أنغرايني شافيتري، ٢٠٢٥. "تصميم قاموس الإنجليزية المصور للمبتدئين". رسالة جامعية، شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. بإشراف: ستي هارتينا و نور حياقي عثمان.

يركّز هذا البحث على تصميم قاموس الإنجليزية المصور للمبتدئين، والمناسب لطلبة الصف السابع في المدرسة المتوسطة الأولية الحكومية السابعة (SMPN VII) فالوفو. يهدف هذا البحث إلى تحسين وسائل تعلم المفردات لدى الطلبة، وخصوصًا في مادة اللغة الإنجليزية. استخدمت الباحثة منهج البحث والتطوير (R&D) بنموذج ٤ دي (4D) يعني: التحديد، التصميم، التطوير، والنشر. أما أدوات البحث المستخدمة فكانت الاستبيانات والمقابلات. وقد شارك في هذا البحث ٢٠ طالبًا وطالبة من الصف السابع "ب" كعينة البحث. تضمنت نتائج البحث تقييمات من عدد من الخبراء، وهم: خبير المادة، خبير اللغة، وخبير التصميم والتنسيق كُثُمِّين لقاموس الإنجليزية المصور للمبتدئين. أظهرت نتائج التقييم أن المنتج يُصنّف ضمن الفئة "المتأزّة". كما أظهرت استجابات الخبراء أن ٩١,٢٥٪ منهم يوافقون على المواد المقدمة من قبل الباحثة في هذا القاموس. ويُتَوَقَّع أن تُساهم نتائج هذا البحث في توفير وسيلة فعالة لتعلُّم المفردات، مما يُساهم بشكل كبير في تحسين عملية تعلُّم المفردات لدى طلبة الصف السابع، وخصوصًا في المدرسة المتوسطة الأولية الحكومية السابعة (SMPN VII) فالوفو.

الكلمات المفتاحية: قاموس الإنجليزية المصور، البحث والتطوير، طلبة الصف السابع

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CHAPTER I

INTRODUCTION

A. Background

In the realm of English education, English plays a crucial role, as it can be seen as the key to mastering language. However, to learn English effectively, one must first acquire vocabulary. Vocabulary consists of a set of words used by humans, whether spoken or written¹. This is the most important aspect if a person wants to improve their communication skills in more than just one language. It facilitates communication and idea expression for the speaker. Students English skills will gradually improve due to interesting learning practices and methods². Without extensive vocabulary and practice, one cannot use the structure and function of Language in communication. Therefore, it must be learned and understood every day both in the school environment and outside of school. As Allah SWT said in *Q.S. Al-Hujurat (49:13)* :

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَىٰ إِنَّ اللَّهَ عَلِيمٌ
خَبِيرٌ ﴿١٣﴾

"Oh human! Truly, We have created you from a man and a woman, and We have made you into nations and tribes so that you may know one another. Indeed, the

¹ Andi Riawarda M and Amalia Yahya, "Development of Multimedia-Based and Islamic English Textbooks at IAIN Palopo Language Laboratory," *Indonesian Tesol Journal* 5, no. 2 (2023): 339–49.

² Ermawati and La Ode Achmad Suherman, "Fun with English Activity for Junior High School 8 Palopo," *Room of Civil Society Development* 2, no. 2 (2023): 179–84, <https://doi.org/10.59110/rcsd.v2i2.207>.

noblest among you in the sight of Allah is the most righteous. Truly, Allah is All-Knowing, All-Knowing, All-Knowing."

Khanna Soliha stated, that the first element of English competency, vocabulary is crucial for EFL students to acquire since it serves as the foundation for acquiring the four English language abilities of speaking, writing, listening, and reading, according to Khanna Soliha.³ In addition, a variety of vocabulary will help students become experts in English. In addition, Bawawa clarified that using pictures will help students learn vocabulary. Using visuals to learn vocabulary is essential because it allows students to immediately understand the object of the word⁴. Students brains are stimulated to better comprehend and visualize the meaning of words when they are taught using visual aids. They will attempt to translate new English terms into their native tongue wherever possible.

The researcher observed the pupil comprehension at SMP 7 Palopo during the introduction of the school field (PLP). EFL students in SMPN 7 Palopo require supplementary materials to increase their vocabulary. Due to their inability to understand vocabulary, students struggled to learn English. The researcher had discussed the academic performance of a student working with an English teacher at the time of the PLP. Unfortunately, when telling the story, the teacher explained

³ Khanna Sholiha, "Developing Pocket Book of Islamic Vocabulary for The First Grade Students of Madrasah Tsanawiyah 32 Lamasi," *Islamic Institute of Palopo* (2020).

⁴ Winarsih Sri Bawawa, "Improving Students Vocabulary Comprehension in Learning English Through Pictures," *Musamus Journal of Language and Literature* 5, no. December (2020): 118–38, <https://doi.org/10.35724/mujolali.v>.

that students had difficulties in learning English because of their lack of understanding of some of the things contained in their study books. Ameliah explained that pictures can be used in language learning activities to improve students' vocabulary. Students are more interested in books that have a lot of pictures than books that have no pictures. In addition, book variations can also build students' interest in learning⁵. Following observation, the researcher discovered that students at SMPN 7 Palopo were eager to learn using visual aids. Students can easily learn and even memorize new vocabulary but do not know some words in English through the vocabulary they learned earlier.

In order to aid students in learning more terminology, the researcher attempted to create an English Pictionary. English Pictionary is a dictionary that illustrates its terms to help readers understand them. Picture-based vocabulary can help students engage with the language they wish to learn, according to Bates and Son's article. It is strongly advised to utilize visuals when learning vocabulary because they help readers understand and retain the meaning of words. Images can also convey meanings many terms that kids find challenging to comprehend. Additionally, students could be urged to use the image to ascertain the word's meaning. This may help students understand the word more quickly⁶.

⁵ Mewa Ameliah et al., "Using Picture Media To Enhance Writing Ability in Procedure Text," *Exposure : Jurnal Pendidikan Bahasa Inggris* 8, no. 1 (2019): 48–59, <https://doi.org/10.26618/exposure.v8i1.2072>.

⁶ James Bates and Jeong Bae Son, "English Vocabulary Learning with Simplified Pictures," *Test-Ej* 24, no. 3 (2020).

Few studies have focused on this problem. In order to help students, researchers will create an English picture dictionary. Based on the problems and previous research that has been presented above, the researcher is motivated to start this research with *"English Pictionary Design for Beginner"*.

B. Research Question

The researcher developed the following research questions in light of the context. "How suitable is the English Pictionary for SMPN 7 Palopo seventh-grade students?"

C. The Objective of The Research

This study aims to determine the best English vocabulary design for seventh-grade students at SMPN 7 Palopo.

D. The Significance of The Research

This study aids in the creation of an English picture book appropriate for SMPN 7 Palopo first-graders. In real life, this knowledge is beneficial to be :

1. As a teaching resource for English instructors, particularly in teaching vocabulary to their students.
2. As a supporting material for first-grade students of SMPN 7 Palopo to be able to learn English vocabulary easily.
3. As a reference for future researchers if they want to research on the same topic as the previous researcher.

E. Specification of Expected Product

The following details apply to the English Pictionary created for SMPN 7 Palopo seventh-grade students::

1. The product's content is presented as vocabulary compiled based on English subject book and curriculum used in SMPN 7 Palopo.
2. The product was created in a way that allows kids to acquire new words.
3. To help students better comprehend the media's content, the product was created with distinctive colors and visuals.
4. The first-grade students of SMPN 7 Palopo uses books to learn English vocabulary.

F. Delimitation of The Research

Additionally, the researcher has the following boundaries when creating English picture books:

1. The English pictionary material only contains basic vocabulary based on the English subject book and curriculum used in SMPN 7 Palopo.
2. The vocabulary material contained in English Pictionary can only be used internally at SMPN 7 Palopo.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The following is a summary of some important conclusions drawn from earlier studies on "English Pictionary Design" :

Ulandari in a study entitled "*Designing English Camping Guide Book for Environmentalis Students at Andi Djemma University of Palopo*". Specifically, how to construct the camping guidebook and how do students feel about it are the research questions. was the inquire about plan utilized in this consider. To form a specific item, inquire about and advancement methods (R&D) are utilized. The four components of the 4D model are define, design, develop, and distribute. Three experts' expert validation tools, a need analysis questionnaire, and a test of students' opinions on the guidebook were the tools employed in this study. An English camping guide book was the end product of this study. Three parts make up the product's design, which includes a camping guide and vocabulary that is finished with multiple images. The product's tryout receives an 4.4 on average with an 88% percentage, meeting the students' "Very Good" standards⁷. The difference between these two studies is that in previous studies designed an English vocabulary book, whereas the current study concentrates on creating English Pictionary. It also focused on the vocabulary's

⁷ Ulandari, "*Designing English Camping Guide Book for Environmentalis Students at Andi Djemma University of Palopo*" State Islamic Institute of Palopo, 2023.

layout of nouns. In this study, the researcher concentrated on the vocabulary that students learned from the speech books they read, as well as every aspect of.

Kholif Fatus Salamah, with research entitled “*Developing Vocabulary Handbook for Maritime at The First Grade of SMKN 3 Palopo*”. This study's objective is to give SMKN 3 Palopo's first-grade marine students a vocabulary guide. How to develop a vocabulary guide for SMKN 3 Palopo's first-grade marine students is the research question. The 4-D model was utilized in this research's applied research and development (R&D). Definition, design, development, and dissemination were its components. The findings of two experts' questionnaires on student needs analysis and the opinions of the students were used to create the marine handbook. To validate the product, two professionals participated in this study. It is possible to implement this research product at SMKN 3 Palopo. Students studying the maritime industry and those creating English vocabulary books with the 4-D model will find the research's vocabulary book useful. There are four steps in all. the initial actions. The researchers started by performing a requirements analysis, which was then provided as a questionnaire with the students' needs, deficiencies, preferences, and arrangements⁸. The similarity between the two studies is, that both researchers are the same in making learning media that focuses on learning English vocabulary. The difference from this research lies in the previous, research developing

⁸ K.F Salamah, “*Developing Vocabulary Handbook for Maritime Students At the First Grade of Smkn 3 Palopo*,” 2023, <http://repository.iainpalopo.ac.id/id/eprint>.

vocabulary for maritime students, but in this case, the researcher concentrated on creating a seventh-grade English lexicon.

Kartina, a research entitled “*Designing A Vocabulary Pocketbook for MTs Darul Istiqamah Cilallang*”. This study's objective is to develop an appropriate English vocabulary book for MTs Darul Istiqamah Cilallang's eighth-grade Students. This study provides solutions to the following queries: How can Students in the MTs Darul Istiqamah Cilallang eighth graders create a pocketbook with appropriate English terminology. Through the use of 4D models, this study employed research and development methodologies (Definition, Design, Develop, and Disseminate). Thematic vocabulary was used in the design of this product. For the sample, 17 students in all from class VIII were chosen. Using p'urposive sampling, the researcher collected the sample. Information were gotten through meet rebellious and surveys from needs investigation, master appraisal of the instrument and item legitimacy, and understudy discernments. This item is planned based on information from wants examination of understudies in the Mts Darul Istiqamah Cilallang, eighth grade. The following should be included in a suitable English Vocabulary Pocketbook: (1) the letter set using each letter's vocabulary, (2) school -related items, (3) school-related understudy activities, (4) individual pronouns, and (5) daily understudy phrases. The results of student recognition fall into the "excellent" category with an 88.4% success rate. According to the kids, they liked reading pocketbooks, which can benefit in

improving their command of language⁹. The difference from the earlier study and the one that will be conducted is that the former identified students at Mts Darul Istiqamah Cilallang, while the latter chose SMPN 7 Palopo, particularly the seventh grade, to be used as a sample for the study. In the earlier research, the researcher used Pocket Book as the learning media, while in the research that the researcher will conduct, the researcher uses English Pictionary as the research media.

Arya Suyanti in a study entitled "*Designing a Guide Book of Fardu Prayers for Students at MTsN Luwu*". The goal of this study was to create a fardu prayer guide for the Students at MTsN 2 Luwu. "How to construct a guidebook of fardu prayers for the students at MTsN 2 LUWU?" is the research question. As mentioned in the above description, the goal of the research was to create a fardu The prayer guide for second-grade Students at MTsN 2 Luwu. Research and development (R&D) using the 4D model was the research design employed in this study. Define, design, develop, and disseminate are its constituent parts. Among A need analysis was one of the tools utilized in this investigation questionnaire and interview, an expert validation questionnaire for guidebook prayer validation, and a questionnaire for the opinions of instructors and students. Additionally, the ultimate output of this research, the suitable handbook for fardu prayers, covers three topics: invalidate ablution and prayer, the procedure to do prayer (shalat),

⁹ Kartina, "*Designing A Vocabulary Pocketbook for Mts Darul Istiqamah Cilallang, Islamic Institute of Palopo*," 2022, 101, <https://repository.iainpalopo.ac.id/id/eprint/5148/>.

and the manner to perform ablution (wudhu). Three professionals participated in this study to validate the product. This, the outcome demonstrated that the research's output was suitable for use with students in terms of expert validation and teacher and student perspective of MTsN 2 Luwu. The distinction between the researcher's earlier study and this one is that the first created a fardu prayer guidebook, whilst the latter created the English dictionary. The similarity of the previous researcher with the research that the researcher is currently working on is that it uses a research method with a 4D model approach.

The researcher draws attention to the differences in media output between the findings of the previous study and this one. In this study, junior high school students particularly those at SMPN 7 Palopo are taught vocabulary through the usage of English Pictionary. Through observation during the learning process, the researcher discovered a strong correlation between the research aim and students lack of vocabulary knowledge. Additionally, this research project differs from the previous one in that it uses the English course material as the foundation for developing English Pictionary materials to help students learn vocabulary.

B. Literature Review

1. Vocabulary

a. Definition of Vocabulary

The most commonly spoken language in the world right now is English, it is crucial for many people to learn it in order to comprehend and speak it fluently¹⁰. Vocabulary is the complete set of words known and used by an individual, a group, or within a specific language or domain. It encompasses the range of words, phrases, and expressions that someone understands, recognizes, and can employ effectively in both spoken and written communication. Vocabulary is crucial. Being proficient in other areas is not sufficient to ensure someone can master English if their vocabulary is limited, since grammar alone cannot make a sentence grammatically correct right¹¹. As stated by Nunan, "Words are part of vocabulary, yet they have diverse meanings." It contains every term that is used in a certain language or subject, as well as every word that a particular individual is familiar with. According to Swan, "Vocabulary is one of the main goals of language training". That is, becoming familiar with the language's grammatical structure. Although this is usually not the primary learning objective, it is essential to provide students with something to cling to during structured learning¹².

¹⁰ Muhammad Iksan, Husnaini Husnaini, and Masruddin Masruddin, "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students," *Ethical Lingua* Vol. 9, no. No. 2 (2022): 872–79, <https://doi.org/10.30605/25409190.479>.

¹¹ Riri Yanti Sarhang and Dewi Furwana, "Developing Students' Vocabulary by Using Magic Boxgame at SMPN 8 Palopo," *Foster: Journal of English Language Teaching* 1, no. 2 (2020): 195–206, <https://doi.org/10.24256/foster-jelt.v1i2.32>.

¹² Michael Swan, "The Practice of English Language Teaching, 5th Edition," *ELT Journal*, 2018, <https://doi.org/10.1093/elt/ccx060>.

From both studies above, we may conclude that vocabulary serves as the primary component that will be taught to both individuals and groups in language instruction.. Vocabulary is also the basic material for learning English if you want to communicate well. As an important item, vocabulary has its own words but in English vocabulary has a meaning where the meaning can change based on the subject of a sentence.

b. Types of Vocabulary

Thornbury explained that there were at least 5 types of vocabulary¹³. There are:

1) Word Classes

A collection of words in a language unit according to the form, function, and meaning categories of the grammatical system.

2) Word Families

A set of words with related pronunciations and meanings is called a word group. For instance, the verb agree, the adjective agreeable, and the noun agreement.

3) Word Formation

The process of giving a word a new meaning by adding a prefix or suffix.

4) Multi Words

A kind of vocabulary made up of idioms and phrasal verbs.

¹³ Thornbury Scott, "How to Teach Vocabulary," *Pearson Education Journal* 4, no. 1 (2017): 9–15.

5) Collocation

It can be thought of as two terms that are typically encountered together. For instance, the week, again, again, as well.

Active and passive vocabulary are the two main categories of vocabulary. The term "active vocabulary" describes words that students have been taught or acquired and are supposed to be able to utilize. Words that the learner will likely not be able to produce but will know when they encounter them are referred to as passive vocabulary. Vocabulary refers to the characteristic terms of a language that are learned and that one can understand when speaking, reading, and writing. On the other hand, passive vocabulary describes terms that students will comprehend when they encounter them in reading and hearing.

c. Learning Vocabulary

In language learning, the element that needs to be possessed in learning English is vocabulary because vocabulary can connect or organize ideas in sentences, so many students are still confused when they are asked to translate certain words, sentences, and texts. Most of them lack vocabulary about the material provided¹⁴. Expanding and enhancing a language's vocabulary involves learning new words and idioms. There are various steps involved in expanding one's vocabulary, such as introducing new terms, learning their definitions, and studying their usage. Receptive and productive vocabulary knowledge are the two

¹⁴ Wiraldi Wiraldi, Muhammad Iksan, and Jufriadi, "Improving Vocabulary Mastery Of The Seventh Year Students Using Scattergories Game In SMP Negeri 8 Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (2020): 159–67, <https://doi.org/10.24256/foster-jelt.v1i2.16>.

sets that are engaged in vocabulary learning. If the first term describes words needed for reading and listening comprehension, the second word describes words used for writing and speaking¹⁵. Understanding how important it is to learn vocabulary in a foreign language, it can be concluded that, the more vocabulary a person learns, the greater the potential skills in a foreign language can be developed.

2. English Pictionary

a. Definition of English Pictionary

A set of words or word-picture pairs with different meanings based on how they are used in English is called a lexicon. Typically compiled in alphabetical order, dictionaries can serve as a resource for learning more about a word. Pictionary can serve as a new word identifier that aids in both pronunciation and word origin explanation¹⁶.

b. Types of English Pictionary

English Pictionary come in three varieties¹⁷, there are :

1) English Pictionary Based on Language Facilities

Based on language usage, the English Pictionary is a pictionary that is separated into three sections, including The language used in Pictionary ekabahasa is the same as the language used for advise or its definition. A

¹⁵ I. S.P. Nation, *Learning Vocabulary in Another Language*, 2013, 1–624, [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5).

¹⁶ Arianto, Syahfitri Dian, *Leksikografi Ejaan Dan Peristilahan*, ed. Kusmadi Sitohang, *Cetakan Pertama, Desember 2020* (Sumatera Utara, Bandar Kalipa: Dian Syahfitri, Arianto, 2021), <https://www.researchgate.net/publication/353750630>.

¹⁷ Arianto, Syahfitri Dian.

bilingual picture dictionary is one in which the words are reinterpreted using vocabulary from another language, or whose source language is different from the language of the proposal. A picture book that has the equivalent of three or more languages is called a multilingual picture book.

2) English Pictionary Based on The Content

English Pictionary based on its content is a pictionary that has an explanation of antonyms, synonyms, and terms of a language.

3) English Pictionary Based on its Specialties

Pictionary based on its speciality refers to Pictionary which has a special function. If you look at its specialties, this Pictionary contains special terms in certain fields.

Based on the explanation of the types of English Pictionary above, the researcher uses English Pictionary Based on Language Facilities especially Multilingual Pictionary a type of English Pictionary that the researcher made. The researcher chose this type because the researcher involves learning books and learning curriculum in the creation of media and the researcher added Indonesian Language translations to the English Pictionary as the multilingual language.

c. Learning English Pictionary for Vocabulary Mastering

Due to their limited vocabulary, EFL students struggle to grasp the language itself and are unable to identify and employ the appropriate words

to express or depict an issue¹⁸. Among the most crucial elements of studying a foreign language is becoming proficient in English vocabulary. Particularly for junior high school students who are still honing their language skills. According to Hakiu and Buhungo, “Vocabulary competency has a close relationship with writing and other linguistic abilities”¹⁹. It has been extensively shown that using English Pictionary to study a language, particularly English, helps EFL students become more proficient in vocabulary. Because the content is full of varied visuals, English Pictionary might draw readers, especially EFL students, who will find studying terminology less tedious.

d. The Advantages of English Pictionary

There are several advantages of English Pictionary, including :

1) Enhanced Memory Retention

Associating words with images can help learners to improve recall, as visual memory is often stronger than verbal memory.

2) Increase Engagement

Engagement with images can make learning more fun and interesting so that the learners can be motivated.

¹⁸ Nurul Aminah Basharuddin and Hasnah Mohamad., "Dictionaries and Their Role in Increasing Children's Interest in Learning Languages," *International Journal of the Malay World and Civilisation* 3, no. 1 (2015): 79–90.

¹⁹ Amelia Hakiu and Ruwiah A. Buhungo, "Analysis of the Relationship between Indonesian Vocabulary Mastery and Narrative Essay Writing Ability in Elementary School Students," *Educator (Directory of Elementary Education Journal)* 1, no. 1 (2020): 1–23, <https://doi.org/10.58176/edu.v1i1.32>.

3) Improve Vocabulary Acquisition

English Pictionary can help organizing words into categories.

e. The Disadvantages of English Pictionary

While English Pictionary offers many advantages for learners, they also come with some disadvantages. Here are some potential drawbacks :

1) Limited Depth of Explanation

Pictionaries often provide only a basic definition or image, which might not capture the full nuance or complexity of some words.

2) Overreliance on Visuals

Learners may become too dependent on images, struggling to understand or remember words without accompanying pictures.

3) Limited Pronunciation Guidance

Many English Pictionary do not provide pronunciation guides or audio support, which are crucial for learning correct pronunciation.

3. Research and Development (RnD)

a. Definition of Research and Development (RnD)

Research and Development (RnD), is a systematic process that aims to advance knowledge, improve teaching and learning practices, and improve educational outcomes. In order to create techniques for the teaching and learning process, research and development (R&D) entails meticulous inquiry, experimentation, and creativity. Education change is mostly driven by research and development (R&D). It gives information about successful

teaching methods, which helps educators and legislators make decisions. Research and Development (RnD) can be conducted by various stakeholders, such as Educational Institutions, research organizations, Government agencies, or even non-profit organizations.

b. Research and Development (RnD) Models

1) Dick and Carey Models

The Dick and Carey program is a show that was developed by James O. Carey, Moo Carey, and Walter Dick. This program is one of the procedural models, which suggests that the steps that need to be completed in order should be balanced with the application of guidelines and standards. The primary phases of the design model for the learning system proposed by James O. Carey, Low Carey, and Walter Dick include :

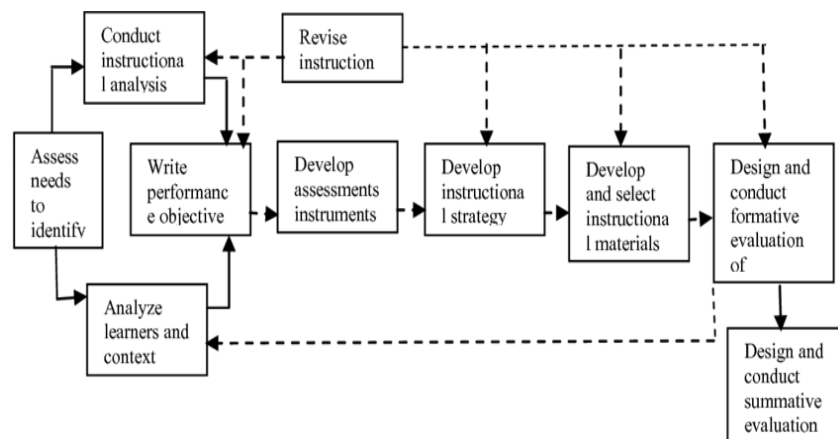


Figure 2.1 Dick and Carey's Models

2) ADDIE Models

ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. The ADDIE idea addresses the development of fundamental learning performance, specifically concepts and learning product development. Individual learning is the focus of the ADDIE instructional design, which includes both short-term and long-term stages²⁰. The addie process there are :

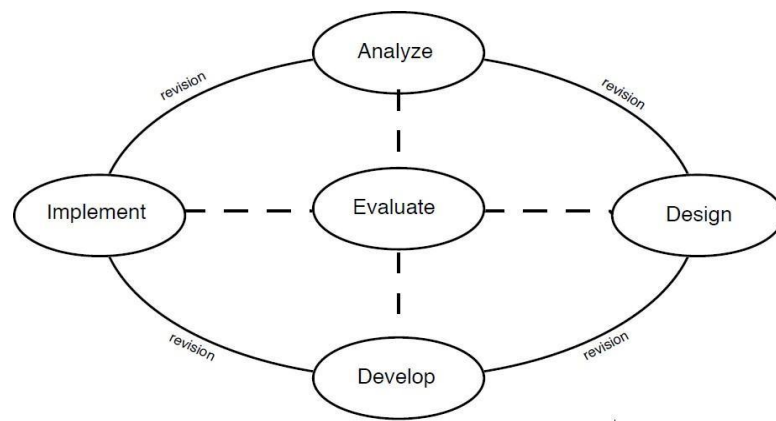


Figure 2.2 ADDIE Model

3) 4D Model

The (4D) model may be a straightforward guidelines plan show that help analyst to plan the item that's separated into 4 steps such as: Defining, Design, Develop, Disseminate²¹. Analyzing the needs of the learners will

²⁰ Fitria Hidayat and Muhamad Nizar, "Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)* 1, no. 1 (2021): 28–38, <https://doi.org/10.15575/jipai.v1i1.11042>.

²¹ Del Lawhon, "Instructional Development for Training Teachers of Exceptional Children: A Sourcebook," *Journal of School Psychology* 14, no. 1 (1976): 75, [https://doi.org/10.1016/0022-4405\(76\)90066-2](https://doi.org/10.1016/0022-4405(76)90066-2).

be done throughout the defining process. The following stage is learners' studies will be conducted. require investigation. The following stage is planning a item that will be deliver and create based on the result of learner's require investigation. The stage after the difining, is designing, this stage the researcher will make an initial design for their media. Then after the designing stage, it will be continued with the developing stage, where the results of the media that have been designed will be developed to improve the learning media. And the last phase involves distributing the output, which may be done through journals, social media, seminars, and other means.

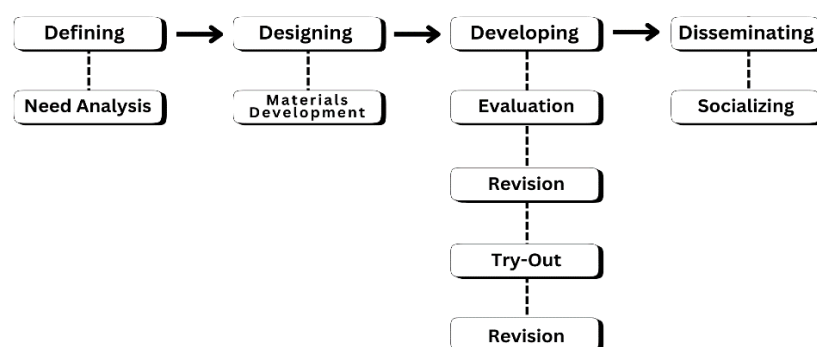


Figure 2.3 4D Model

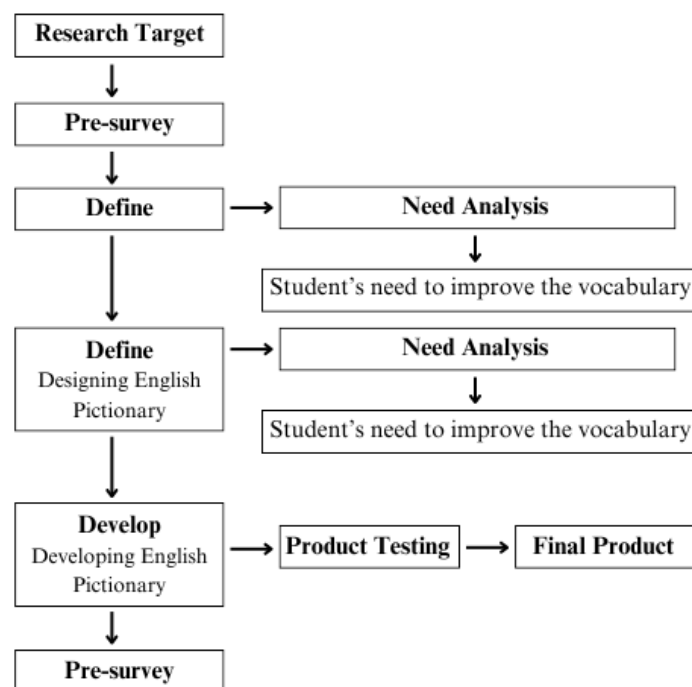
Not forgetting based on some types of research and development models above, researchers used 4D models as a systematic process to design this English Pictionary book. The researcher uses this model because the phase needed to design a book is very simple, where the researcher will only identify the needs of the students, then the researcher designs a draft of the book that will be made, then

the researcher develops, and the last stage is to disseminate the media so that it is used by students as soon as possible.

C. Conceptual Framework

Based on the perceptions that the analyst has made, the issue is that SMPN 7 Palopo doesn't have media for learning media. Since of that, the analyst will plan an English Pictionary. By planning the English Pictionary, the analyst anticipate it'll be reasonable based on the SMPN 7 Palopo student's and instructor. The English Pictionary will plan based on the require investigation. After planning, the analyst will create the English Pictionary based on the master assessment and plan. Within the conclusion, this inquire about will produce an English Lexicon Notebook for SMPN 7 Palopo in learning.

Figure 2.4 Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, Semmel designed a product using four phases that were taken from the 4-D Thiagarajan. Define, Design, Develop, and Disseminate were the four steps as followed :

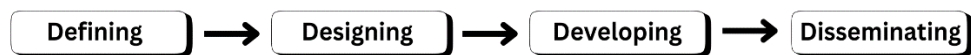


Figure 3.1 4D Model

The study process was organized methodically, making it user-friendly and aiding in the creation of instructional materials, the researcher employed this development approach.

B. Time and Setting of The Research

Date	Phase	Activity
30 May 2024	Define	Pre-Survey, Need Analysis
02 August 2024	Design	The first draft of English Pictionary
18 Desember 2024	Develop	Researchers began to revise the validation results from experts
21 Januari 2025	Disseminate	The researcher disseminated English Pictionary to the seventh grade students of SMPN 7 Palopo

The Setting of this research is in SMPN 7 Palopo. The address is in Andi Pangeran Street no.6, Luminda, Wara Utara District, Palopo City, South Sulawesi Regency, Indonesia.

C. The Subject and Object of The Research

The subject as the participant in this research was seventh grade students of SMPN 7 Palopo who were drawn from 7B class. The object of this study was English learning material about vocabulary that had not been learned by students.

D. The Procedure of Development

The processes that must be taken in order to create a product are known as procedures in design or development. The researcher used the 4D development model in this design, namely:

1. Define

Students must be examined at these steps. The investigate collected information around the students' needs for learning English. The investigate conveyed a survey that contained target needs (needs, needs, and needs). And learning needs (exercises and settings). This analysis aims to find out what kind of vocabulary books are suitable for students' at this high school level. In addition, the additional data the researcher interview the teacher about students needs and the curriculum and syllabus use in the school and workbook.

2. Design

In this step, researcher began to design English Pictionary starting with the selection of topics that the researcher would raise, as well as designing and

modifying the content of English Pictionary according to the content of English learning books in their schools. It is very important to start involving experts at this stage as validators of the content and content of the media to be created and determine whether the media created is in accordance with the needs of students or not. In this step, the researcher used English Pictionary Based on Language Facilities especially Multilingual Pictionary. Researcher chose this type because researcher involves learning books and learning curriculum in the creation of media and the researcher added Indonesian Language translations to the English Pictionary as the multilingual language.

3. Development

Following a series of steps, the development step comes next. In this phase, the experts have validated the generated English pictionary during the design stage. Researchers focused on the development of English Pictionary using the guidance that has been provided by experts during this stage of development. Expert assessments are anticipated to produce products more accurate, efficient, and validated, so that at the development stage, researchers can give students a try out about English Pictionary learning media through questionnaires. Then after a try out is carried out on students, the researcher again revised the English Pictionary media as a form of media improvement.

4. Disseminate

At this step, the media made by the researcher has been revised by experts and has been perfect for dissemination to SMPN 7 Palopo seventh-grade students.

After being disseminated, the researcher still observed the results of the achievements product that the researcher has made so that the media can be truly understood or understood by students in learning vocabulary.

E. Instrument of The Research

The use of data collection has a very important meaning for a research. The accuracy of the study results largely depends on the use of research instruments. To collect data, researchers distributed questionnaires. The researcher gave a written questionnaire before and after researching the students. On the questionnaire sheet, the researcher gave questions of need analysis. Meanwhile, in the final questionnaire, the researcher will ask students to write down their views or assessments on the "English Pictionary" book that the researcher made. The questionnaire also for expert validation. It was give to the material, language, and layout and design expert.

F. Technique of Data Collection

The researcher used two instruments to collect the data in this research:

1. Need Analysis

To gather information regarding the target needs (necessity, wants, and lacks), this researcher employed a questionnaire. It is also used for he experts judgement to evaluate and validate the designing English pictionary. Besides that, students perceptions about the feasibility of the English pictionary to be developed.

2. Designing the First Draft

The results of the need analysis are used as a basis for making the first draft.

The first draft contains vocabulary that is equipped with pictures and adapted to the English curriculum in schools. At this stage, The outcomes of the teacher's interview are also the basis for making an initial draft of the English Pictionary.

3. Giving the First Draft to the Expert Judgement

The first draft is given to expert judgements consisting of language experts, design and layout experts, and content experts. Then the results of this expert judgment was material for revising the first draft that was previously made.

4. Developing the Draft Using the Expert Suggestion

The outcome of the revision based on expert judgement was developing before the revising process. At this step, the development of the book includes the content of the English Pictionary, the pictures that were included in the English Pictionary, and the completeness of the language that were included in the English Pictionary.

5. Revising the Product

Next step, the researcher revising media that had been developed based on experts suggestion. This is done so that the media that the researcher makes is not just a media but can help students in the vocabulary learning process.

6. Disseminating The Final Product

After the media has been revised and improved, the researcher will eventually disseminate the product to seventh grade students at SMPN 7 Palopo as an additional vocabulary learning medium for English learning.

G. Technique of Data Analysis

1. Data Analysis of Questionnaire

Understudies were given the requirements analysis questionnaire at the required examination step, and the data from their responses was shown to address their needs. Both quantitative and subjective graphic strategies are used to monitor it. The needs analysis questionnaire's findings were calculate :

$$x = \frac{\sum x}{N} \times 100$$

$x = \text{Score}$

$\sum x = \text{The same answers given by students}$

$N = \text{The total of students}$

Figure 3.2 Data Analysis Questionnaire

Students' most popular options are indicated with the highest percentage. The researcher's experience in creating a English Pictionary.

2. Data Analysis of Expert Validation

The researcher use the *Likert Scale* to calculate the result of the expert's validation. The data were analyzed by calculating the answer average based on expert's scoring using the following formula :

The number of answers <i>excellent</i>	: E	x4	= ...
The number of answers <i>good</i>	: G	x3	= ...
The number of answers <i>fairly</i>	: F	x2	= ...
The number of answers <i>poor</i>	: P	x1	= ...
Total score			= ...

After calculating the total score then the research calculate the average score by using the following formula :

$$M = \frac{B}{N}$$

M = Mean Score
B = Total Score
N = Total Number of Material Topic

Figure 3.3 Average Score

After calculating the mean score, then the research continue to calculated the value by using the following formula :

$$x = \frac{M}{N} \times 100$$

x = The Value
M = Average Score
N = Total Number of Value

Figure 3.4 Value

After the average score of each material topic was calculated, researcher defined it as a vocabulary book that was as needed for new students at SMPN 7 Palopo.

Table 3.1 Material Topic Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
3,6 – 4	90 – 100%	Excellent	It can be utilized without revision
2,6 – 3,5	65 – 89%	Good	It can be utilized with a little bit of revision
1,6 – 2,5	40 – 64%	Fairly	It can be utilized with much revision
0 – 1,5	0 – 39%	Poor	It cannot be utilized

Table 3.2 The Example of Expert Validation Table

No	Indicator	Average Score	Qualification	Categories	Expert's Suggestion

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

At this point, the researcher provides the comprehensive design process. As mentioned in the third chapter, the researcher used 4D (Define, design, develop, and disseminate) model which will be explained further one by one below :

1. Define

In this step, the researcher distributed a need analysis questionnaire through papers to identify student's needs, lack, and wants in this media. The questionnaire had 12 questions. After analyzing the data, the study discovered each question's answers from 20 students of SMPN 7 Palopo.

The researcher started distributing the questionnaire after finishing the questionnaire from an expert. The expert for the questionnaire's validation was the English Lecturer as the instrument expert.

Table 4.1 The result of the Instrument's validation by the expert

Aspect	Score
Contents	3,66
Scope of the Contents	4
Language	3.66
Mean Score	3,77

Based on the results of instrument validation by experts, the researcher obtained an average cumulative score of 3.77. The the researcher concluded that the instrument uses is suitable for use in further research. The researcher pursued the next step by distributing the questionnaire. There are 20 students of SMPN 7 Palopo who fulfilled the questionnaire. The details of the respondents are shown in the table below.

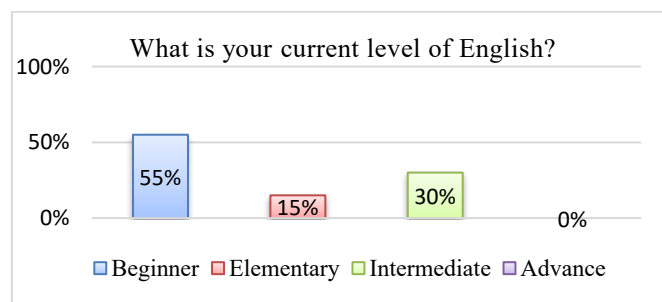
Table 4.2 Data of the Respondents

Gender		Ages							
		11		12		13		14	
Male	Female	M	F	M	F	M	F	M	F
11	9	0	0	2	1	9	7	0	1

1). Target Needs

a. Necessity

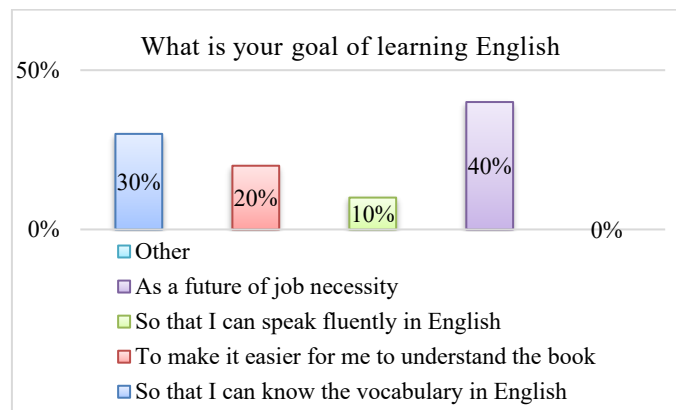
Chart 4.1 Students' Purpose in Learning English



In chart 4.1 shows the distribution of students who can acquire higher levels of English proficiency. Answer option A (Beginner) received the highest

score with a percentage of 55%, followed by option C (Intermediate) with a percentage score of 30%, and 15% of students rated themselves as level B (Elementary). So it can be concluded that the majority of students are at the level (Beginner) in learning English.

Chart 4.2 Students' Goal in Learning English



The results in chart 4.2 show that as many as 40% of students chose option D (As a future job necessity). There are many students who plan to pursue higher studies and have a future job target plan based on their learning outcomes while learning English. This shows that students remain committed to learning English for their long-term needs.

b. Lack

Chart 4.3 Students' Difficulties in Learning English

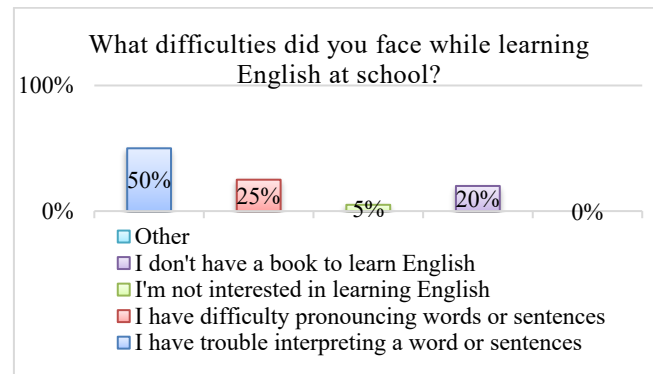


Chart 4.3 shows the results of the difficulties students face in learning English, and as many as 50% of students choose option A (I have trouble interpreting a word or sentences). Next is option B (I have difficulty pronouncing words or sentences) which scored with a percentage of 25%. Option D (I don't have a book to learn English) with a percentage score of 20%. And finally followed by option C (I'm not interested in Learning English). So it can be concluded that option A (I have trouble interpreting word or sentences) is the cause of students' difficulties in learning English.

c. Student's Need (Want)

Chart 4.4 Students' Choice in Teaching Media

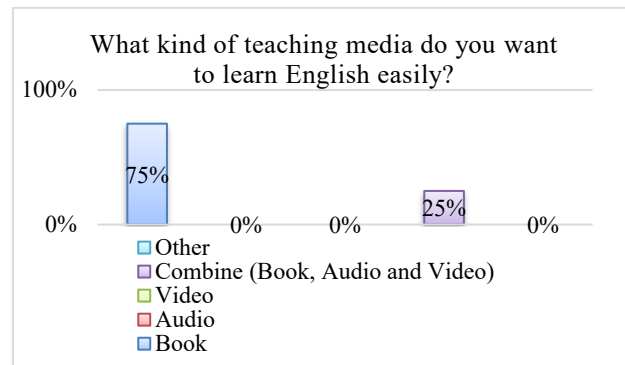
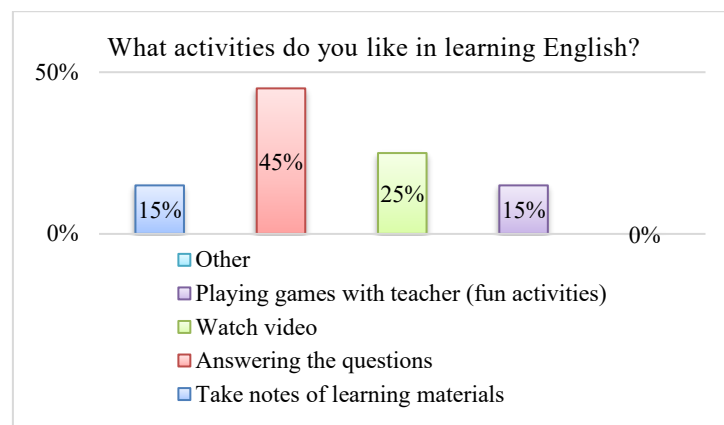


Chart 4.4 explains the media that students choose to make it easier for them to learn English and the results show that as many as 75% of students choose option A ((Book) as a medium that can make it easier for them to learn English.

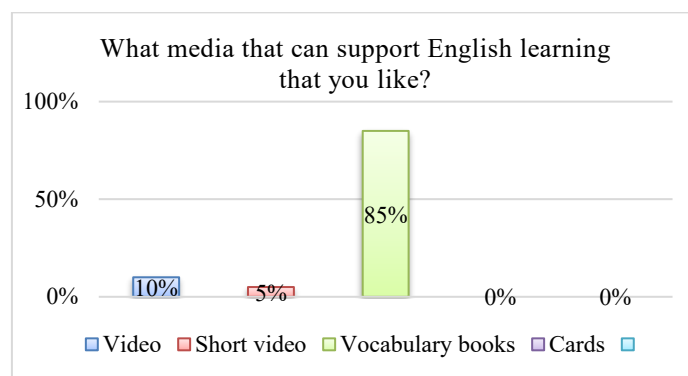
Chart 4.5 Students' Choice in Activities in Learning English



Based on the results of the 4.5 chart percentage, it can be concluded that as many as 45% of students chose option B (Ansering the Question) as one of the activities they chose during the English learning process. There are 25% of students who choose option C (Watch video) as an activity during the teaching

and learning process. And option A (Take notes of learning material) and option D (Fun activities) get the same score with a percentage of 15%.

Chart 4.6 Students' Media Support in Learning English



Based on chart 4.6, it can be concluded that as many as 85% of students choose option C (Vocabulary books) as a medium that can encourage them to learn English. So the researcher concluded that the proportion of students who were more significant in the choice expressed interest in the ongoing research.

Chart 4.7 Students' Want in The Form of Task in English Pictionary

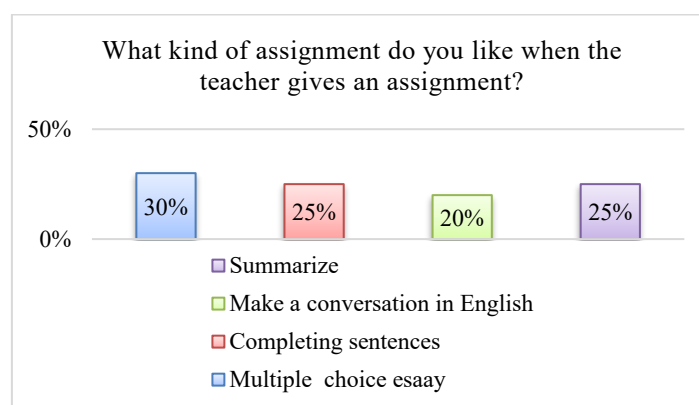
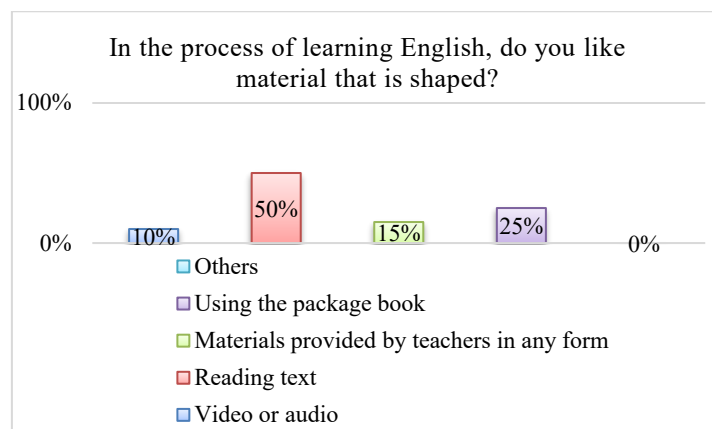


Chart 4.7 provides results about students' desires in assigning assignments is choice A (Multiple choicese and essay) with a score percentage of 30%. Followed by option B (Completing sentences) and option D (Summarize) got the

same score with a percentage of 25%, so option C (Make a conversation in English) got the lowest score with a percentage of 20%. Thus, the researcher concluded that students' interest in doing assignments that have been given by teachers is considered very easy if the assignment is in the form of multiple choice.

d. Student's Role

Chart 4.8 Form Material Chosen by Students



In this chart 4.8, the researcher discusses the form of material given by the teacher during the learning process, and the results show that 50% of students choose option B (Reading text) as the material they like in the learning process. As many as 25% of students chose option D (Using the package book) as the material they wanted during the learning process. Another 15% of students chose option C (Materials provided by teachers in any form) as the form of material that teachers give to students. And 10% of students choose option A (Video or audio) as the form of material that the teacher presents to them.

Chart 4.9 Students' Role in Learning Process

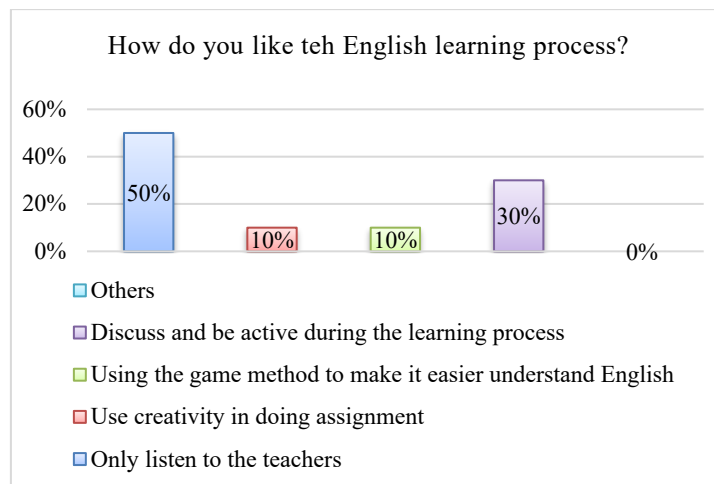


Chart 4.9 gives a very significant result that falls to option A (Only listen to the teachers when explaining material) with a percentage of 50%. Where students like their role if the teacher is more dominant in explaining the material.

Chart 4.10 The Percentage of Students Preferred Task Completion

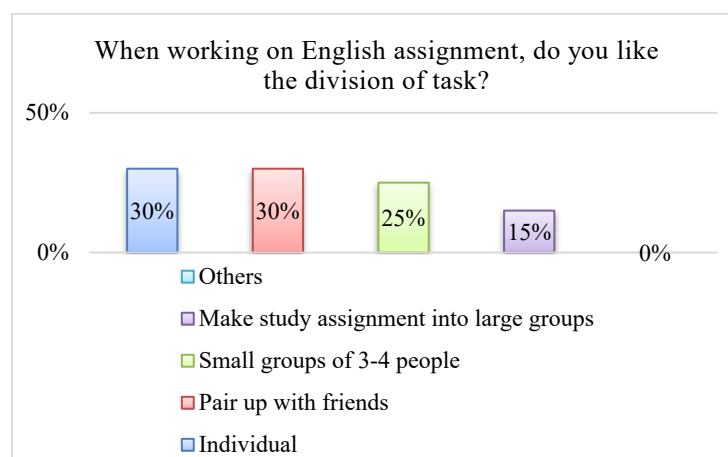


Chart 4.10 gives the same percentage result for the two choices, namely 30% for option A (Individual) and option B (Pair up with friends). 25% chose option C (Small groups of 3-4 people) as a form of their task completion, and the remaining 15% of students chose option D (Make study assignment into large

groups). So it can be concluded that students prefer to complete assignments individually and by pairing up with friends.

e. Teacher's Role

Chart 4.11 The Percentage of Teacher's Role in Learning English

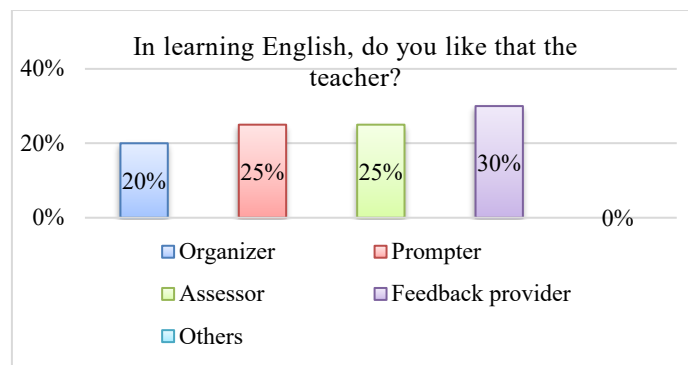
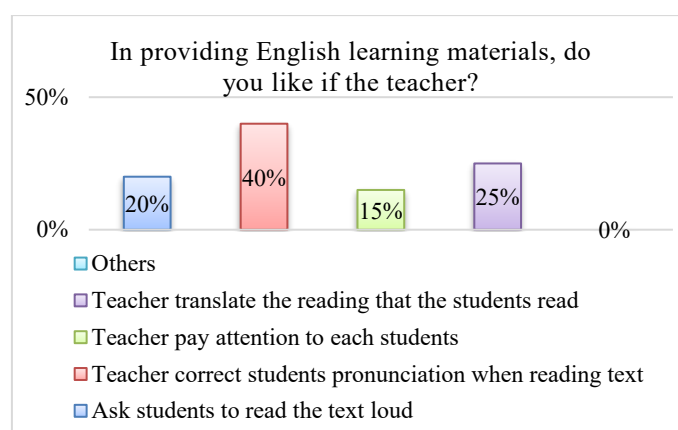


Chart 4.11 gives a significant result on option D (Feedback provider) with a percentage score of 30%. The role of the teacher during the learning process for students is very important so that the feedback provider is the most choice among the other three options.

Chart 4.12 The Result of Teacher Role in Providing Material



In chart 4.12, there are five options in the provision of learning materials in English, option B (Teacher correct students pronunciation when reading text)

is the most chosen choice of students with a percentage of 40%, followed by option D (Teacher translate the reading that the students read) gets a percentage score of 25%. Based on this percentage, the researcher can conclude that the role of the teacher in correcting students' pronunciation when reading a text is very necessary for students in the learning process.

2. Design

The researcher compiled the topic of English Pictionary after analyzing the needs of students. The chapters in the English Pictionary are based on the chapters in the student's learning book. The chapters in the English Pictionary cover five main topics: Basic Information, About Me, Food, Home Sweet Home, and School. In addition, the table below contains a description of the learning objectives for the topics that have been selected and arranged.

Table 4.3 The Learning Objectives of the designing English Pictionary

No.	Topic	Learning Objective
1.	Chapter I “Basic Information”	1. Introducing English as an important second language to be used globally. 2. Improve students' ability to communicate using English based on the vocabulary they have learned.
2.	Chapter II “About Me”	1. Students are able to introduce themselves as well as others based on the vocabulary they have learned. 2. Students are able to introduce their families, such as nuclear family, extended family, mix family and in law family. 3. Students are able to tell their daily activities, describe someone, and tell their hobbies.

3.	Chapter III “Food”	1. Students are able to recognize the difference between fruits, vegetables, culinary foods, desserts, and drinks. 2. Students are able to describe their favorite fruits, vegetables, culinary foods, desserts, or even drinks.
4.	Chapter IV “Home Sweet Home”	1 Students are able to describe the parts of the house. 2. Students are able recognize what objects, clothes and accessories are in the house.
5.	Chapter V “School”	1. Students are able to recognize and talk about the subject schedule contained in the class. 2 Students are able to recognize objects in the classroom.

In designing the materials, the researcher determines the right material for the student. There are five chapters in the English Pictionary book. The vocabulary listed in the chapters is selected based on the words listed in the wordbox of each chapter. The researcher added images to the wordbox to make it easier for students to learn their vocabulary.

Table 4.4 The Blue Print of English Pictionary

No.	Topic	Element in English Pictionary	Objectives
1.	Basic Information	Motivational Quote	Providing motivational words to students so that they are enthusiastic and can inspire students in learning vocabulary and easy to learn English.
		Vocabulary	Provide students with some vocabulary that is appropriate to the student's learning material book

2.	About Me	Motivational Quote	Providing motivational words to students so that they can inspire them in learning.
		Vocabularies	Providing content to students to learn during the learning process. Stimulating students in speaking involves the vocabulary they have learned.
3.	Food	Motivational Quote	Providing motivational words to encourage students in learning English vocabulary.
		Vocabularies	Provide students with a vocabulary list based on their learning materials to make it easier for them in the learning process.
4.	Home Sweet Home	Motivational Quote	Give different motivational words in each chapter to students so that students do not get bored in learning vocabulary.
		Vocabularies	Providing some vocabulary about part of house, thing in house, and wardrobe and accessory, as learning materials for students in this chapter.
5.	My School	Motivational Quote	Providing motivational words to students to stay enthusiastic in learning English vocabulary.
		Vocabularies	Providing vocabulary content to students in the English learning process.

6.	Exercise	Exercise	There are four Practice questions that students can do as a form of their stimulation of learning the vocabulary they have learned.
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3. Develop

The content of the English Pictionary is developed based on the results of the analysis of student needs. Components include:

a. The first draft

The researcher designed an English Pictionary that contains several combined vocabulary that is arranged according to the student's subject book.

b. Motivational Quote

This section is the beginning of every chapter in the English Pictionary. This section has different quotes in each chapter to increase students' enthusiasm in learning English.

c. Vocabularies

Vocabularies aim to introduce new words that can be used as a source for speaking or even writing activities and also listening. Vocabularies in English Pictionary are expected to help learners develop their language skills effectively.

d. Chapter

This chapter is designed to support the learning process of students, especially those who have no experience in learning English in the previous generation.

The material presented in each chapter is different from the others, based on the chapters contained in their English learning material book.

e. Exercise

The researcher designed this section to test students' understanding after studying the vocabulary book.

1. The result of expert's validation

English Pictionary that has been made by the researcher is validated by three experts, including material experts, linguists, and design and layout experts. Therefore, the researcher obtained the results of the experts' recapitulation as follows.

a. Material Expert

Table 4.5 The Recapitulation of Material Expert

No.	Indicators	Average Score	Categories	Expertise Suggestion
A. Content				
1.	The scope of the content of the material in English Pictionary (English – Indonesian) is in accordance with needs of seventh grade students of SMPN 7 Palopo	4.00	Excellent	It can be utilized without revision
2.	Depth of vocabulary in <i>Pictorial Vocabular (English - Indonesian)</i> for seventh grade students of SMPN 7 Palopo.	4.00	Excellent	It can be utilized without revision
3.	The authenticity of vocabulary in English Pictionary (<i>English - Indonesian</i>) for seventh	3.00	Good	It can be utilized with a little bit of revision

	grade students of SMPN 7 Palopo is adequate.			
4.	The selection of illustration images can represent <i>vocabulary</i> .	3.00	Good	It can be utilized with a little bit of revision
B. Input				
5.	Vocabulary input in <i>English Pictionary (English - Indonesian)</i> helps improve the English skills of SMPN 7 Palopo students.	4.00	Excellent	It can be utilized without revision
6.	The vocabulary input in <i>English Pictionary (English - Indonesian)</i> is in accordance with the ability of the seventh grade students of SMPN 7 Palopo.	4.00	Excellent	It can be utilized without revision
7.	The vocabulary input in <i>English Pictionary (English - Indonesian)</i> is interesting.	3.00	Good	It can be utilized with a little bit of revision
8.	The vocabulary input in <i>English Pictionary (English - Indonesian)</i> is in accordance with the language ability of seventh grade students of SMPN 7 Palopo.	3.00	Good	It can be utilized with a little bit of revision
9.	The input <i>vocabulary</i> in <i>English Pictionary</i> includes the correct language structure.	3.00	Good	It can be utilized with a little bit of revision
10.	The choice of <i>vocabulary</i> is according to the characteristics of the student.	4.00	Excellent	It can be utilized without revision
11.	Vocabulary input in <i>English Pictionary (English - Indonesian)</i> can add insight to seventh grade students of	3.00	Good	It can be utilized with a little bit of revision

	SMPN 7 Palopo.			
12.	The choice of images in the <i>vocabulary</i> is in accordance with the seventh grade students of SMPN 7 Palopo.	3.00	Good	It can be utilized with a little bit of revision
Total		41.00		

In contrast, with the average score data (M), the validation of material experts is presented as follows:

$$M = \frac{B}{N} = \frac{41}{12} = 3,41$$

The researcher obtained an average score with an accumulation of 3.41, indicating that, the number with a little tweaking, it can be used. to several aspects such as the : (1) The vocabulary input in *English Pictionary (English - Indonesian)* is interesting. (2) The vocabulary input in *English Pictionary (English - Indonesian)* is in accordance with the language ability of seventh grade students of SMPN 7 Palopo. (3) The input *vocabulary* in *English Pictionary* includes the correct language structure. (4) Vocabulary input in *English Pictionary (English - Indonesian)* can add insight to seventh grade students of SMPN 7 Palopo. (5) The choice of images in the *vocabulary* is in accordance with the seventh grade students of SMPN 7 Palopo.

b. Language Expert

Table 4.6 The Recapitulation of Language Expert

No.	Indicators	Avarage Score	Categories	Expertise Suggestion
A. Language				
1.	<i>Vocabulary</i> used in English <i>Pictionary</i> (English - Indonesian) correctly.	4.00	Excellent	It can be utilized without revision
2.	<i>The vocabulary</i> presented in <i>English Pictionary</i> (English - Indonesian) is in accordance with the level of cognitive development of students.	4.00	Excellent	It can be utilized without revision
3.	<i>The vocabulary</i> presented is easy to understand.	4.00	Excellent	It can be utilized without revision
4.	The overall <i>vocabulary</i> is according to the ability student.	4.00	Excellent	It can be utilized without revision
Total		16.00		

In contrast to the data above, the average score (M) of language validation is presented as follows:

$$M = \frac{B}{N} = \frac{16}{4} = 4$$

The researcher obtained an average score with an accumulation of 4, indicating that the number it can be utilized without revision. So that the researcher can continue to made English Pictionary without revised the language.

c. Design and Layout Expert

Table 4.7 The Recapitulation of Design and Layout Expert

No.	Indicators	Average Score	Categories	Expertise Suggestion
A. Design and Layout				
1.	The choice of colors in English <i>Pictionary</i> (English - Indonesian) is interesting.	4,00	Excellent	It can be utilized without revision
2.	English <i>Pictionary</i> Cover (English - Indonesia) pull.	4.00	Excellent	It can be utilized without revision
3.	View of the contents of English <i>Pictionary</i> (English - Indonesian) clear.	4,00	Excellent	It can be utilized without revision
4.	Use of punctuation marks.	4,00	Excellent	It can be utilized without revision
5.	The arrangement of the material in English <i>Pictionary</i> (English - Indonesian) is systematic.	4,00	Excellent	It can be utilized without revision
6.	Source in English <i>Pictionary</i> clear.	3,00	Good	It can be utilized with a little bit of revision
7.	Space spacing is appropriate.	4,00	Excellent	It can be utilized without revision
Total		27,00		

In contrast to the data above, the average score (M) of design and layout validation is presented as follows:

$$M = \frac{B}{N} = \frac{27}{7} = 3,85$$

The average cumulative score that the researcher obtained from design and layout experts was 3.85. So it can be concluded that, the number it can be utilized with a little bit of revision to aspects such as the : (1) Source in *English Pictionary* clear.

In contrast to all the average data of experts, the average score (M) is presented as follows:

$$M = \frac{B}{N} = \frac{84}{23} = 3,65$$

In contrast to all the average data of experts, the average score (M) is presented as follows:

$$x = \frac{3,65}{4} \times 100\% = 91,25\%$$

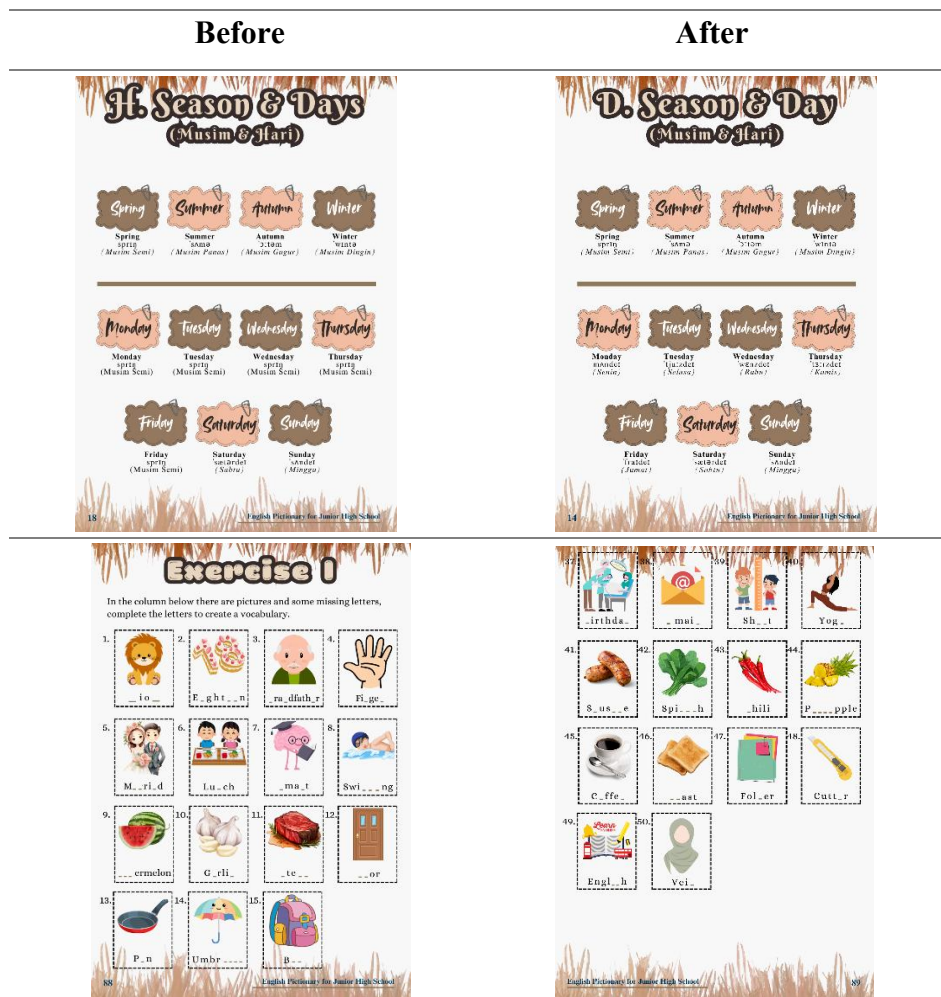
Based on the data above, the researcher got an average score of 3.65 while the percentage result of the average score was 91.25% which can be categorized as "Excellent". This score indicates that the product that the researcher designed can be used after little bit revision.

2. The revision draft of English Pictionary

After validating the experts, the researcher obtained several revisions given by the experts. The revision aims to improve this draft English Pictionary design. Furthermore, the corrections of the experts are presented as follows:

1) Material

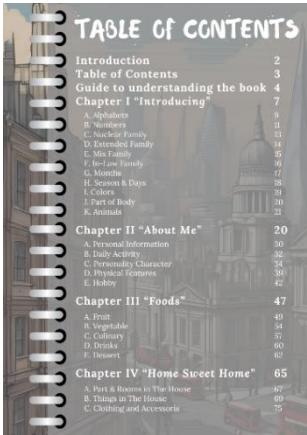
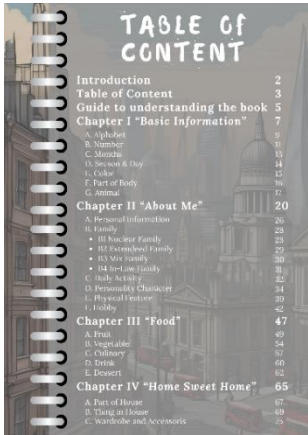
For material experts, English lecturer suggested adjusting every vocabulary contained in the English Pictionary to images, words, or even the way words are pronounced. She also suggested increasing the number of exercises available in English Pictionary.



2) Language

English lecturer as a language validator, advised researchers to remain consistent in the selection of appropriate words and elements, especially in the

table of content. There are some words using Plural sentences, and some other words using Singular sentences. So the language validator suggested that researchers use words in the form of singular so as not to confuse the readers.

Before	After
 TABLE OF CONTENTS Introduction 2 Table of Contents 3 Guide to understanding the book 4 Chapter I "Introducing" 7 A. Alphabets 9 B. Numbers 11 C. Nuclear Family 13 D. Extended Family 15 E. Mix Family 17 F. Not a Family 19 G. Months 21 H. Season & Days 23 I. Colors 25 J. Part of Body 27 K. Animals 29 Chapter II "About Me" 20 A. Personal Information 20 B. Daily Activity 22 C. Personality Character 24 D. Physical Features 26 E. Hobbies 28 Chapter III "Foods" 47 A. Fruit 49 B. Vegetable 51 C. Culinary 53 D. Drinks 55 E. Dessert 57 Chapter IV "Home Sweet Home" 65 A. Part & Rooms in The House 67 B. Things in The House 69 C. Clothing and Accessories 71	 TABLE OF CONTENT Introduction 2 Table of Content 3 Guide to understanding the book 4 Chapter I "Basic Information" 7 A. Alphabet 9 B. Number 11 C. Nucleus 13 D. Season & Day 15 E. Color 17 F. Part of Body 19 G. Animal 21 Chapter II "About Me" 20 A. Personal Information 20 B. Family 22 • B1 Nuclear Family 23 • B2 Extended Family 25 • B3 Mix Family 27 • B4 Not a Family 29 C. Daily Activity 31 D. Personality Character 33 E. Physical Feature 35 F. Hobby 37 Chapter III "Food" 47 A. Fruit 49 B. Vegetable 51 C. Culinary 53 D. Drink 55 E. Dessert 57 Chapter IV "Home Sweet Home" 65 A. Part of House 67 B. Thing in House 69 C. Wardrobe and Accessories 71

3) Design and Layout

As an expert in design and layout validators, English Lecturer said that the design products designed by the researcher were overall good and attractive to the students. However, there are some elements or product animations that need to be developed to make it even more interesting. In addition, the animation on the product must be adjusted by the researcher to the concept or theme that the researcher designs.



4. Disseminate

The researcher conducted a try out with students of SMPN 7 Palopo. At this stage, the researcher divides students into three groups to disseminate the product and to make it easier for researchers to explain the purpose and content of the English Pictionary. This activity was held on January 21, 2025, precisely in the classroom of SMPN 7 Palopo.

The researcher was conducted a brief interview with seventh-grade students of SMPN 7 Palopo using Indonesian. The researcher selected 5 students as representatives at the time of the interview. Here are some student responses to the English Pictionary book.

S1: *"By the time I saw this book I had fallen in love with it because when I opened and read it, the material in it was in accordance with the chapter of the subject I was studying".*

S2 : *"Kakk, The book is so beautiful, can I take it home, but why does it have to be brown, why not pink"*

S3 : *"The first impression is that the book is very interesting because it is full of many colors"*

S4 : *"Finally there is a vocabulary book to memorize a lot of vocabulary"*

S5 : *"The book is very useful for beginners like me, thank you very much"*

With this English Pictionary, students feel very helped, because in the previous English learning process, they were never focused on learning the vocabulary itself. So that when learning English, not a few of them find it difficult to understand the lessons. Therefore, the researcher concluded that the presence of English Pictionary makes students feel very happy and helpful in memorizing vocabulary and understanding the learning material contained in their books.

B. Discussion

Students in the seventh grade at SMPN 7 Palopo, desperately need books to support their vocabulary learning, but unfortunately the resources used by the school are only a small part accessible to students. The products that the researcher designed have been targeted for the English learning needs of students, especially in learning vocabulary. Many students have difficulty understanding or understanding English learning during the learning process because their vocabulary is limited.

This research replicates the 4D model (Define, Design, Develop, and Disseminate) in the design of making English Pictionary developed by Del

Lawhon²². The needs analysis's findings indicate that students want other learning resources that can support the English learning process of seventh grade students of SMPN 7 Palopo. After obtaining the findings of the student needs analysis, the researcher examined and elaborated the content of the English Pictionary which covered the topic of vocabulary material. Through the observation of English teachers, it is clear that there is a demand for student teaching materials that include vocabulary based on their lesson chapters. As a result, the researcher chose to create an English Pictionary that focuses on collecting vocabulary according to the chapters in the students' learning books.

The define stage leads to the design stage, the researcher determines the initial design and content of the English Pictionary such as content, colors, material content, and supporting content such as exercises. The English Pictionary has five chapters, including basic information, about me, food, home sweet home, and the last chapter is school. The vocabulary contained in each chapter is different according to the material contained in their study book.

In the development stage of the 4D process, researchers create modules based on planning from the design stage. Researchers used the Canva app to design this product. It takes about two more months for researchers to complete this stage. After the product is designed and developed, the researcher provides the product to experts such as material experts, languages, as well as design and layout. The total score

²² Lawhon Del. *"Instructional Development for Training Teacher of Exceptional Children : A Sourcebook."* Journal of School Psychology 14, no 1 (1976) .

received by the researcher from the experts was 91.25% and was included in the "Excellent" category with detailed calculations in table 4.5, table 4.6, and table 4.7.

The final stage of the 4D model is to disseminate. In order to present the final output to the students, the researcher gives them a questionnaire. After the English Pictionary is completed, the researcher can deduce the various benefits of the product that the researcher has created with similar products. Similar products that the researcher refers to are products in previous research such as: Fadila Huzaifa Husain "Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo"²³, Muh Haerul Julianto "Designing Pocketbook of English Vocabulary for Islamic Education Management Study Program of IAIN Palopo"²⁴, and Ikhlasul Hamzah "Designing Vocabulary Pocket Book for Nursing Student at SMKS Analyst Mandala Bhakti"²⁵. Meanwhile, the benefit of the product made by researchers with similar products is that English Pictionary can facilitate students' acquisition of some fundamental vocabulary contained in their books because their books are equipped with pictures that are examples of each vocabulary.

Another advantage of this book is that students can train themselves in analyzing pictures and relating them to the appropriate words in the exercise section.

²³ Fadila Huzaifah Husain, "Designing Picture Vocabulary Dictionary for Culinary Art Students at the Tenth Grade of SMKN 1 Palopo," 2022, 166, <https://repository.iainpalopo.ac.id/id/eprint/5065/>.

²⁴ Julianto Haerul Muh, "Designing Pocketbook of English Vocabulary for Islamic Education Management Study English Education Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo", 2022, 168, <https://repository.iainpalopo.ac.id/id/eprint/5840/>.

²⁵ Hamzah Ikhlasul, "Designing the Vocabulary Pocket Book for Nursing Students At Smks Analis Mandala Designing the Vocabulary Pocket Book For," 2022, 216, <https://repository.iainpalopo.ac.id/id/eprint/5100/>.

Throughout the educational process, educators also gain from the presence of this English Pictionary where teachers can reduce their anxiety about the provision of limited vocabulary during the learning process. So that teachers can be able to streamline their time in providing vocabulary and focus more on students' speaking and pronunciation skills through the English Pictionary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The goal of this study is to create an English vocabulary dictionary for SMPN 7 Palopo seventh graders. It contains vocabulary and images that is interesting and related to the learning materials in the school. In addition, English Pictionary contains five chapters and images that are attractive and easy for students to comprehend throughout the educational process. These activities are expected to increase students' interest in learning English. Product evaluations from experts resulted in an mean score that falls into the "Excellent" category with a percentage of 91.25%. The score shows that the product designed by the researcher can be utilized with a little bit revision.

Based on the results of students' perceptions of English Pictionary through questionnaires, some students have expressed their satisfaction with the book developed by the researcher. Considering that the book that the researcher designs according to the needs of students, both in terms of material and design, the researcher will still carry out further development, especially related to additional materials that can make students learn more vocabulary. In other words, researchers can conclude that this book is appropriate for third-grade students at SMPN 7 Palopo to utilize in their English studies.

B. SUGGESTION

The researcher wishes to offer recommendations to students, English teachers, and other researchers in light of the aforementioned result.

a. For the students

Students can enhance their comprehension of the English language by using English Pictionary. This English Pictionary contains students' learning vocabulary that suits their learning which allows students to improve their vocabulary mastery skills as well.

b. For the English Teacher

Especially for English subject teachers, it is hoped that teachers can use this English Pictionary as one of the teaching media to improve or increase students' insight into English vocabulary.

c. For the future Researcher

The next researcher is expected to be able to design a more complex and more perfect English Pictionary in order to help teachers and students in the progress of learning to learn.

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A P P E N D I C E S

APPENDIX 1
SURAT IZIN MENELITI DAN
SETELAH MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
 Telp/Fax : (0471) 326048, Email : dpmtspplp@palopokota.go.id, Website : <http://dpmtsp.palopokota.go.id>

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0684/IP/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: RARA ANGGRAINI SYAFITRI
Jenis Kelamin	: P
Alamat	: Perum. Permata Hijau No.19 Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 2002020059

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DESIGNING ENGLISH PICTONARY FOR SEVENTH GRADE STUDENTS OF SMPN 7 PALOPO

Lokasi Penelitian	: SMP NEGERI 7 PALOPO
Lamanya Penelitian	: 31 Juli 2024 s.d. 31 Oktober 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 31 Juli 2024



Ditandatangani secara elektronik oleh :
 Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
 Pangkat : Pembina IV/a
 NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)





PEMERINTAHAN KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 7 PALOPO
 Alamat : Jl. Andi Pangeran No.6 Kota Palopo



SURAT KETERANGAN PENELITIAN

Nomor : 400.3.5/040/SMPN.7//III/2025

Yang bertanda tangan dibawah ini :

Nama : WAGIRAN, S.Pd., M.Eng.
 NIP : 19670219 199103 1 005
 Jabatan : Kepala Sekolah
 Sekolah : SMP Negeri 7 Palopo

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : RARA ANGGRAINI SYAFITRI
 NIM : 2002 02 0059
 Program Studi : S1 Pendidikan Bahasa Inggris
 Jenis Kelamin : Perempuan
 Semester : IX (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan

Benar telah melaksanakan penelitian di SMP NEGERI 7 Palopo selama tiga (3) hari. Terhitung mulai tanggal 30 May 2024, 6 Agustus 2024, sampai dengan tanggal 21 Januari 2025 untuk memperoleh data dalam rangka penyusunan Karya Ilmiah (Skripsi) yang berjudul ***"DESIGNING ENGLISH PICTONARY FOR SEVENTH GRADE STUDENTS OF SMP NEGERI 7 PALOPO"***

Demikian surat keretangan ini kami berikan untuk dipergunakan sebagaimana mestinya

Palopo, 21 Januari 2025

Kepala Sekolah,

WAGIRAN, S.Pd., M.Eng.
 NIP. 19670219 199103 1 005

APPENDIX 2
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

Need Analysis Questionnaire

Designing English Pictionary for Seventh Grade Students of SMPN 7 Palopo

A. Data Response

Name : _____ Class : _____

Age : _____ Gender: _____

B. Charging Instructions

Mark (**x**) on the choice of questions that fit your current situation. Adapt to your needs and desires related to your mastery of English vocabulary.

1. Menurut Anda apa tingkat bahasa Inggris Anda saat ini?
 - a. Pemula (mampu memahami nama, kata, dan frasa dasar).
 - b. Dasar (mampu membaca teks pendek dan dapat menemukan informasi dalam materi bahasa Inggris).
 - c. Menengah (mampu memahami teks atau bacaan dalam bahasa Inggris yang sering ditemukan di buku atau bahkan topik lainnya).
 - d. Mahir (mampu memahami berbagai teks dalam bahasa Inggris yang lebih panjang dan fasih menggunakan bahasa tersebut).
2. Apa tujuan Anda belajar bahasa Inggris?
 - a. Sehingga saya bisa mengetahui kosakata dalam bahasa Inggris.
 - b. Untuk memudahkan saya memahami isi bacaan dalam buku.
 - c. Sehingga saya bisa berbicara dengan lancar dalam bahasa Inggris.
 - d. Sebagai kebutuhan pekerjaan di masa depan
 - e. Lainnya, sebutkan _____
3. Kesulitan apa yang Anda hadapi saat belajar bahasa Inggris di sekolah?
 - a. Saya kesulitan menafsirkan kata/kalimat
 - b. Saya mengalami kesulitan mengucapkan kata/kalimat
 - c. Saya tidak tertarik untuk belajar bahasa Inggris

- d. Saya tidak punya buku untuk belajar bahasa Inggris.
 - e. Lainnya, sebutkan
4. Media pengajaran seperti apa yang ingin Anda pelajari bahasa Inggris dengan mudah?
- a. Buku
 - b. Audio
 - c. Video
 - d. Kombinasi buku, audio, dan video
 - e. Lainnya, sebutkan
5. Aktivitas apakah yang anda sukai dalam pembelajaran Bahasa ?
- a. Catat materi pembelajaran
 - b. Menjawab pertanyaan
 - c. Tonton materi video
 - d. Bermain game dengan guru (kegiatan menyenangkan)
 - e. Lainnya, sebutkan
6. Media apa yang dapat mendukung pembelajaran bahasa Inggris yang Anda sukai?
- a. Video
 - b. Cerita pendek
 - c. Buku kosakata
 - d. Kartu
 - e. Lainnya, sebutkan
7. Bentuk tugas seperti apakah yang anda sukai apabila guru memberikan tugas? (Pilihan bisa lebih dari 1)
- a. Pilihan ganda dan essay
 - b. Latihan melengkapi kalimat (Completing Sentence)
 - c. Membuat percakapan dalam Bahasa Inggris (Make a dialog)
 - d. Meringkas (Summarize)
8. Dalam proses pembelajaran bahasa inggris, anda menyukai materi yang berbentuk?
- a. Video atau audio

- b. Teks bacaan
 - c. Materi yang diberikan guru dalam bentuk apapun
 - d. Menggunakan buku paket
 - e. Lainnya, sebutkan
9. Bagaimana proses belajar mengajar Bahasa Inggris yang anda sukai?
- a. Hanya mendengarkan penjelasan guru ketika menjelaskan materi
 - b. Menggunakan kreativitas dalam mengerjakan tugas
 - c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris
 - d. Berdiskusi dan aktif selama proses pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah
 - e. Lainnya, sebutkan
10. Saat mengerjakan tugas Bahasa Inggris, anda menyukai pembagian tugas secara?
- a. Individu (Perorangan)
 - b. Berpasangan dengan teman
 - c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
 - d. Membuat tugas belajar menjadi kelompok besar
 - e. Lainnya, sebutkan
11. Dalam pembelajaran Bahasa Inggris, anda menyukai apabila guru ?
- a. Melibatkan siswa dalam proses belajar mengajar (*Organizer*)
 - b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (*Prompter*)
 - c. Guru mencatat serta menilai hasil kerja siswa (*Assessor*)
 - d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (*Feedback provider*)
 - e. Lainnya, sebutkan
12. Dalam pemberian materi pembelajaran Bahasa Inggris, anda menyukai jika guru?
- a. Guru meminta siswa membaca teks dengan nyaring
 - b. Guru membenarkan pelafalan (Pronunciation) siswa pada saat membaca teks
 - c. Guru memberikan perhatian pada setiap siswa

- d. Guru menerjemahkan teks bacaan yang dibaca siswa
- e. Lainnya, sebutkan

APPENDIX 3

INSTRUMENT VALIDATION BY THE EXPERTS

LEMBAR VALIDASI ANALISIS KEBUTUHAN INSTRUMEN

A. Instruksi Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Tandai (✓) di kolom angka yang sesuai dengan peringkat yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak cocok
 - 2: Kurang fit
 - 3: Cukup cocok
 - 4: Cocok
 - 5: Sangat cocok
4. Anda diminta untuk memberikan saran untuk perbaikan di akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

Tidak	Deskripsi	Kelayakan			
I	Aspek Konten	1	2	3	4
a	Tujuan penelitian dinyatakan dengan jelas				
b	Tujuan kuesioner dinyatakan dengan jelas				
c	Petunjuk pengisian kuesioner mudah dipahami				
II	Aspek Ruang Lingkup (Konten)	1	2	3	4
a	Item kuesioner meliputi data terkait ruang lingkup konten materi yang memadai.				
b	Item kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				
III	Aspek Bahasa	1	2	3	4
a	Item kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				
b	Item kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				

c	Item kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemahiran bahasa responden.				
---	--	--	--	--	--

C. Komentar

.....

D. Saran

.....

E. Kesimpulan

Instrumen kuesioner ini (melingkari salah satu opsi)

1. Tidak dapat digunakan
2. Bermanfaat
3. Dapat digunakan dengan peningkatan berikut.

.....

Palopo,

Validator

Fadhliyah R. Muin, S.Pd.I., M.Pd.

NIDN. 2001018701

APPENDIX 4
THE RESULT OF THE
INSTRUMENT'S VALIDATION
BY EXPERTS

LEMBAR VALIDASI ANALISIS KEBUTUHAN INSTRUMEN

A. Instruksi Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Tandai (✓) di kolom angka yang sesuai dengan peringkat yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak cocok
 - 2: Kurang fit
 - 3: Cukup cocok
 - 4: Cocok
 - 5: Sangat cocok
4. Anda diminta untuk memberikan saran untuk perbaikan di akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

Tidak	Deskripsi	Kelayakan			
I	Aspek Konten	1	2	3	4
a	Tujuan penelitian dinyatakan dengan jelas				✓
b	Tujuan kuesioner dinyatakan dengan jelas			✓	
c	Petunjuk pengisian kuesioner mudah dipahami				✓
II	Aspek Ruang Lingkup (Konten)	1	2	3	4
a	Item kuesioner meliputi data terkait ruang lingkup konten materi yang memadai.				✓
b	Item kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.				✓
III	Aspek Bahasa	1	2	3	4
a	Item kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.				✓
b	Item kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.				✓
c	Item kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemahiran bahasa responden.			✓	

C. Komentari

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

E. Kesimpulan

Instrumen kuisioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
- ② Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....

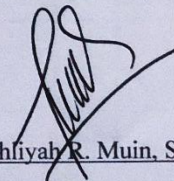
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.....

Palopo,
Penilai Kelayakan



Fadhliah R. Muin, S.Pd.I., M.Pd.
NIDN. 2001018701

APPENDIX 5
THE RESULT OF THE
QUESTIONNAIRE'S
INSTRUMENT OF NEED
ANALYSIS

Need Analysis Questionnaire

Designing English Pictionary for Seventh Grade Students of SMPN 7 Palopo

A. Respons Data

Nama : *FIRA*

Kelas : *VIB*

Umur : *13*

Jenis kelamin : *Laki*

B. Instruksi Pengisian

Beri tanda (*x*) pada pilihan pertanyaan yang sesuai dengan situasi Anda saat ini.
Beradaptasi dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Inggris Anda.

1. Menurut Anda apa tingkat bahasa Inggris Anda saat ini?
 - a. Beginner (mampu memahami nama, kata, dan frasa dasar).
 - b. Elementary (mampu membaca teks yang pendek dan dapat menemukan informasi dalam materi Bahasa Inggris).
 - ☒ c. Intermediate (mampu memahami teks atau bacaan dalam Bahasa Inggris yang sering ditemukan baik pada buku atau bahkan topik lainnya).
 - d. Advance (mampu memahami berbagai teks dalam Bahasa Inggris yang lebih Panjang dan fasih dalam menggunakan Bahasa tersebut).
2. Apa tujuan Anda belajar bahasa Inggris?
 - a. Agar saya dapat mengetahui kosakata dalam Bahasa Inggris.
 - b. Agar memudahkan saya dalam memahami isi bacaan pada buku.
 - ☒ c. Agar saya dapat fasih berbicara menggunakan Bahasa Inggris.
 - d. Sebagai kebutuhan pekerjaan di masa depan
 - e. Lainnya, sebutkan
3. Kesulitan apa yang Anda hadapi saat belajar bahasa Inggris di sekolah?
 - ☒ a. Saya kesulitan untuk mengartikan suatu kata/kalimat
 - b. Saya kesulitan dalam mengucapkan kata/kalimat
 - c. Saya tidak tertarik dalam belajar Bahasa Inggris
 - d. Saya tidak memiliki buku untuk mempelajari Bahasa Inggris.
 - e. Lainnya, sebutkan
4. Media ajar yang seperti apakah yang anda inginkan untuk mempelajari Bahasa Inggris dengan mudah?

☒ Buku

- b. Audio
 - c. Video
 - d. Kombinasi buku, audio, dan video
 - e. Lainnya, sebutkan
5. Aktivitas apakah yang anda sukai dalam pembelajaran Bahasa ?
- ☒ a. Catat materi pembelajaran
 - b. Menjawab pertanyaan
 - c. Tonton materi video
 - d. Bermain game dengan guru (kegiatan menyenangkan)
 - e. Lainnya, sebutkan
6. Media apa yang dapat mendukung pembelajaran bahasa Inggris yang Anda sukai?
- a. Video
 - b. Cerita pendek
 - ☒ c. Buku kosakata
 - d. Kartu
 - e. Lainnya, sebutkan
7. Bentuk tugas seperti apakah yang anda sukai apabila guru memberikan tugas? (Pilihan bisa lebih dari 1)
- a. Pilihan ganda dan essay
 - b. Latihan melengkapi kalimat (Completing Sentence)
 - ☒ c. Membuat percakapan dalam Bahasa Inggris (Make a dialog)
 - d. Meringkas (Summarize)
8. Dalam proses pembelajaran bahasa Inggris, anda menyukai materi yang berbentuk?
- ☒ a. Video atau audio
 - b. Teks bacaan
 - c. Materi yang diberikan guru dalam bentuk apapun
 - d. Menggunakan buku paket
 - e. Lainnya, sebutkan
9. Bagaimana proses belajar mengajar Bahasa Inggris yang anda sukai?
- ☒ a. Hanya mendengarkan penjelasan guru ketika menjelaskan materi
 - b. Menggunakan kreativitas dalam mengerjakan tugas
 - c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris
 - d. Berdiskusi dan aktif selama proses pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah

10. Saat mengerjakan tugas Bahasa Inggris, anda menyukai pembagian tugas secara?
 - a. Individu (Perorangan)
 - ☒ b. Berpasangan dengan teman
 - c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
 - d. Membuat tugas belajar menjadi kelompok besar
 - e. Lainnya, sebutkan
11. Dalam pembelajaran Bahasa Inggris, anda menyukai apabila guru ?
 - a. Melibatkan siswa dalam proses belajar mengajar (*Organizer*)
 - ☒ b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (*Prompter*)
 - c. Guru mencatat serta menilai hasil kerja siswa (*Assessor*)
 - d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (*Feedback provider*)
 - e. Lainnya, sebutkan
12. Dalam pemberian materi pembelajaran Bahasa Inggris, anda menyukai jika guru?
 - a. Guru meminta siswa membaca teks dengan nyaring
 - b. Guru membenarkan pelafalan (Pronunciation) siswa pada saat membaca teks
 - ☒ c. Guru memberikan perhatian pada setiap siswa
 - d. Guru menerjemahkan teks bacaan yang dibaca siswa
 - e. Lainnya, sebutkan

Need Analysis Questionnaire

Designing English Pictionary for Seventh Grade Students of SMPN 7 Palopo

A. Respons Data

Nama : *Stumsi ngn R*

Kelas : *VII B*

Umur : *12*

Jenis kelamin : *perempuan*

B. Instruksi Pengisian

Beri tanda (x) pada pilihan pertanyaan yang sesuai dengan situasi Anda saat ini.
Beradaptasi dengan kebutuhan dan keinginan Anda terkait dengan penguasaan kosakata Inggris Anda.

1. Menurut Anda apa tingkat bahasa Inggris Anda saat ini?
 - ☒ a. Beginner (mampu memahami nama, kata, dan frasa dasar).
 - b. Elementary (mampu membaca teks yang pendek dan dapat menemukan informasi dalam materi Bahasa Inggris).
 - c. Intermediate (mampu memahami teks atau bacaan dalam Bahasa Inggris yang sering ditemukan baik pada buku atau bahkan topik lainnya).
 - d. Advance (mampu memahami berbagai teks dalam Bahasa Inggris yang lebih Panjang dan fasih dalam menggunakan Bahasa tersebut).
2. Apa tujuan Anda belajar bahasa Inggris?
 - a. Agar saya dapat mengetahui kosakata dalam Bahasa Inggris.
 - b. Agar memudahkan saya dalam memahami isi bacaan pada buku.
 - c. Agar saya dapat fasih berbicara menggunakan Bahasa Inggris.
 - ☒ d. Sebagai kebutuhan pekerjaan di masa depan
 - e. Lainnya, sebutkan
3. Kesulitan apa yang Anda hadapi saat belajar bahasa Inggris di sekolah?
 - a. Saya kesulitan untuk mengartikan suatu kata/kalimat
 - ☒ b. Saya kesulitan dalam mengucapkan kata/kalimat
 - c. Saya tidak tertarik dalam belajar Bahasa Inggris
 - d. Saya tidak memiliki buku untuk mempelajari Bahasa Inggris.
 - e. Lainnya, sebutkan
4. Media ajar yang seperti apakah yang anda inginkan untuk mempelajari Bahasa Inggris dengan mudah?
 - ☒ a. Buku

10. Saat mengerjakan tugas Bahasa Inggris, anda menyukai pembagian tugas secara?
 - a. Individu (Perorangan)
 - b. Berpasangan dengan teman
 - c. Membentuk kelompok kecil yang terdiri dari 3-4 orang
 - ☒ d. Membuat tugas belajar menjadi kelompok besar
 - e. Lainnya, sebutkan
11. Dalam pembelajaran Bahasa Inggris, anda menyukai apabila guru ?
 - a. Melibatkan siswa dalam proses belajar mengajar (*Organizer*)
 - b. Guru hendaknya mendorong siswa dalam meningkatkan pemahaman siswa (*Prompter*)
 - c. Guru mencatat serta menilai hasil kerja siswa (*Assessor*)
 - ☒ d. Guru hendaknya memberi tanggapan balik terhadap skill siswa (*Feedback provider*)
 - e. Lainnya, sebutkan
12. Dalam pemberian materi pembelajaran Bahasa Inggris, anda menyukai jika guru?
 - a. Guru meminta siswa membaca teks dengan nyaring
 - ☒ b. Guru membenarkan pelafalan (Pronunciation) siswa pada saat membaca teks
 - c. Guru memberikan perhatian pada setiap siswa
 - d. Guru menerjemahkan teks bacaan yang dibaca siswa
 - e. Lainnya, sebutkan

- b. Audio
 - c. Video
 - d. Kombinasi buku, audio, dan video
 - e. Lainnya, sebutkan
5. Aktivitas apakah yang anda sukai dalam pembelajaran Bahasa ?
- a. Catat materi pembelajaran
 - ☒ Menjawab pertanyaan
 - c. Tonton materi video
 - d. Bermain game dengan guru (kegiatan menyenangkan)
 - e. Lainnya, sebutkan
6. Media apa yang dapat mendukung pembelajaran bahasa Inggris yang Anda sukai?
- a. Video
 - ☒ Cerita pendek
 - c. Buku kosakata
 - d. Kartu
 - e. Lainnya, sebutkan
7. Bentuk tugas seperti apakah yang anda sukai apabila guru memberikan tugas? (Pilihan bisa lebih dari 1)
- ☒ Pilihan ganda dan essay
 - b. Latihan melengkapi kalimat (Completing Sentence)
 - c. Membuat percakapan dalam Bahasa Inggris (Make a dialog)
 - d. Meringkas (Summarize)
8. Dalam proses pembelajaran bahasa inggris, anda menyukai materi yang berbentuk?
- a. Video atau audio
 - ☒ Teks bacaan
 - c. Materi yang diberikan guru dalam bentuk apapun
 - d. Menggunakan buku paket
 - e. Lainnya, sebutkan
9. Bagaimana proses belajar mengajar Bahasa inggris yang anda sukai?
- ☒ Hanya mendengarkan penjelasan guru ketika menjelaskan materi
 - b. Menggunakan kreativitas dalam mengerjakan tugas
 - c. Menggunakan metode game untuk memudahkan memahami materi Bahasa Inggris
 - d. Berdiskusi dan aktif selama proses pembelajaran berlangsung untuk mengerjakan tugas dan memecahkan masalah

APPENDIX 6
THE EXPERTS' EVALUATION
QUESTIONNAIRE OF THE
PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama :
 Umur :
 Jenis Kelamin :
 Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Baik
 3 : Baik
 2 : Kurang Baik
 1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. Bahasa					
1.	Cakupan isi materi dalam <i>English Pictionary (English - Indonesian)</i> sesuai dengan kebutuhan siswa kelas tujuh SMPN 7 Palopo.				
2.	Kedalaman <i>vocabulary</i> dalam <i>Pictorial Vocabular (English - Indonesian)</i> untuk siswa kelas tujuh SMPN 7 Palopo.				
3.	Keaslian <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> untuk siswa kelas tujuh SMPN 7 Palopo memadai.				
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .				

Rangkuman Kumulatif :					
B. Input					
5.	Input <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 7 Palopo.				
6.	Input <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> sesuai dengan kemampuan siswa kelas tujuh SMPN 7 Palopo.				
7.	Input <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> menarik.				
8.	Input <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> sesuai dengan kemampuan berbahasa siswa kelas tujuh SMPN 7 Palopo.				
9.	Input <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> mencakup struktur bahasa yang benar.				
10.	Pilihan <i>vocabulary</i> sesuai dengan karakteristik siswa.				
11.	Input <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> dapat menambah wawasan siswa kelas tujuh SMPN 7 Palopo.				
12.	Pilihan gambar pada <i>vocabulary</i> sesuai dengan siswa kelas tujuh SMPN 7 Palopo.				
Rangkuman Kumulatif :					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Pictionary (English – Indonesia)* yang dikembangkan :

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak Layak

Palopo, 2024

Penilai Kelayakan

.....

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama :

Umur :

Jenis Kelamin :

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

4 : Sangat Baik

3 : Baik

2 : Kurang Baik

1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. Bahasa					
1.	<i>Vocabulary</i> yang digunakan dalam <i>English Pictionary (English - Indonesian)</i> dengan benar.				
2.	<i>Vocabulary</i> yang disajikan <i>English Pictionary (English - Indonesian)</i> sesuai dengan tingkatan perkembangan kognitif siswa.				
3.	<i>Vocabulary</i> yang disajikan mudah dipahami.				
4.	Keseluruhan <i>vocabulary</i> sesuai dengan kemampuan siswa.				

Rangkuman Kumulatif :**C. Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap *English Pictionary (English – Indonesia)* yang dikembangkan :

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak Layak

Palopo, 2024

Penilai Kelayakan

.....

KUESIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

A. Data Responden

Nama : _____

Umur : _____

Jenis Kelamin : _____

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Baik
- 3 : Baik
- 2 : Kurang Baik
- 1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. Bahasa					
1.	Ketepatan tata letak tampilan sampul <i>English Pictionary (English - Indonesian)</i> menarik.				
2.	Kualitas tampilan isi <i>English Pictionary (English - Indonesian)</i> jelas.				
3.	Ketepatan pemilihan warna desain tampilan.				
4.	Penggunaan tanda baca tepat.				
5.	Kualitas tampilan gambar pada <i>English Pictionary (English - Indonesian)</i> jelas.				
6.	Kesesuaian background pada <i>English Pictionary (English - Indonesian)</i> dengan teks bacaan memadai				
7.	Jarak spasi sesuai.				

Rangkuman Kumulatif :**C. Kesimpulan**

Secara umum, pendapat Bapak/Ibu terhadap *English Pictionary (English – Indonesia)* yang dikembangkan :

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak Layak

Palopo, 2024

Penilai Kelayakan

.....

APPENDIX 7
THE RESULT OF THE
EXPERTS' EVALUATION
QUESTIONNAIRE OF THE
PRODUCT

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Yuyun Ruziyat Said., M.Pd
 Umur :
 Jenis Kelamin : Perempuan
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ $\geq$ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Baik
 3 : Baik
 2 : Kurang Baik
 1 : Tidak Baik

No.	Pernyataan	1	2	3	4
A. Bahasa					
1.	Cakupan isi materi dalam <i>English Pictionary (English - Indonesian)</i> sesuai dengan kebutuhan siswa kelas tujuh SMPN 7 Palopo.				✓
2.	Kedalaman <i>vocabulary</i> dalam <i>Pictorial Vocabular (English - Indonesian)</i> untuk siswa kelas tujuh SMPN 7 Palopo.				✓
3.	Keaslian <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> untuk siswa kelas tujuh SMPN 7 Palopo memadai.			✓	
4.	Pemilihan gambar ilustrasi dapat merepresentasikan <i>vocabulary</i> .			✓	
Rangkuman Kumulatif : -ada part yang tertulis tanpa pronunciation (days) padahal pada nalamannya petunjuk ada cara penyebutan					
B. Input					
5.	Input <i>vocabulary</i> dalam <i>English Pictionary (English - Indonesian)</i> membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 7 Palopo.				✓

6.	Input vocabulary dalam <i>English Pictionary (English - Indonesian)</i> sesuai dengan kemampuan siswa kelas tujuh SMPN 7 Palopo.				✓
7.	Input vocabulary dalam <i>English Pictionary (English - Indonesian)</i> menarik.			✓	
8.	Input vocabulary dalam <i>English Pictionary (English - Indonesian)</i> sesuai dengan kemampuan berbahasa siswa kelas tujuh SMPN 7 Palopo.			✓	
9.	Input vocabulary dalam <i>English Pictionary (English - Indonesian)</i> mencakup struktur bahasa yang benar.			✓	
10.	Pilihan vocabulary sesuai dengan karakteristik siswa.				✓
11.	Input vocabulary dalam <i>English Pictionary (English - Indonesian)</i> dapat menambah wawasan siswa kelas tujuh SMPN 7 Palopo.			✓	
12.	Pilihan gambar pada vocabulary sesuai dengan siswa kelas tujuh SMPN 7 Palopo.			✓	
Rangkuman Kumulatif : - Perhatikan penulisan huruf kapital pada cover belakang buku - Exercise perlu diperbanyak					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Pictionary (English – Indonesia)* yang dikembangkan :

- Layak
- ☒ Layak dengan perbaikan
- Tidak Layak

Palopo, 20 Desember 2024

Penilai Kelayakan

Yuyun Rullyat

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dewi Ismayanti, S.S., M. Hum.
 Umur : 37 Tahun
 Jenis Kelamin : Perempuan
 Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ $\geq$ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Baik
 3 : Baik
 2 : Kurang Baik
 1 : Tidak Baik

No.	Pernyataan	4	3	2	1
Secara keseluruhan aspek Bahasa pada buku Vocab sudah sangat baik					
A. Bahasa					
1.	Vocabulary yang digunakan dalam <i>English Pictionary</i> (English - Indonesian) dengan benar.	✓			
2.	Vocabulary yang disajikan <i>English Pictionary</i> (English - Indonesian) sesuai dengan tingkatan perkembangan kognitif siswa.	✓			
3.	Vocabulary yang disajikan mudah dipahami.	✓			
4.	Keseluruhan vocabulary sesuai dengan kemampuan siswa.	✓			
Rangkuman Kumulatif :					

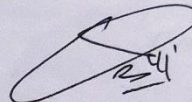
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Pictionary (English – Indonesia)* yang dikembangkan :

- ☒ a. Layak
- b. Layak dengan perbaikan
- c. Tidak Layak

Palopo, 07 Januari 2025

Penilai Kelayakan


Desi Ismayanti, S.S., M.Hum.

KUESIONER EVALUASI UNTUK AHLI *DESIGN* DAN *LAYOUT*

A. Data Responden

Nama : Fadhlidjah Rahmah MUM, S.Pd.1, M.Pd.
 Umur :
 Jenis Kelamin :
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ $\geq$ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 4 : Sangat Baik
 3 : Baik
 2 : Kurang Baik
 1 : Tidak Baik

No.	Pernyataan	4	3	2	1
A. Bahasa					
1.	Ketepatan tata letak tampilan sampul <i>English Pictionary</i> (<i>English - Indonesian</i>) menarik.	✓			
2.	Kualitas tampilan isi <i>English Pictionary</i> (<i>English - Indonesian</i>) jelas.	✓			
3.	Ketepatan pemilihan warna desain tampilan.	✓			
4.	Penggunaan tanda baca tepat.	✓			
5.	Kualitas tampilan gambar pada <i>English Pictionary</i> (<i>English - Indonesian</i>) jelas.	✓			
6.	Kesesuaian background pada <i>English Pictionary</i> (<i>English - Indonesian</i>) dengan teks bacaan memadai		✓		
7.	Jarak spasi sesuai.	✓			
Rangkuman Kumulatif : Sajian materi menarik dan telah direvisi berdasarkan masukan & saran oleh validator. Pemilihan warna dan elemen sesuai dengan tema & topik					

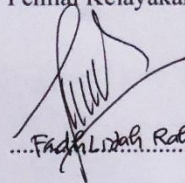
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Pictionary (English – Indonesia)* yang dikembangkan :

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak Layak

Palopo, 07 Januari 2025

Penilai Kelayakan


....Fadhlilah Rahmah Moin....