DEVELOPING TEACHING MEDIA OF QUIET BOOK FOR TEACHING VOCABULARY FOR EIGHT YEAR STUDENT AT SMPN 1 PALOPO

IAIN PALOPO

Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

COMPOSED BY,

SUPRIADI UKKAS

REG. NUM: 14.16.3.0140

ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2017/2018

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Supervised by,

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ENGLISH STUDY PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN) PALOPO
2017/2018

EXAMINER APPROVAL

Thesis Entiteld   :   **DEVELOPING TEACHING MEDIA OF QUIET BOOK FOR TEACHING VOCABULARY FOR EIGHT YEAR STUDENT AT SMPN 1 PALOPO**

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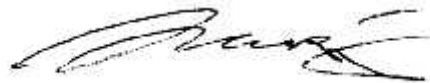Has been corrected and approved to be examined.

Palopo, January 31st 2019

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NOTA DINAS PEMBIMBING

Lampiran : -   Palopo,31 Januari 2019

Hal   : Skripsi

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di-
    Tempat

Assalamu 'Alaikum Wr.Wb.

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اله و صحبه أجمعين أما بعد

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Palopo, January 31st 2019

The Researcher

Supriadi Ukkas

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ABSTRACT

SUPRIADI UKKAS, 2019.*Developing Teaching Media of Quiet Book For Teaching Vocabulary For Eight Year Student at SMPN 1 Palopo*. **Thesis English Study Program Tarbiyah and Teacher Training Faculty of state Islamic institute of Palopo. Supervised by: (1) Dr. Hilal Mahmud, M.M and Amir Faqihuddin Assafari, S.Ag., M.Pd.I**

Key words   : *Teaching media, vocabulary*

The problem statement of this research as following: how is the appropriate teaching media that can be used for teaching vocabulary for eight year student at SMPN 1 Palopo?. The objective of this research is going to develop teaching media of quiet book for teaching vocabulary for eight year student at SMPN 1 Palopo.

This research used research and development method, and development model of 4-D model. The sample of this research is the eight year student of SMPN 1 Palopo. Student of VIII A as the sample. The population of this research is 125 students. The instrument of this research are interview sheets, questionnaires of need analysis, and expert judgement. The data from interviews analyzed by using qualitative, the data from questionnaires of need analysis analyzed by using likert scale and quantitative descriptive.

The result of this research is a teaching media named quiet book. It is made from fabric and it is a colorful teaching media, the theme of the teaching media is 'house'. It is consists of five pages and every pages describe every room in house in the form of picture. The teaching media that the researcher have developed can be used to teach vocabulary for eighth year student in SMPN 1 Palopo and suitable with the level of eight year student based on the curriculum and syllabi that applied in SMPN 1 Palopo. The teaching media of quiet book developed by the researcher is already qualified to be applied in the class because it is proven from the data of questionnaire of need analysis and expert validation. Based on the expert validation, this teaching media already covered basic method in teaching vocabulary. This teaching media of quiet book not only be used to teach vocabulary but it is also can be integrated with other skills such as speaking, reading, writing, etc.

CHAPTER I

INTRODUCTION

A. Background

Language has important role in human life, since it is a tool which human use to interact with other people. Therefore, mastering several foreign languages is considerably necessary, especially English. Status of English as universe language has made people in the world to mastery English.

Considering the fact above, Indonesian government puts English as one of compulsory subject that should be mastered by the students. There are four major skills in learning language, they are listening, reading, speaking, and writing. There are also others aspects of language such as vocabulary. Vocabulary plays an important role in language learning. We cannot have a good speaking without vocabulary. It is the basic element of English subject. We will not have skill in English without master in English vocabulary. It also plays an important role in four skills of English. In order to communicate properly with the people especially with native speaker, we need to have adequate vocabulary.

Without grammar, there is nothing can be conveyed, without vocabulary nothing at all can be conveyed[1]. Language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh[2]. Obviously, the role of vocabulary is very crusial where students will not be able to

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[1]Wilkins, *Linguistics in Language Teaching,* (London: Edward Arnold, 2010), p. 111.
[2]Harmer, *The Practice of English Language Teaching*, (London: Longman, 2011), p. 153.

communicate and master English if they do no prossess plently number of vocabulary.

It is widely believed that limited knowladge of English vocabulary may affect the school performance of English language learners in at least four ways: the development of maintenance of social relationship with other students, participant in academic learning routines, comprehension as a part of reading instruction, nd comprehension as a part of content area instruction. Each of these areas offers not only challanges, but also opportunities for vocabulary learning.

By increasing vocabulary, the ability to communicate and to convey our social need can be established. If learners have vocabulary, they will able to speak fluently, and they can understand the content of the text easily.Based on the result of observtion at SMPN 1 Palopo, the research find that the English ability of students is still low because of the lack of vocabulary. It caused by the teaching method that used by teacher is still monotoniously.

To increase students' vocabulary, teacher has to use appropriate technique, both directly and indirectly. Direct ways such as: showing pictures, using flash cards, semantic mapping and other teaching media. While indirect ways can be done by means of reading text and summarizing it[3].In this study, the researcher decide to use English teaching media quiet book to increase students' vocabulary. By using this media, the students can study independently.

Based on the researcher's experiences in teaching, one of the mayor problems faced by students in learning English is lack of vocabulary. They don't have enough

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[3]Harmer, *The Practice of English Language Teaching*, (London: Longman, 2011), p. 153.

vocabulary, so they feel so much difficult in order to find the meaning of words, sentences, and paragraphs.

Based on the explanation above, the writer interests to conduct a research how to designing quiet book for teach vocabulary. The title is "Developing Teaching Media of Quiet Book for Teaching Vocabulary for EightYear Student at SMPN 1 Palopo".

B. Problem Statement

Based on the result of the interview with the students in SMPN 1 Palopo, they don't have teaching media that can be used to help them learning English easier. By using this teaching media, the students should be able to increase their vocabulary mastery. This media can also be integrated to the other skills such as, speaking, writing, reading etc.

Based on the explanation above, the researcher fomulated research questions as follows: How is the appropriate teaching media that can be used for teaching vocabulary for eight year student at SMP 1 Palopo?

C. Objective of The Research

Based on the problem happened in mastery vocabulary that faced by the eight year student at SMPN 1 Palopo, the researcheris going to developteaching media of quiet book for teaching vocabulary for eight year student at SMPN 1 Palopo.

D. Scope of The Research

In this research, the researcher is going to develop a teaching media of quiet book for teaching vocabulary for eight year student at SMPN 1 Palopo. The material on teaching media based on the curriculum and syllabi that used in SMPN 1 Palopo. The researcher will use 4-D model and it is until the teaching media is produce, validity and without try out.

The result of this research is an internal use of SMPN 1 Palopo specially for eight year student, because the content of the teaching media is according to the curriculum that is applied in SMPN 1 Palopo.But the researcher believes that the product is able to use in all of schools in the same level.

E. Significance of The Research

The findings of this research would be useful for: 1) Researcher will be able to make a teaching media of quiet book that can be used to teach vocabulary for eight year student at SMPN 1 Palopo. 2) By using this teaching media of quiet book, the teacher will be able to have a reference to teach English in their classroom so that the learning and teaching proccess will be effective and meaningful for their student. 3) Students will be able to have a lerning media that can help them to increase their vocabulary mastery.

F. Defenition of Terms

Developing: developing mean here is that the researcher tries to create some new elements in teaching media of quiet book that can be used to teaching vocabulary.

Teaching media: teaching media refers to any tools that can help teacher to deliver the material of the subject easily.

Developing teaching media: is to make some new elements in teaching media that can help teacher to easily deliver the material of the subject.

Teaching media of Quiet book: quiet book is a kind of book made from fabric pages containing quiet activities in the form of picture.

Vocabulary: Vocabulary is a stock of words known or used by a particular person to communicate with other people

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some researches that relevant with this research, those are:

1. Nur Azizah in her thesis under the title: *Developing Teaching Media of Picture Book on Indonesian Subject of Class III MI Darussalam Tajinan Malang*[4].This research is aimed to develop a product in the form of instructional media on Indonesian Subjects of class III MI Darussalam Tajinan Malang. In this research she used educational research to the type of the research of Research and Development (RnD) by using two types of data, namely quantitative data and qualitative data.The result of the development of instructional media of picture book is that there were significant differences in the level of student's motivation before and after using the picture media book.

   There is a similarity between her thesis and this research. Nur Azizah found that the teaching media of picture book could improve student's motivation and that's very important in order to create an effective teaching and learning process.

2. Isnawati Dwi Utami, in her thesis under the title; *Development of Busy About Family Rules for The Third Grade of SD NegeriPanggangSedayu,*

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[4]NurAzizah, *Developing Teaching Media of Picture Book on Indonesian Subject of Class III MI Darussalam Tajinan Malang,* (Universitas Islam NegeriMaulana Malik Ibrahim Malang, 2016).

Bantul[5].The research aims to developing busy book media about family rules which is suitable to use in third grad of SD Negeri Panggang Sedayu, Bantul. This research used a method of research and development (R&D). The result of this research is that busy book media about family rules is suitable for learning process in third grade of elementary school.

3. Azrah Aulia in her journal under the title; *Implementation of Busy Book to Improve Reading Skill for Early Childhood in PAUD Budi Luhur Padang*[6]. The purpose of this paper is to describe the stages of designing and utilizing "Busy Book" in accelerating the beginning reading skill for early childhood children at PAUD Budi Luhur Padang. This paper was written by using descriptive qualitative method. The result of this paper is the utilization of busy book at PAUD Budi Luhur Padang could be categorized as good. There was the desire of students to hold the book, to ask to get the book read, to mention the name of the picture. When the students read the picture on every page of the book and told the self-made pictures could be categorized as fairly good for early childhood children in the beginning. There is a similarity of her journal with this research, she found that the busy book can improve student's reading skill which is reading skill has relation with vocabulary mastery.

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[5]IsnawatiDwiUtami, *Development of Busy About Family Rules for The Third Grade of SD NegeriPanggangSedayu, Bantul,* (UniversitasNegeri Yogyakarta, 2018).
[6]Azrah Aulia in her journal under the title; *Implementation of Busy Book to Improve Reading Skill for Early Childhood in PAUD Budi Luhur Padang,* (UniversitasNegeri Padang, 2017)

B. Literature review

1. Teaching Media

a.   Definition of Teaching Media

Teaching media is a tool that can deliver an instructional purpose of massages or information in teaching and learning process. Media means of expressing message and information.[7]

In addition, teaching media is plural form of *medium*, from Latin word *Medius* means "*middle*". In Bahasa, *medium* means "*between* or *interval*". The meaning of media related to something that delivers information (massage) from one to another[8].

Based on the definition above, it can be concluded that the teaching media is all aids/tools which may be used by teacher and learner to attain certain education objectives. Media relates to technique, method in teaching and learning process.

b.   The Function of Teaching Media

The function of teaching media in teaching and learning process as follows:

a.   The using of media in teaching learning process is not addition function but has own function as an aid to express effective teaching learning situation.

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[7]Anderson, *A Taxonomy for Learning, Teaching, and Assessing.* (Longman, New York, 2007). p. 4

[8]Tiowiby, *Teaching Media According to Experts*.http://blogspot.com/2013.html.

b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher

c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher[9].

In addition, teaching media function based on AriefSadimanare:

a. Auxiliary tool to create effective learning situation.

b. Integral part of all learning situation.

c. To concrete the abstract concept, so, can decrease verbal comprehension.

d. To build up students' motivation to learn.

There is similarities between Sudjana and Mulyani. Both of them stated that the using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher. But there is also different between their opinion. According to Mulyani, teaching media is an auxiliary tool to create effective learning situation. While Sudjana stated that the using of teaching media in learning process is not addition function, but it has own function as an aid to express effective learning situation[10].

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[9]Sudjana, *Teaching Media, 2002* PT. Tarsito. Bandung
[10]AriefSadiman, 2000,*Educational Teaching Media, meaning and utilizations,* Jakarta Rajawali Press.

c. **Kinds of Teaching Media**

According to Rosita Primasari, media are classified into seven categories such as:

a. Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.

b. Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.

c. Three-Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.

d. Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.

e. Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.

f. Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.

g. Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing[11].

Based on Razak RA teaching media can be grouped as follows:

a. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

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[11]Rosita Primasari, 2014, artikel-*Implementation of Teaching Media in Madrasah Aliah South Jakarta.*

b. Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.

c. Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, microfilmetc.

There is different opinion between Mahajan and Sahid. Mahajan classified teaching media into more specific categories, such as graphic media, display media,three dimension media, projected media, activity media, audio media, and video media. But Sahid groups teaching media into general parts, like visual media, audio media, and projected media.

2. Vocabulary

   a. Definition of vocabulary

Some definitions of vocabulary from some experts are presented below.

a. Vocabulary comes from the Medieval Latin, *vocabularius,* then transferred into English means list, arranged alphabetically definitions, of the (principal) words used in a language or usually in particular book or branches of science, etc. or by a particular author[12].

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[12]Fowler, *Measuring Receptive Vocabulary Size*, (Utrecht: LOT, 2012), page, 143.

b. Vocabulary as a content and function word of a language, which is learned thoroughly so that they become a part of the child's understanding, speaking, and later reading and writing[13].

c. Vocabulary is book containing a list of words list of words used in a book, etc. use with the definition or translation[14].

d. Vocabulary is the vital organ and the flesh to the language. It is the thing that the language activity can hardly do without vocabulary[15].

Other definitions of vocabulary are stated in the following dictionaries.

a. Vocabulary as all the words that the person knows or uses; all the words in particular language.; the words that people use when they are talkingabout particular subject[16].

b. Vocabulary as (a) all the words known and used by a particular person, and (b) all the words which is exist in a particular language or subject[17].

c. Vocabulary as (1) alphabetical list of words with definitions or translation, as in grammar and or reader in a foreign language; (2) the range of language of a particular author, group, discipline, book, etc.; the summarize of words known or habitually used by an individual; (3) the summarize oraggregate of words composing a language (4) set

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[13]Good and CV, *Dictionary of Education,* (New York: McGraw Hill Book Company, 2008), page, 624

[14]*Oxford Advanced Learner's Dictionary of Current English*

[15]Harmer, *The Practice of English Language Teaching,* (London: Longman, 2011), page, 153.

[16]*Oxford Advanced Learner's Dictionary of Current English*

[17]Cambridge Advanced Learner's Dictionary, (2008).

of artistic or stylistic forms, techniques, movements, etc.; the range of such forms available to a particular person[18].

Based on the various definitions above, the researcher concludes that vocabulary is a stock of words known or used by a particular person to communicate with other people. Without vocabulary, someone can suffer in communication since it becomes the vital organ or the breath of the language. In short, vocabulary is all the words exist in a particular language which should be acquire and understand in order people can use it to communicate through that language.

b. Types of vocabulary

There are two types of vocabulary, namely active and passive vocabulary.

a. Active vocabulary refers to vocabulary that student has been taught or learns and which they are expected to be able to use.

b. Passive vocabulary refers to words which the student will recognize when they meet them but which they will probably not be able to produce[19].

However, Harmer explain that it can be assumed that student has a store of words but it would be difficult to say which are active and which are passive. A word that has been 'active' through constant use may slip back into the passive store if it is not used. A word that student has in their passive store may suddenly become active if the situation or the

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[18]*New Shorter Oxford English Dictionary*, (2007)

[19]Harmer, *The Practice of English Language Teaching,* (London: Longman, 2011), page, 159.

context provokes it is use. In other words, the status of a vocabulary items does not seem to be a permanent state of affairs.

Every person has three types of vocabulary:

a. Active vocabularies the words that we use to speaking and writing probably runs 5.000 up to 10.000 words.

b. Reserve vocabulary is the words that we know but rarely used in ordinary speech. We use them in writing letter when we have time to consider, or search for synonym.

c. Productive vocabulary is the words that recognize vaguely but they are not sure of the meaning, however using the in either speaking or writing and we just know that we have seen before[20].

c. The importance of learning vocabulary

The importance of learning vocabulary is the same as the importance of learning language, because through vocabulary, we can communicate ideas, emotions, and desires. Besides, by good command of vocabulary can express ideas effectively and efficiently, includingvocabulary with both breadth and depth, cannot only communicate ideas better but can actually think through ideas and problems with greater accuracy, clarity, and precision. In other words, it must be admitted that without a

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[20]Schail, *Seven Days Faster Reading,* (New York: Oxford University Press, 2007), page 57.

language, any form of mental and physical activities cannot be communicated and conveyed[21].

The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary. We will be unable to use the structures and function we may have learned from comprehensible communication[22]. In addition, vocabulary is a basic part of reading comprehension. It means that we do not know enough words, we are going to have trouble understanding what we read. An occasional word may not stop us, but if there are too many words we do not know, comprehension will suffer. Then they state is a major part of almost very standardized test, including reading achievement test, college entrance exams, and armed forces, and vocational placement test. It means that vocabulary is key measure of both one's learning and one's ability to learn, the more words we know, the better we are likely to do such an important test[23].

Research has made clear that students with strong vocabulary are more successful in school. And one widely known study found that a good vocabulary, more than any other factors, was common to people enjoying successful careers in life. Words are in that fact the tools not just of better reading, but of writing, speaking, and listening as well. The

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[21]Wallace, *Vocabulary Building and Word Study,* (New York: McGraw-Hill Book Company, 2009), page, 212.
[22]Rivers, *Speaking in Many Tongues (third edition),* (Cambridge: Cambridge University Press, 2012), page 125.
[23]Malik, *Learning English Using Vocabulary-Based-Integrated Activities,* (Makassar: Hasanuddin University, 2008), page 28

more words we have at our command, the more effective communication we can have on the people around us.

d. The Principles in Learning and Teaching Vocabulary

For create successful vocabulary learning and teaching teachers should be aware of the principles in learning and teaching vocabulary. The main principle of learning and teaching vocabulary as follows:

a. Aims. The teacher should know the aims as the words taught;

b. Quantity. The number of the words, which students should learn must be clear;

c. Need. It is necessary to select the words which the teacher serves to students. It is selection process is based on the course and the objective of the individual lesson and students' background and language need;

d. Frequently exposure and repetition. There is a need of certain amount of repetition until there is evidence that students learn the target words;

e. Meaningful presentation. In presenting the vocabulary lesson, student should have clear and specific understanding of what the words refer to or denote. The presentation should be perfect, meaningful and unambiguous;

f. Situation presentation. The way in presenting the words should be appropriate to students' situation;

g. Presentation in context. Through reading materials, new words or unfamiliar words can be presents as medium;

h. Learning vocabulary in the mother tongue and target language. In teaching the target words as a toll to compare similarities and different words;

i. Guessing procedure in learning vocabulary. Guessing procedure is a way in learning vocabulary. It deals student to think the meaning of the words taught[24].

The first step in teaching vocabulary is to determine what words to teach. Therefore, Harmer provides the following general principles of vocabulary selection: the principles of frequency – words that are frequently used should be taught first, the principles of coverage – words that are comprise more things and have no just one specific meaning are useful to be taught as first[25]. Dole, Liang, and Nelson also suggest teaching a group of words that have related meaning or related to a single topic[26].

In teaching and learning vocabulary we have to decide which words should be taught first by regarding that how frequently they are used by speakers of the language. The words which are most commonly used are the ones we should teach first. In addition, a word is more useful if it

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[24]Wallace, *Vocabulary Building and Word Study,* (New York: McGraw-Hill Book Company, 2009), page, 27-31.
[25]Harmer, *The Practice of English Language Teaching,* (London: Longman, 2011), page, 154.

[26]Dole, Liang, & Nelson, *Teaching Vocabulary to All Your Students.Annual Conference of The Utah Council of The International Reading Association,* (Utah, 2007) page 134.

covers more things that if it only has one very specific meaning. Furthermore, we teach the words which related to a single topic which is being discussed or learnt and their general usefulness. So, in selecting words to teach, teacher should consider about its principles.

e. The strategies in teaching vocabulary

There are many occasions when some form of presentation or explanation is the best way to bring new words into the classroom. Some examples are as follows:

a. Realia

One way to presenting words is to bring the things they represent into the classroom-by bringing 'realia' into the room. Words like 'postcard', 'ruler', 'pen', 'ball', etc. Can obviously be presented in this way. The teacher holds up to the object (or points to it), says the words and the gets students to repeated it.

b. Pictures

Bringing pen into classroom is not a problem. Bringing in car, however, is. One solution is to use the pictures. Pictures can be bored drawings, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of the vocabulary items: teachers can draw things on the board bring in pictures. They can illustrate concept such as *above* and *opposite* just as easily as hat, cots, walking sticks, cars, smiles, frowns, etc.

c. Mime, action, and gestures

It is impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explain by mime. Concepts like running or smoking are easy to present in this way: so are ways of walking, expressions, prepositions ('to', 'towards', etc.) and times (a hand jerked back over the shoulder to represent the past, for example).

d. Contrast

The concept has close relevant to show the antonyms. The teacher shows the students word and ask to find out the contrast of such words. For example, the meaning empties by contrasting it will *full, cold* with *hot,* etc. We may present this concept with pictures or mime, and by drawing attention to the contrast in meaning we ensure our students' understanding.

e. Enumeration

The teacher introduces word by enumerating them with their general and specific meaning. The teacher can say 'clothes' and explain this by enumerating old listing various items. The same is true of 'vegetable' or 'furniture', for example.

f. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with

more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we were explaining the meaning of 'mate' (=friend) we have to point out that it is colloquial word used in formal contexts and that it is more often used for males than for females.

g. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words. Where translation can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful both teacher and students[27].

All these presentation techniques either singly or in combination are useful ways to introducing new words. What must be remembered with vocabulary presentation by the teachers, is that pronunciation is just as important here as it is four structural material. The teacher should not introduce words without making sure that the students know how they

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[27]Harmer, *The Practice of English Language Teaching,* (London: Longman, 2011), page, 161-162.

are said. Not only with this mean that they can use the words in speech will it also help them to remember the words.

3. Curriculmn

a. Definition of curriculumn

Curriculum is a systematic planning for stimulating the learning and teaching processes under the responsibility of school or education institution. Curriculum also is an accident that is happening in learning process under the school or education institution responsibility (formal and informal activity)[28].

While that curriculum definition above, in Indonesian Constitution No. 20 2003 about national education system chapter 1 subchapter 19 and Minister of National Education Standard explained that Curriculum is a planning, purpose of education, contain media and learning process method. Those are for achieving the education main purpose of education.

The continuing explanation from In Indonesian Minister's Constitution of Education and Culture No. 81A 2013 about curriculum implementation appears that curriculum is a central of education need to develop and implement contextually for knowing region, education society and students need.

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[28]Hermawan, Asep Hendri, 2014. *Hakikat Kurikulum dan Pembelajara*. http://repository.ut.ac.id/4802/1/PBIN4303-M1.pdf. (10th of August 2018).

By looking at all definitions above, in this study the researcher concludes that curriculum is a subject and education program given by education institution to the expert in a lesson to make a suitable materials that is appropriate to use in his/ her environment that is consists of lesson managed by the teacher who teach the lesson in the class. The lesson plan that is going to apply in the class for student in each period should be prepared by the teacher based on students need and level (not to hard and easy).

b. Curriculumn in SMPN 1 Palopo

Curriculmn applied in SMPN 1 Palopo is Curriculumn 2013. The Ministry of education and culture emphasizes that all schools are required to apply Curriculumn 2013 in the 2018/2019 academic year. The targets of the implementation of the curriculumn 2013 is the change in charater education that is integrated in schools, bpth intracurricular, extracurricular, and curricular[29]. The government targets a change in literacy culture in schools. For example, teachers can targets their students to complete 4 or 5 reading boos per year[30].

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[29]Hermawan, Asep Hendri, 2014. *Hakikat Kurikulum dan Pembelajara*. http://repository.ut.ac.id/4802/1/PBIN4303-M1.pdf. (10th of August 2018).

[30]https://edukasikompas.com/read/2018/06/30/3247/5471/tahun-ajaran-baru-sekolah-wajib-terapkan-kuriulum-2013

4. Models in Developing Learning Materials

There are some developing models in research and development they are[31]:

1. ADDIE

This model developing product is stand for five words. They are: **A**nalysis (needs, requirement, tasks and participant's current capabilities), **D**evelopment (create a prototype, develop course, materials, review, pilot session), **I**mplementation (training implementation, tools in place and observation), and **E**valuation (awareness, knowledge, behavior and result).

Analysis

There are some activities that must be done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and learner's exiting knowledge and skills are identified.

Design

The design phase deals with the learning objectives, assessment instruments, exercises, content, subject, matter analysis, lesson planning and media selection. This phase should be systematic and specific in order to show a brief view of the goal.

Development

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[31] Tomlinson, B. 2011. *Material Development in Language Teaching.* http://www.lenguasvivas.org/campus/files/0_47/Material%20development-Tomlinson.pdf. (12th of November 2018).

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things, i.e. the course curriculum, learning outcomes, method of delivery, and testing procedures.

Evaluation

The evaluation phase consists of two parts: formative and summative. The formative evaluation is presentin each stage of the ADDIE process. Meanwhile, the summative evaluation consists of test which are designed for domain specific criterion-related referenced items. It provides opportunities for feedback from the identified users.

2. Brog and Gall

According to Brog and Gall, the style of developing worksheet is consist of ten steps: 1) Research and information collecting (review of literature, class room observation and preparation of report of state the art) 2) Planning (defining skill, stating objectives, determining course sequence and small scale feasibility testing) 3) Develop preliminary form of the product (preparation of instructional materials, hand books and evaluation devices), 4) Preliminary field testing (conducted in form 1 to 3 schools, using 6 to 12 subjects, interview, observational and

questionnaire data collected and analyzed), 5) Main product revision (revision of product as suggested by the preliminary field test result) 6) Main field testing, 7) Operational product revision, 8) Operational field testing, 9) Final product revision, 10) Dissemination and implementation.

3. The Dick and Carey Design Model

The Dick and Carey Design model involves all of the phases described previously in the ADDIE model which starts with the identification of instructional goals and ends with the summative evaluation. This model is suitable for a variety of context areas including primary and secondary schools as well as business and government uses.

There are 9 phases in the Dick and Carey model, they are: 1) Identifying the instructional goal; 2) Conducting the instructional analysis; 3) Identifying the entry behaviors and learner's characteristics; 4) Writing the performance objectives; 5) Developing and the criterion-referenced test items; 6) Developing the instructional strategy; 7) Developing and selecting instructional materials; 8) Developing and conducting the formative evaluation; 9) developing and conducting the summative evaluation.

4. The Knirtk and Gustafson Design Model

The Krink and Gustafson model differs from the three phases in the Hannifen and Peck model. In this model, there are individual processes

or steps involved in each stage. In fact, like the model of the Hannifen and Peck, there are three phases in this model. Problem determination involves the identification of the problem and the setting of goals. In addition, the development of objectives and strategy specifications are included in the design stage. Development is where the materials are developed.

5. The Jerold Kemp Model

Kemp utilizes all factors in the learning environment including subject analysis, the learner's characteristic earning objectives teaching activities, resources which be utilized, support services requires as well as evaluation. This model allows the constant revision to occur.

Kemp identifies nine elements in this model, they are: 1) the identifying instructional problems, and specifying the goals for designing an instructional program; 2) examining the learner's characteristics that should receive attention during the planning; 3) identifying the subject content, and analyzing the task components related to the stated goals and purposes; 4) stating the instructional objectives for the learners; 5) sequencing the content within each instructional unit for logical learning; 6) designing the instructional strategies so that each learner can mater the objectives; 7) planning the instructional message and delivery; 8) developing the evaluation instruments to assess the objectives; 9) selecting the resources to support the instruction and learning activities.

6. The Gerlach and Ely Model

The Gerlach and Ely model is a prescriptive model that is well-suited to primary, secondary and higher education sectors. This model includes strategies for selecting and including multimedia during the instruction. It is a model that is suitable for beginning instructional designers whose subject matter and expertise are in a context specific area.

7. Hannafin and Peck

The Hannafin and Peck design model is three phases process. In the first phase a need assessment is formed. The second phase is design phase which should design the product based on the need analysis. In the third phase, instruction is developed and implemented. In this model, alla phases involve a process of evaluation and revision.

8. 4-D model

Development model that the researcher used in this research is 4-D Design Model. The reasone why the researcher chooses this developmentmodel because it is quite simple than other model. 4-D design model only have 4 steps, which are: (1) Define, (2) Design, (3) Develop, and (4) Disseminate.

C. Quiet Book

1. Definition of quiet book

Quiet book is a kind of book in with colorful pictures, matching images, illustrated puzzles that can be used to improve children motorist sense[32].

Is has many names (busy book, cloth book, quiet book, soft book) but the meaning is same and the most common name used is quiet book. Quiet book is a book made from fabric and every page containing quiet activities designed creatively as a teaching media[33].

Based on some definitions above, the researcher concludes that quiet book is a kind of book made of fabric that containing quiet activities in the form of colorful pictures, illustrated puzzles, matching images that are appropriate, interactive and educational games that contain learning material

2. Benefits of quiet book

The benefits of quiet book for the language learning are: First, picture illustration is an abstract level device that can be interpreted based on past experience, through the interpretation of words. This can trigger the learner to bring up the vocabulary; Second, picture illustrations help students read textbooks especially in interpreting and

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[32]Annisa, *The Influence of Learning Uses the Game Tool on Children visual Intelligence,* 2016. Journal, State University Jakarta.

[33]Muflihasri, *Implementation of Busy Book to the Reading Skill of Early Childhood in PAUD TerpaduFilosofiaKabbuBabussalamRokan Hilir,*2017journal, University of Riau, Riau.

recalling the content of the accompanying text material so that students more easily remember the new vocabulary through the shadow of images they ever seen. The use of quiet book can help students capture an idea and help students in expressing a vocabulary through an image.

3. **Advantages, Disadvantages and Function of quiet book.**

The advantages of quiet book media are very concrete, more realistic compared to verbal media, can clarify a problem in any field whether for young or old, cheap and does not require special equipment in delivery it. Besides that, teaching media of quiet book can also be integrated with other skill such as speaking, writing, reading. While the disadvantage of quiet book is only emphasizing the perception of visual senses. In addition, the size is very limited for large groups. The function of quiet book media is to help facilitate learning for students and facilitate teaching for teachers, providing more real experience, attracting greater student attention, more attention and interest of students in learning, and can improve their world of theory and its reality.

4. Steps in Using the Teaching Media of Quiet Book

a. First of all teacher divides students into several groups.

b. Teacher shows and explains the teaching media of quiet book to the students.

c. Teacher asks the students in all groups to discuss and find out vocabularies in the quiet book as much as possible.

d. After the students find out all the vocabularies, teacher asks each group to write down all of the vocabularies that they have found in the board. Through this process, each group can discuss and share with other group by using jigsaw method.

e. If there are some vocabularies missed by the student, the teacher will help the students to find it out.

That is the general steps in using teaching media of quiet book. This teaching media of quiet book also can be used to teach other skill. The steps in using teaching media of quiet book for other skills below:

1. Writing skill

   The steps in using teaching media of quiet book in teaching writing are:

   a. Teacher divides students into several groups

   b. Teacher asks each group to indentify vocabularies in the teaching media of quiet book.

c. After that, each group discusses and shares the list of vocabularies they have found with other group by using jigsaw method.

d. After the students identify the list of vocabularies in the teaching media of quiet book, teacher asks each student to write a paragraph to describe living room, kitchen, bath room and bed room in the teaching media of quiet book.

e. Teacher helps the students if they found difficulties in write a paragraph about descriptive.

f. In the end of teaching and learning process, teacher gives homework to the students to write a descriptive text to describe every room in their own house.

2. Reading skill

The steps in using teaching media of quiet book in teaching reading are:

a. Teacher divides students into several groups

b. Teacher asks each group to indentify vocabularies in the teaching media of quiet book.

c. After that, each group discusses and shares the list of vocabularies they have found with other group by using jigsaw method.

d. After the students identify the list of vocabularies in the teaching media of quiet book, teacher asks each student to

write a paragraph to describe living room, kitchen, bath room
and bed room in the teaching media of quiet book. After that
teacher asks the students to read the paragraph they have
written.

e. Teacher helps the students if they found difficulties in read the
paragraph they have written.

f. In the end of teaching and learning process, teacher asks the
students to practice their reading skill in their home.

3. Speaking skill

a. Teacher divides students into several groups

b. Teacher asks each group to indentify vocabularies in the
teaching media of quiet book.

c. After that, each group discusses and shares the list of
vocabularies they have found with other group by using jigsaw
method.

d. After the students identify the list of vocabularies in the
teaching media of quiet book, teacher asks each student to tell
their opinion and describe about living room, kitchen, bath
room, and bed room in the teaching media of quiet book.

e. In the end of teaching and learning process, teacher asks the
students to practice their speaking skill in their home.

5. The first draft of teaching media of quiet book

Picture 1.1

Picture 1.2

Picture 1.3

D. Conceptual Framework

Dealing with the theories previously stated, the conceptual framework can be diagrammatically as follows:

Figure 2.1
Conceptual framework
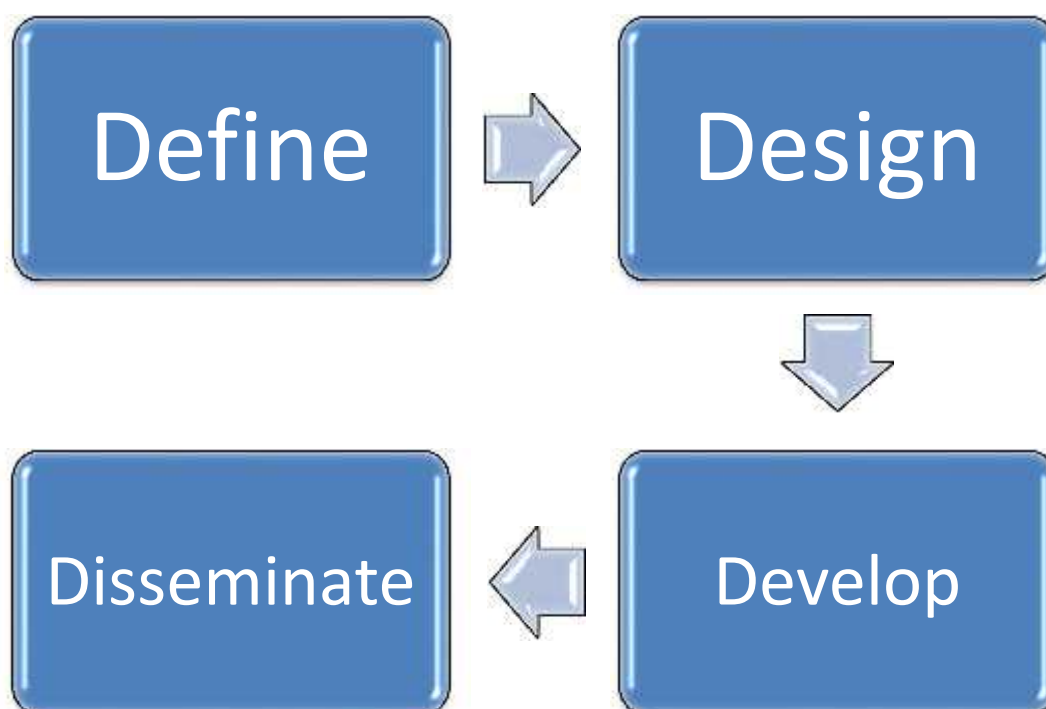
1. Define

The define phase is the stage to define and define learning conditions. This define phase includes five main steps, namely front-end analysis, student analysis, task analysis, concept analysis and specifying instructional objectives.

a. Front-end analysis

According to Thiagarajan, front end analysis aims to bring up and determine the basic problems encountered in learning, so that a teaching

material is needed. With this analysis will be obtained an overview of facts, expectations and alternative solutions to basic problems, which facilitate the determination or selection of teaching materials developed.

b. Learner analysis

According to Thiagarajan, student analysis is a study of student characteristics that are in accordance with the design of the development of learning devices. These characteristics include the background of academic ability (knowledge), cognitive development, and individual or social skills related to the topic of learning, media, format and language chosen. Student analysis is done to get an overview of student characteristics, including: (1) the level of intellectual ability or development, (2) individual or social skills that are already owned and can be developed to achieve the learning objectives set.

c. Concept analysis

Concept analysis according to Thiagarajan, was conducted to identify the main concepts that will be taught, arrange them in the form of hierarchy, and detail individual concepts into critical and irrelevant matters. The analysis helps identify possible examples and not examples to illustrate in delivering the development process.

Concept analysis is needed to identify declarative or procedural knowledge in the mathematical material that will be developed. Concept analysis is an important step to fulfill the principle of adequacy in

building the concept of materials used as a means of achieving basic competencies and competency standards.

Supporting the analysis of this concept, the analyzes that need to be carried out are (1) analysis of competency standards and basic competencies that aim to determine the number and type of teaching materials, (2) analysis of learning resources, is collecting and identifying which sources support the preparation of materials teach.

d. Task analysis

Task analysis according to Thiagarajan aims to identify the main skills that will be examined by researchers and analyze them into a set of additional skills that may be needed. This analysis ensures a thorough review of the tasks in the learning material.

e. Specifying instructional objectives

Formulation of learning objectives according to Thiagarajan, is useful to summarize the results of concept analysis and task analysis to determine the behavior of the object of research. The collection of objects becomes the basis for compiling tests and designing learning tools which are then integrated into the learning device material that will be used by researchers.

2. Design

The design phase aims to design learning tools. Four steps must be taken at this stage, namely: (1) preparation of test standards (criterion-test construction),

(2) selection of media (media selection) that are appropriate to the characteristics of the material and learning objectives, (3) format selection (format selection), namely reviewing the existing teaching material formats and determining the format of teaching materials to be developed, (4) making the initial design (appropriate design) according to the selected format. The steps are as follows:

a. Constructing criterion-referenced test

   According to Thiagarajan, the preparation of the benchmark reference test is a step that connects between the defining and design stages. The benchmark reference test is compiled based on the specifications of student learning and analysis objectives, then further compiled the study result test grid. The tests developed are adjusted to the level of cognitive abilities. Scoring test results using an evaluation guide that contains the key and guidelines for scoring each item.

b. Media selection

   Media selection is done to identify learning media that are relevant to the characteristics of the material. Moreover, the media was chosen to adjust the concept analysis and task analysis, the characteristics of the target user, and the distribution plan with varying attributes from different media. This is useful to help students achieve basic competencies. That is, media selection is done to optimize the use of teaching materials in the process of developing teaching materials in classroom learning.

c. Format selection

The choice of format in developing this learning tool is intended to design or design learning content, selection of strategies, approaches, learning methods, and learning resources. The format chosen is one that meets the criteria of interest, facilitates and assists in learning realistic mathematics.

d. Early design

According to Thiagarajan, "early design is the presenting of the essential instruction through appropriate media and in a suitable sequence." The early design is the design of all learning tools that must be done before the trial is carried out. This also includes a variety of structured learning activities such as reading texts, interviews, and the practice of different learning abilities through teaching practice.

3. Develop

The development phase is a stage to produce development products carried out through two steps, namely: (1) expert judgements followed by revision, (2) developmental testing.

a. Expert judgements

According to Thiagarajan, "the expert judgements is a technique for obtaining suggestions for the improvement of the material." The assessment of experts / practitioners on learning tools includes: format, language, illustrations and contents. Based on input from experts, learning material was revised to make it more appropriate, effective, easy to use, and has high technical quality.

b. Developmental testing

Field try out were carried out to obtain direct input in the form of responses, reactions, comments from students, and observers on the learning tools that had been compiled. According to Thiagarajan, trials, revisions and re-tests continued to be carried out until a consistent and effective device was obtained.

4. Disseminate

The dissemination process is a final stage of development. The dissemination phase is carried out to promote development products to be acceptable to users, whether individuals, groups or systems. Manufacturers and distributors must be selective and work together to package the material in the right form. According to Thiagarajan "the terminal stages of final packaging, diffusion, and adoption are most important although most often overlooked."

Dissemination can be done in other classes with the aim of knowing the effectiveness of using the device in the learning process. Dissemination can also be done through a process of transmission to related learning practitioners in a particular forum. This form of dissemination aims to get input, correction, advice, assessment, to perfect the final development product so that it is ready to be adopted by the product users.

Some things that need attention in disseminating are: (1) analyzing users, (2) determining strategies and themes, (3) timing, and (4) media selection.

a. Analyzing users

User analysis is the first step in the dissemination stage to find out or determine the users of products that have been developed. According to Thiagarajan, product users can be in the form of individuals / individuals or groups such as: universities that have faculties / education study programs, teacher organizations / schools, teachers, parents, certain communities, national education departments, curriculum committees, or educational institutions that specifically deal with children with disabilities.

b. Determining strategies and themes

The deployment strategy is a design to achieve product acceptance by prospective users of development products. According to Thiagarajan, there are several deployment strategies that can be used based on user assumptions including: (1) value strategies, (2) rational strategies, (3) didactic strategies, (4) psychological strategies, (5) economic strategies and (6) power strategy.

c. Timing

According to Thiagarajan, in addition to determining strategies and themes, researchers must also plan the time of distribution. This timing is very important especially for product users in determining whether the product will be used or not (reject it).

d. Media selection

According to Thiagarajan, in the distribution of products, several types of media can be used. The media can take the form of educational

journals, educational magazines, conferences, meetings, and agreements in various types and through e-mail delivery.

CHAPTER III

RESEARCH METHOD

A. Development Methods

This research is conducted at SMPN 1 Palopo by using research and development method, or also called Research and Development. Research and Development (RnD) method is a research method used to produce a specific product, and test the effectiveness of the product. To be able to produce a specific product used this research, it needs analysis and to test the effectiveness of the product research is done gradually / longitudinal so that the results of these product can be useful for the wider community[28].

B. Development Model

Development model that the researcher used in this research is 4-D Design Model. The reasone why the researcher chooses this developmentmodel because it is quite simple than other model. 4-D design model only have 4 steps, which are: (1) Define, (2) Design, (3) Develop, and (4) Disseminate.

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[28] Sugiyono, *Research and Development Method RnD,* (Bandung: Alfabeta, 2015), p 28.
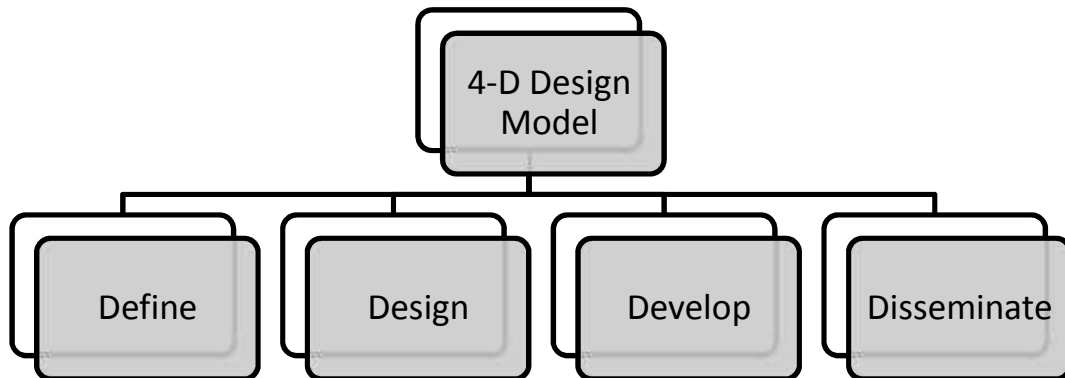
Figure 2.2

C. Procedures of Development

The researcher used 4-D Design Model to develop the teaching media. This model consists of 4 steps, they are:

1. Define

   In this step, the researcher determined and defined the requirements in learning process and collect the information from the students and teacher related to the product. Researcher do need anaysis by using questioner and interviews.

2. Design

   In this step, the researcher designed the early product. The early product is made based on the information obtained from students

and teacher through questioner and interviews, it is including students' necessities and wants.

3. Develop

In this step, when the early product that have been made by research is ready, the researcher is going to make an expert judgements to make sure that the product is ready to be tried-out. After get some judgements from the experts related to the product, the researcher is going to do revision about the product. When the revision is done, the teaching media is ready to be tried-out. But in this research the product is just produce and revise and not be tried out.

4. Disseminate

After limitate testing and revision, the next step is diseminate. This step is a step of using the product in a large scala, such as in other teacher, school, or class.

The researcher collected the information by giving some questionnaries to the students who already learned the English subject. After giving the questionnaries, the researcher also ask some students to do the interview to collect more information from students. The researcher will also do the interview to the teacher to collect the information. After collecting information, the researcher started to plan the teaching media by drafting the data and designed the teaching media based on the information on literature

review before and also combining with the teaching media that the researcher want. The next step is developing product. This step researcher will make an expert judgements to make sure that the media is ready to be tried-out.

D. Subject of the research

The subjects of the research is the eight year student at SMPN 1 Palopo. The selection of SMPN 1 Palopo as a research location is based on several reasons, they are:

1. Based on the results of the interview with the students at SMPN 1 Palopo, they have not fully understand about the concept of studying vocabulary,

2. Based on the interview with the English teacher at SMPN 1 Palopo, the school has no media to assist the students in learning vocabulary.

E. Instruments and data collection

The data used in this research is qualitative and quantitative data. In accordance with the needs of development research, quantitative reports are combined with qualitative. Qualitative data in the form of assessments, feedbacks, responses, criticisms and suggestions, while quantitative data collected by questionnaire prepared by providing choice answers about product assessment and test from result of achievement in field. The research instrument used to obtain data from this research includes:

1. Interviews

   Interviews are conducted to get more information about respondents. In the preliminary research, the researcher tried to get early information about various problems faced by eight year students at SMPN 1 Palopo especially in learning vocabulary, so that researchers can determine the variables or problems that must be studied.

2. Questionnaire

   Questionnaire will be divided into two forms. First, the questionnaire used to collect information about the students' necessities, lack and wants. And the second questionnaire for assessment and responses in the form of media content, media design and attractiveness of media that have been formed. The questionnaire is intended for 1) expert of content, 2) expert of media and 3) student's attractiveness test.

3. Expert judgement

   After the product is done, the researcher is going to do an expert judgement. In this step, some experts will give the judgments related to the early product by using questionnaire. Besides questionnaire, the data conducted from experts are also in the form of suggestion. The expert judgements are to make sure that the product is ready to be tried-out.

F. Data analysis techniques

Data analysis technique of this research will use two kinds of techniques, they are qualitative and quantitative descriptive. and descriptive because the data collected is quantitative data. The data that will be analyzed in the form of qualitative data are interviews and suggestion from the experts. The data that will be analyzed in the form of quantitative descriptive is data from questionnaire.

1. Analyze the result of questionnaire

Data analyzeused in this research from the questionnaire is representatve from the students answer from each classes that can be formulated :

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

X= value

$\sum x$ = total answer

N= total students

The opinion with the higher precentage the most accepted choice by the students. The analysis result is shown by the following table :

Table: 3.1

No	Question	Respond	Frequency (N)	Percentage (%)

2)   Analyze the validation of the product

Result of the expert validation for the product will be analyzed by central tendency. It can be analyzed by using formula as follow:

$$M = \frac{\sum x}{N}$$

M= Mean

$\sum x$= total score

N= total items

Table 3.2

Scales	Interval	Descriptive Categories
1.	1.0 < X 1.7	Very Poor
2.	1.8 < X 2.5	Poor
3.	2.6 < X 3.3	Fair
4.	3.4 < X 4.1	Good
5.	4.2 < X 5.0	Very Good

Table 3.3

The Example of Table Expert Validation

No.	Indicators	Score				
		1	2	3	4	5

HCHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, researcher will provide the result of the research. The result of the research consists of questionnaire in need analysis, the course gird, the first draft of the material, result of expert judgment, and the final material.

A. Findings

1. Result of Questionnaire Need Analysis

In this need analysis, the population consists of 125 students and the sample consists of 28 students from eight-year student in SMPN 1 Palopo.

Questions	A	B	C	D	E	F
1	1	3	4	12	7	1
2	10	15		3		
3	1	14	4	8	1	
4	8	4	1	14	1	
5	6	6	16			
6	2		12	14		
7	2	7	7	10	2	
8	9	19				
9	7	1	20			
10	3	12	8	5		

11	20		4		4	
12	7	16	2	2	1	
13	1	3	24			
14	9	1	2	16		
15	8	10	4	6		
16		7	17	4		
17	8	7	12	12	10	
18		13	2	13		
19	16	4	8			
20	10	10	5	3		
21	19	1	5	3		
22	17	1	9	1		
23	1	3	1	20	3	
24	5	3	2	17		

A. The kinds of question

1. Necessities

    1. Why are you learning English for this time?

       a. I study English to be able to pass in English subject.

       b. I study English to be able to access information about English.

c. I study English to make it easier for me to do English subject assignments.

d. I study English to be able to access English language information outside of English language learning (hobbies, information, business, etc.).

e. I study English to be able to communicate in English well.

f. Others (specify if there are) ...

1
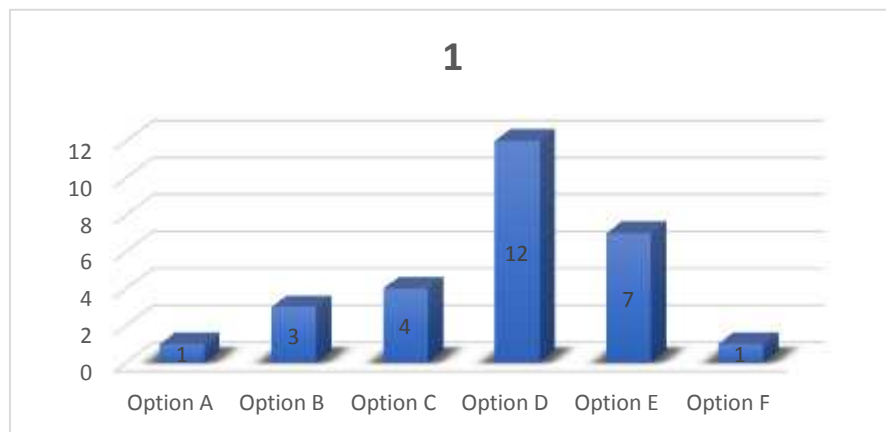
This percentage of the question shows that most of the students' purposein learning English is to be able to access information in English language outside the subject of English (hobby, information, business, etc.). It shows the percentage of the student who choose option D = 12 students it is same as 43%, followed by option E = 7 students or 25%, option C = 4 students or 14%, option B = 3 students or 10, option A and F have same result = 1 student or 3%.

2. Necessities

2. What are the benefits of English for you after graduating?

    a. To be able to communicate in English well in the world of work.

    b. To be able to access information in English related to my work.

    c. To be able to make it easier for me to access news in English.

    d. To support my profession after graduating.

    e. Others (specify if there are) ...
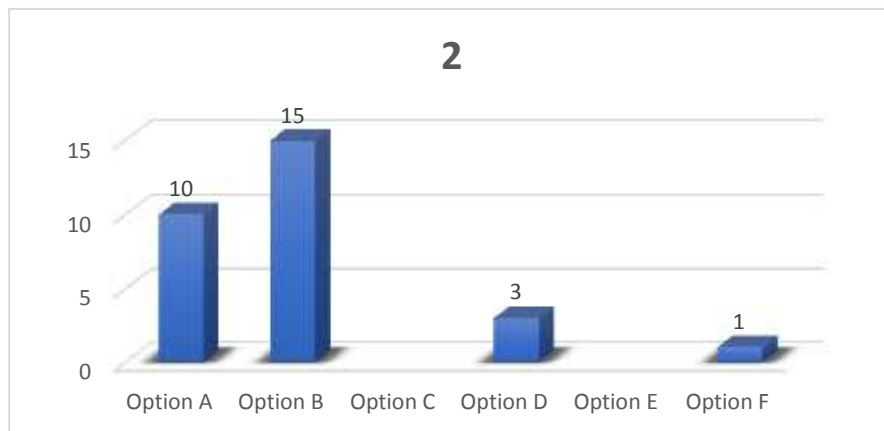
The percentage in this question shows that the benefit of English for the students after they graduate is to be easier to get information regarding to their job. It shows the percentage of the students who chose option B = 15 students or 53,5%.

3. Lacks

3. Where is your current level of English mastery?

   a. Basic (lower): limited vocabulary mastery, knowing a little practical expression, limited grammar mastery, pronunciation is still very influenced by Indonesian.

   b. Basic (upper): able to communicate quite well on a number of short topics, still experiencing some difficulties in choosing vocabulary, grammar and pronunciation still influenced by Indonesian.

   c. Intermediate (lower): able to communicate well on certain topics but still having difficulties for other topics, still experiencing some difficulties in vocabulary, grammar, and pronunciation.

   d. Intermediate (upper): even though they still experience difficulties in vocabulary, grammar and pronunciation, they are able to engage in pleasant conversations and more varied topics.

   e. Advanced: able to communicate smoothly on most topics, only faced a few difficulties in vocabulary, grammar, and pronunciation.

   f. Others (specify if there are) …

3
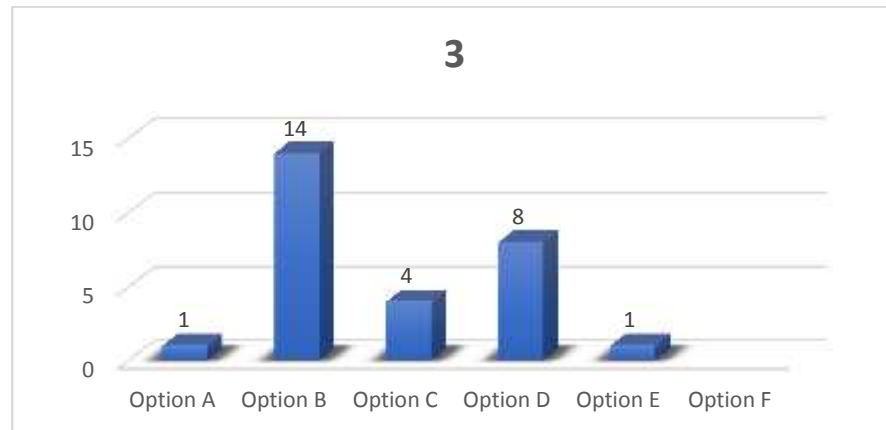
The percentage of this question shows that most of the students are in the level of basic (upper) for their level of ability in English language. It shows the percentage of the students who choose option B = 14 students or 50%, followed by students who are in level intermediate (upper) = 8 students or 28,5%. And there is only one student who has advanced level.

4. **Lacks**

4. Difficulties that you encounter when speaking in English is?

   a. Difficult to pronunciate words in English.

   b. Difficult to understand the information being discussed because it does not have sufficient knowledge about the topic being discussed.

   c. Difficult to apply grammar.

   d. Difficult to delivering ideas because still lack of mastery vocabulary.

   e. Others (mention if there are) …
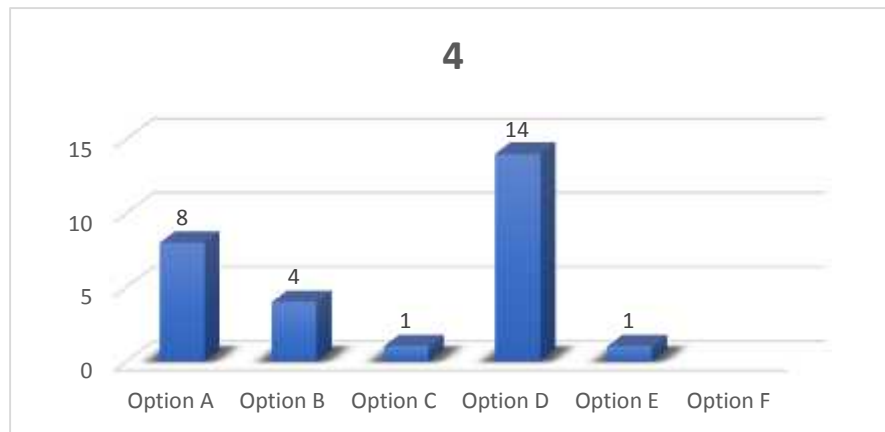
The percentage of this question shows that most of the problem faced by the student in speaking is that they feel difficult to deliver their ideas because still lack of vocabulary. It shows students who choose option D = 14 students or 50%.

5. Lacks

5. Difficulties that you faced when reading in English is?

    a. Difficult to find the main idea in the text.

    b. Difficult to find the meaning of the vocabulary in the text.

    c. Difficult to understand reading because of the limitations in mastery vocabulary.

    d. Others (mention if there are) …

The percentage of this question shows that most of the problem faced by the students when they are reading in English is, they feel difficult on order to understand the reading because they don't have enough vocabulary. It shows that the student who choose option C = 16 students or 57,1%.

6. **Lacks**

    6. Difficulties you faced when writing in English is?

        a. Difficult to use punctuation.

        b. Difficult to express ideas well.

        c. Difficult to use the right choice of words.

        d. Difficult to arrange sentences, clauses, or paragraphs properly.

        e. Others (mention if there are) …

The percentage of this question shows that most of the problem faced by the students in writing is, they having difficulty to arrange sentences, clauses, or paragraph properly. It shows that the student who choose option D = 14 students or 50% followed by student who choose option C = 12 students or 42,8%.

7. Lacks

7. According to your opinion, what is the most difficult thing in listening in English?

   a. Identify keywords in a conversation.

   b. Make conclusions from conversations in English.

   c. Difficult to understand oral instructions.

   d. It is difficult to understand native speaker's language because of limited vocabulary in English.

   e. Others (mention if there are) …

7

The percentage of this question shows that most of the problem faced by the students in listening is, they having difficulty in order to understand what native speaker says because students still lack of vocabulary, it shows that 10 students choose option D or 35.7% followed by students who choose option B and C with same number = 7 or 25%.

8. Wants

8. The speaking competency that you want to master after learning English is?

   a. Understand and practice daily conversations with various topics.

   b. Understand and be able to use expressions that fit the context and situation.

   c. Others (mention if there are) …

8

9. Wants

9. The listening competencies that you want to master later are?

   a. Understand instructions in English.

   b. Understand monologue text and dialogue after listening to it.

   c. Understand an explanation in English after listening to it

   d. Others (mention if there are) …

9
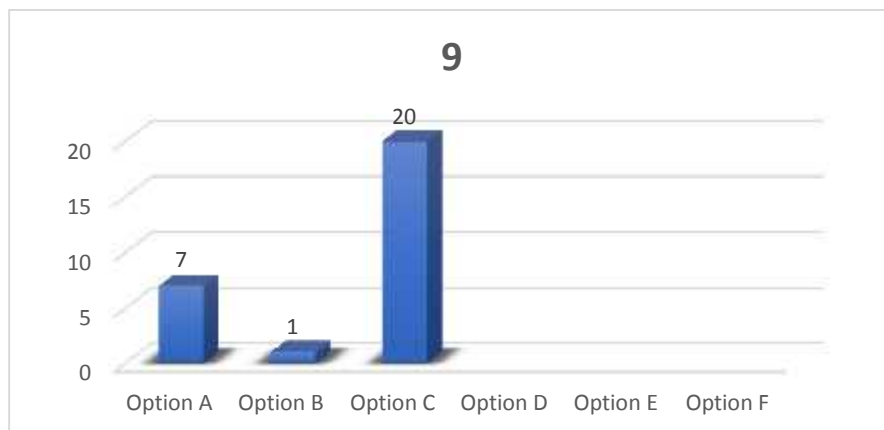
10. Wants

10. Reading competence that you want to master is?

a. Understand short reading texts.

b. Understand and explain the meaning of text other than reading (graphics, images, etc.).

c. Interpreting reading texts.

d. Solve problems that exist in a text.

e. Others (mention if there are) …
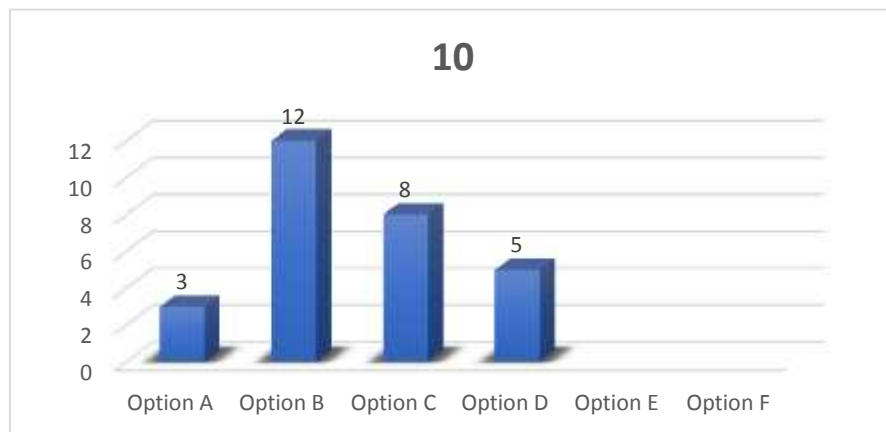
11. Wants

11. The writing competence you want to master later is?

a. Able to arrange paragraphs with a specific number of words starting from introduction to conclusions.

b. Understand and using of punctuation that is coorect and accurate.

c. Able to explain the input of monologue and dialogue text in everyday life.

d. Organizing written topics.

e. Able to arrange formal and informal writing text.

f. Others (mention if there are) …

11
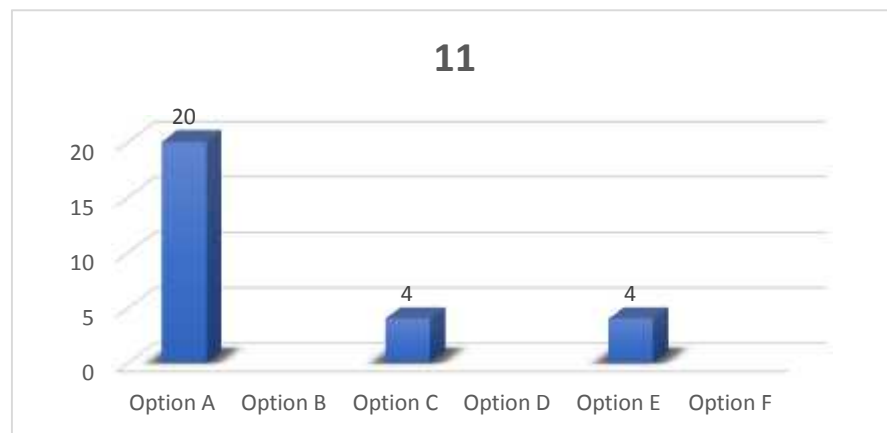
12. Wants

12. Aspects of the vocabulary you want to master later are?

a. Able to know list of vocabulary that suitable with my daily communication needs

b. Understand the meaning and purpose of each vocabulary in English.

c. Able to use vocabulary in English according to the context

d. Able to recognize various types of word classes (nouns, adjectives, verbs etc.) in English.

e. Able to pronounce vocabulary in English properly and correctly.

f. Others (mention if there are) …
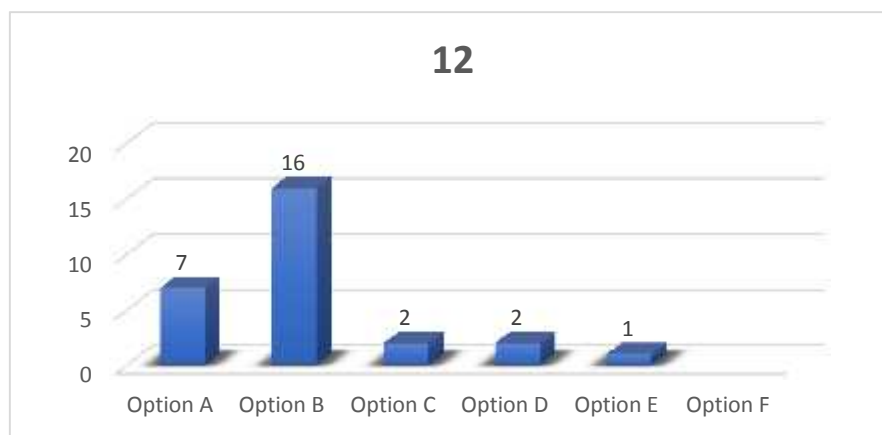
13. Necessities

13. What kinds of teaching media that can support your learning process?

a. Audio (tape recording, radio, songs etc.)

b. Visual (picture or writing)

c. Audio visual (film, etc.)

d. Printed media (text media, newspapers, magazines, modules etc.)

e. Others (mention if there are) …
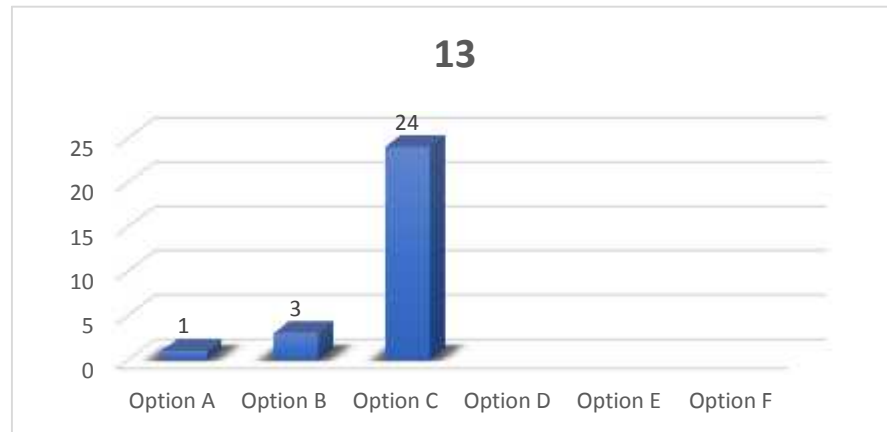
The percentage of this question shows that most of the students prefer to choose audio visual teaching media. The percentage shows that 24 student choose option C or 85,7%.

14. Wants

14. The English learning place that you like is?

    a. Classroom

    b. Library

    c. Practice room (laboratory etc.)

    d. Outside class (garden, gazebo, under trees etc.)

    e. Others (mention if there are) …

14
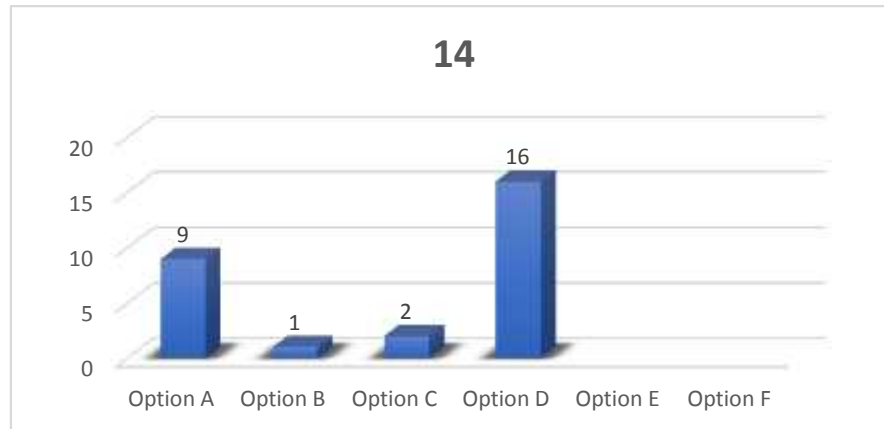
The percentage of this question shows that most of the students like to study outside classroom, it shows that students who choose option D = 16 students or 57,1% followed by student who choose option A = 9 students or 32,1%.

15. Lacks

15. Your role in class in English subjects is?

    a.   Just listen to the explanation from the teacher

    b.   Guided in doing task / practice from the teacher

    c.   Ask a questions and giving your opinions

    d.   Discuss and be active

    e.   Others (mention if there are) …

The percentage of this question shows that most of the students still need guidance to do every homework or task from the teacher, it shows students who choose option B = 10 students or35,8%. Followed by students who just listening to the teachers' explanation, there are 8 students or 28.5%.

16. Wants

16. In learning English, which way you prefer to be thought?

    a. Individual

    b. Pair with friends

    c. Small groups (2-4 people)

    d. Large group (> 5 people)

    e. Others (mention if there are) …
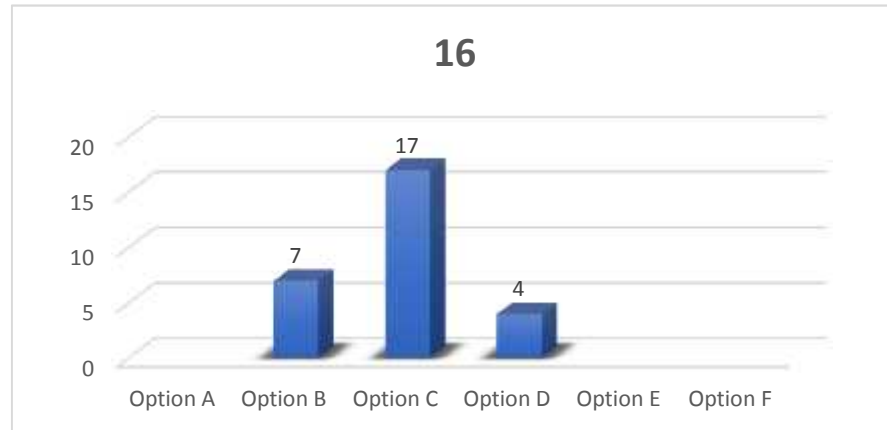
The percentage of this question shows that students like to study in small group (2-4 person), it shows that students who choose option C = 17 students or 60,7%. Followed by student who choose option B = 7 students or 25% and students who choose option D = 4 students or 14,3%.

17. Wants

17. In learning English, you are happy if the teacher ... (you may choose more than one)

    a. Acting as an observer and also participant

    b. Acting as a facilitator

    c. Acting as a motivator

    d. Teaching communicatively

    e. Monitoring student's progress

    f. Others (mention is there are) …

The percentage of this question shows that most of the student want the teacher as a motivator and teaching communicatively. It shows student who choose option C and D are same number = 12 or 42,8%

18. Wants

18. The method of learning English that you like is?

   a. Discussion

   b. Using teaching media

   c. Question and answer method

   d. Teacher center (guru teacher as the source of information)

   e. Others (mention if there are) …

18

	13	2	13		

15

10

5

0

Option A   Option B   Option C   Option D   Option E   Option F
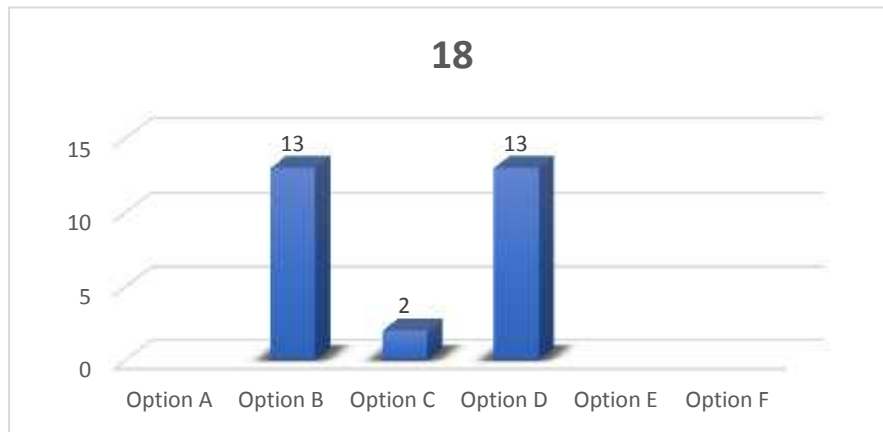
19. Lacks

19. What are the obstacles that you faced in learning English?

    a. Lack of vocabulary mastery

    b. Having trouble pronunciation of words in English

    c. Learning method that not interesting

    d. Others (mention if there are) …

19

20

16

15

10

8

5

4

0

Option A   Option B   Option C   Option D   Option E   Option F
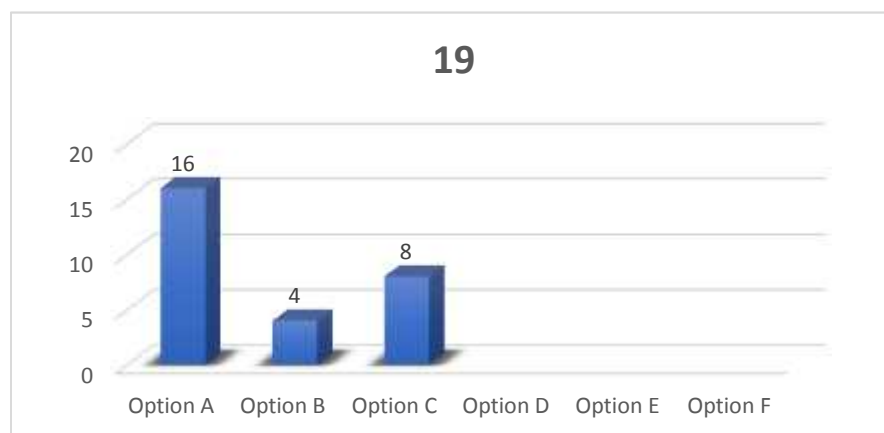
The percentage of this question shows that most of the problem faced by the students in learning English is still lack of vocabulary. It shows that percentage of the student who choose option A = 16 students or 57,1%.

20. Lacks

20. According to your opinion, the skills in English that you master is?

  a. Reading

  b. Speaking

  c. Listening

  d. Writing

  e. Others (mention if there are) …
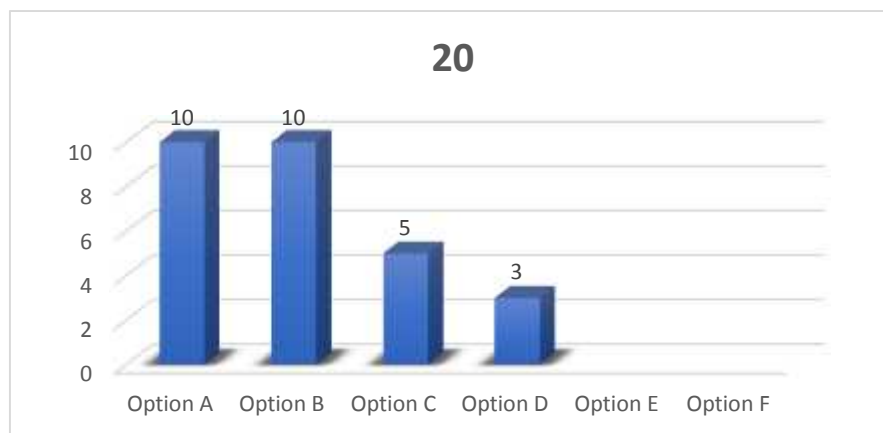
The percentage of this question shows that the most skill mastery by the students are reading and speaking. It shows that the percentage of option A and B is same, 10 or 35,7%.

21. Necessities

21. According to your opinion, the four skills below, which one is the most
supportive for mastering vocabulary?

    a. Reading

    b. Speaking

    c. Listening

    d. Writing

    e. Others (mention if there are) …
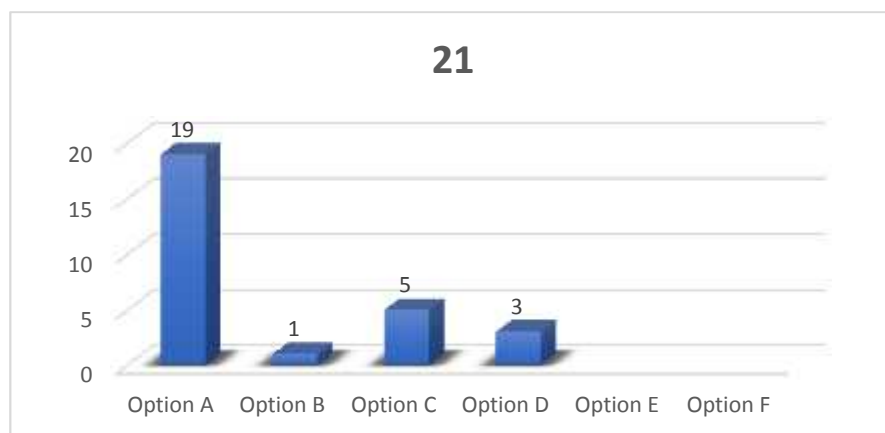
The percentage of this question shows that according to the students the
skill that can help to mastery vocabulary is reading. It shows that 19 of the students or
67,8% choose option A.

22. Lacks

22. In English subjects, what do you do in the learning process?

a. Listen to the teacher's explanation and carry out the instructions from the teacher.

b. Participating actively in communicating in the classroom.

c. Writing every important point from the teacher's explanation to be learned again at home.

d. Dare to ask if there are some points that is no fully understand.

e. Others (mention if there are) …

22

17 1 9 1

Option A Option B Option C Option D Option E Option F
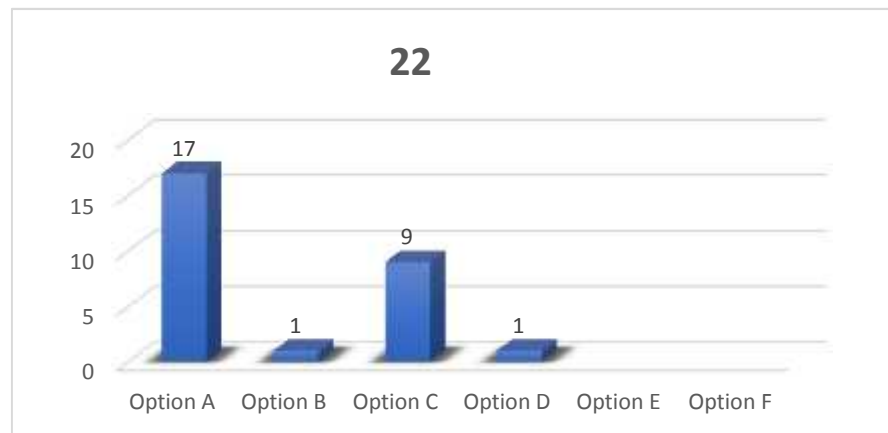
23. Wants

23. If you learn to use learning media, what color do you like the most?

a. Red

b. Green

c. Yellow

d. Blue

e. Others (mention if there are) …

23

A bar chart titled "23" showing values for options: Option A = 1, Option B = 3, Option C = 1, Option D = 20, Option E = 3, Option F = (none). Y-axis ranges from 0 to 20 in increments of 5.
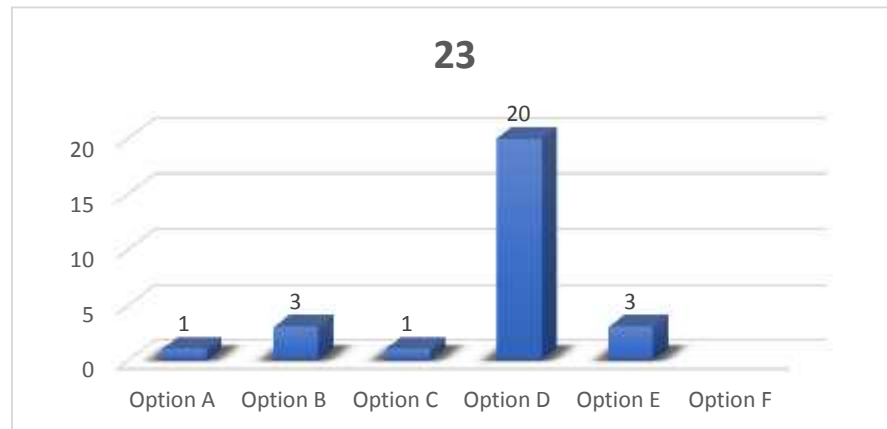
The percentage of this question shows that in using teaching media, students like to have teaching media with blue color. It shows that 20 students or 71.4% choose option D.

24. Wants

24. If you learn to use learning media, what theme do you like the most?

a. Full color

b. Back to nature

c. Recycle

d. 3 dimension learning media

e. Others (mention if there are) …
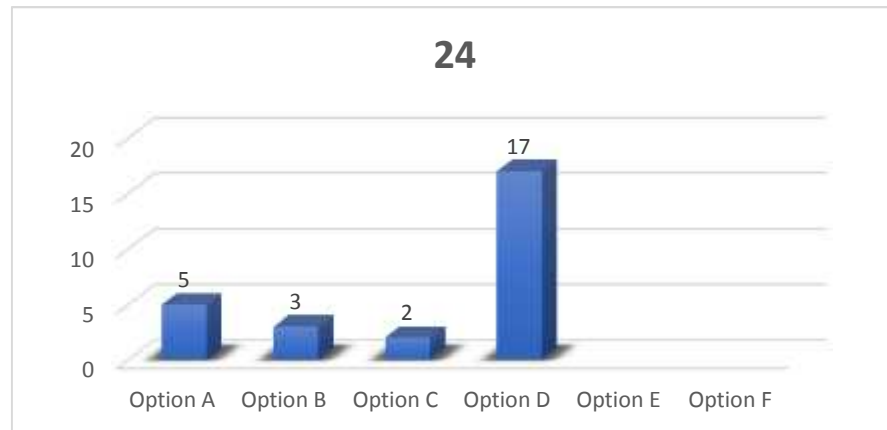
The percentage of this question shows that most of the students like to use teaching media with three-dimensional themes. It shows that 17 students or 60,7%. Followed by student who choose option A = 5 students or 17,8% student who choose option B = 3 or 10,7% and students who choose option C = 2 students or 7.1%.

2. **The first draft of teaching media of quiet book**

Teaching media that researcher developed in this research named Quiet Book. Quite book is a kind of book made of fabric that containing quiet activities in the form of colorful illustrated picture that can be used for teaching vocabulary. In this teaching media, researcher used theme house. There are five pages in this teaching media which is each page illustrated one room and every page containing several vocabularies that can be found by students. This teaching media can also be integrated with other skill such as speaking, writing, etc. so, thing teaching media is not only used for teaching vocabulary.

3. Expert judgement

In this expert judgement, there are 2 experts who validated the teaching media. They are **Dr.Masruddin, S.S., M.Hum.** as the expert of content and **Fadhliya Rahmah Muin, S.Pd.I., M.Pd.** as the expert of lay out. Below are the results of expert judgements:

a. Expert of content (Dr. Masruddin, S.S., M.Hum.)

No	Materi Penilaian	Bobot				
		1	2	3	4	5
1.	Learning media developed in accordance with learning objectives.					
2.	Learning media developed according to the needs of students at the second grade level of junior high school.					
4.	Learning media developed have various vocabulary variations.					
5.	The language used is in accordance with the development of students' language skills.					
6.	The teaching media of quiet book that developed have included skills in mastering vocabulary.					
7.	The form of illustrations in each page is variously presented.					
8.	The presentation of illustrated images in the teaching media of quiet book is accordance with					

	the level of students' abilities.					
9.	Rules for the use of the teaching media of quiet book are easy to understand and apply in the learning process.					
10.	Material presentation using quiet book learning media encourages students to be active in the independent learning process.					
11.	Material presentation using quiet book learning media encourages students to recognize their successes or shortcomings in learning English.					
12.	Illustrations given through quiet book learning media are able to increase understanding of the learning material delivered.					
13.	In general the illustrations are displayed in harmony according to the topic of discussion.					
14.	Teaching media of quiet book that developed using easy to understand images.					
15.	The overall layout design of the learning media is right and not excessive.					

Discussion Item

1. What is your opinion about the learning media developed by the researcher?

   ⇨ Very good, creative, and innovative

2. What are the disadvantages in the learning media that researchers developed?

   ⇨ The materials of the teaching media could be developed

3. According to you, what should be added or reduced in the learning media developed by the researcher?

   ⇨ Target vocabulary can be determined

   ⇨ using jigsaw method to share findings vocabulary

   ⇨ Can increase the use of flash cards to facilitate the use of this media

4. What are your suggestions for improving the learning media developed by the researcher?

   ⇨ Can be integrated with other skills such as speaking and writing.

5. Is quiet book learning media worthy of being used to teach vocabulary?

   ⇨ Very worthy

b. **Expert of lay out (Fadhliya Rahmah Muin, S.Pd.I., M.Pd.)**

No	Materi Penilaian	Bobot				
		1	2	3	4	5
1.	Learning media developed in accordance with learning objectives.					
2.	Learning media developed according to the needs of students at the second grade level of junior high school.					
4.	Learning media developed have various vocabulary variations.					
5.	The language used is in accordance with the development of students' language skills.					
6.	The teaching media of quiet book that developed have included skills in mastering vocabulary.					
7.	The form of illustrations in each page is variously presented.					
8.	The presentation of illustrated images in the teaching media of quiet book is accordance with the level of students' abilities.					
9.	Rules for the use of the teaching media of quiet book are easy to understand and apply in the learning process.					
10.	Material presentation using quiet book learning media encourages students to be active in the independent learning process.					
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	successes or shortcomings in learning English.					
12.	Illustrations given through quiet book learning media are able to increase understanding of the learning material delivered.					
13.	In general the illustrations are displayed in harmony according to the topic of discussion.					
14.	Teaching media of quiet book that developed using easy to understand images.					
15.	The overall layout design of the learning media is right and not excessive.					

Discussion Item

1. What is your opinion about the learning media developed by the researcher?

   ⇨ Creative, and innovative

2. What are the disadvantages in the learning media that researchers developed?

   ⇨ Rules and icon from the media

3. According to you, what should be added or reduced in the learning media developed by the researcher?

⇨ Add some rules that can be integrated with other skills so the teaching media can be used to teach not only in one skill.

4. What are your suggestions for improving the learning media developed by the researcher?

⇨ Make the icon of your media

⇨ Add some rules

5. Is quiet book learning media worthy of being used to teach vocabulary?

⇨ Worthy

Based on the evaluation and suggestion from experts, the thing that should be fixed is the role in using teaching media of quiet book. The role has to be more variative so that this teaching media of quiet book can also be integrated to the other skill and not only for teaching vocabulary.

Expert of lay out suggest to make some flash cards containing some rules how to use teaching media of quiet book, so it will be easier to use quiet book.

4. **Product revision**

   After getting evaluation and suggestion from experts, researcher will use that to improve the teaching media. Researcher is going to improve the role to use teaching media of quiet book so that this teaching media of quiet book not only used to teaching vocabulary but also can be integrated to the other skill. Researcher will also make a flash card for supporting the use of this teaching media.

5. **The final product**

   The final product is a teaching media named quiet book. It is made from fabric and it is a colorful teaching media, the theme of the teaching media is 'house'. It is consists of four pages and every pages describe every room in house in the form of picture. You can see the final product through these following pictures:
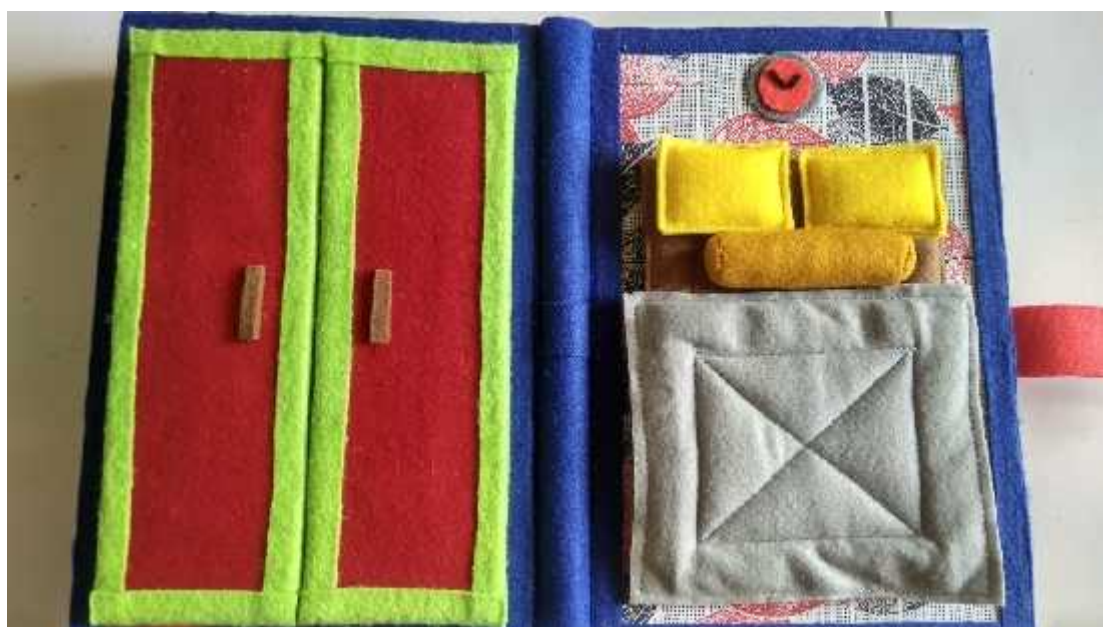
CHAPTER V

CONCLUSSION AND SUGGESTION

A.   Conclussion

The result of this research is a teaching media named quiet book. It is made from fabric and it is a colorful teaching media, the theme of the teaching media is 'house'. It is consists of four pages and every pages describe every room in house in the form of picture. The teaching media that the researcher have developed can be used to teach vocabulary for eighth year student in SMPN 1 Palopo and suitable with the level of eight year student based on the curriculum and syllabi that applied in SMPN 1 Palopo. The teaching media developed by the researcher is already qualified to be applied in the class because it is proven from the data of questionnaire of need analysis and expert validation. Based on the expert validation, this teaching media already covered basic method in teaching vocabulary. This teaching media not only be used to teach vocabulary but it is also can be integrated with other skills such as speaking, reading, writing, etc.

B.   Suggestion

For this teaching media of quiet book, it made from fabrics but, it can also use another materials that more easily to find. The theme used in this teaching media of quiet book is 'house' but this teaching media of quiet book can be developed with other theme depends on the material of the subject that will be thought. Besides that, the rules or the steps for using this teaching media can be improved to be more varieties so this teaching media can be used for many

learning materials. The content of this teaching media of quiet book can be improved so it is containing more new vocabulary for the students based on the material of the subject. The design of the teaching media of quiet book can be improved to be more flexible.

When using this media in teaching and learning process, this teaching media can be produce in few numbers, for example maybe four or five media of quiet books. So, it can shorten the time in the teaching and learning process.

For other researchers who want to use this teaching media of quiet book, the researcher suggests to analyze more deeply about teaching media. The further researcher can use more varieties rules in using this teaching media of quiet book so that this teaching media can be used not only in one skill but also can be used to the other skill.

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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	:	SMPN 1 PALOPO
Mata Pelajaran	:	BahasaInggris
Materipembelajaran	:	Teksdeskriptif
Kelas/Semester	:	VIII / 1
AlokasiWaktu	:	3 x 40 menit

KOMPETENSI INTI

K.I 3: Mencoba, mengolah, danmenyajidalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) danranahabstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuaidengan yang dipelajari di sekolahdansumber lain yang samadalamsudutpandang/teori.

KOMPETENSI DASAR

K.D 3.10: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya

TUJUAN PEMBELAJARAN

1. Siswamampumemahamiteksdeskriptifpendekdansederhana, tentang orang, binatang, danbendauntukmengenalkan, mengidentifikasi, mengkritik, dsb, menggunakanungkapandenganstrukturteks yang runtutdengananunsurkebahasaan yang benardansesuaikonteks, secarajujur, disiplin, percayadiri, bertanggungjawab, peduli, kerjasama, dancintadamai (sikap, pengetahuan, keterampilan).

2. Siswamampumenyatakanteksdeskriptifpendekdansederhana, tentang orang, binatang, danbendauntukmengenalkan, mengidentifikasi, mengkritik, dsb, menggunakanungkapandenganstrukturteks yang runtutdenganunsurkebahasaan yang benardansesuaikonteks, secarajujur, disiplin, percayadiri, bertanggungjawab, peduli, kerjasama, dancintadamai (sikap, pengetahuan, keterampilan).

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MATERI PEMBELAJARAN

Teksdeskriptifpendekdansederhana, tentang orang, binatang, danbenda.

Fungsisosial

 Mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur text

(gagasanutamadaninformasirinci)

a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan

c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

 Panjangteks :kuranglebih 6 (tiga) kalimat.

Unsurkebahasaan

 (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

 (2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*.

(3) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower*

(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take,* dll.

(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

(6) Ucapan, tekanan kata, intonasi

(7) Ejaan dan tanda baca

(8) Tulisan tangan

Topik

Orang, binatang, benda di sekitardanrelevandengankehidupansiswa, denganmemberikanketeladanantentangperilakujujur, disiplin, percayadiri, kerjasama, danbertanggungjawab.

LENGKAH - LANGKAH PEMBELAJARAN

1. Kegiatanawal

   ʃ Guru masukkekelasdanlangsungmenyapasiswadenganmenggunakanBahasaInggris "*Good Morning students*", setelahdirespon, guru menanyakankeadaansiswa

   ʃ Guru menanyakankehadiransiswadenganmengucapkan "who is absent today?"

   ʃ Guru mengajaksiswauntukmenebakmateritentangtopik yang akandipelajari, setelahitu guru akanmenekankantopik yang akandipelajariyaitutentangteksdeskriptif.

2. Kegiataninti

   ʃ Guru menjelaskantentangtopikpembelajaran yang akandiajarkan

   ʃ Guru menujukkandanmenjelaskan media pembelajaran quiet book kepadasiswa.

   ʃ Guru membagisiswakedalambeberapakelompok.

) Setelahitu, guru memintasiswauntukmencarisebanyakmungkinkosakata yang ada di media quiet book.

) Kemudian guru menyuruhsetiapkelompokuntukberdiskusidanmen-*share* vocabulary yang didapatkepadakelompok yang lain.

) Guru memintasiswauntukmembuatteksdeskriptifberdasarkangambar yang adapada media quiet book.

) Guru menyuruh siswa untuk menulis teks deskriptif tentang media pembelajaran quiet book.

) Setelah itu guru menyuruh siswa untuk membacakan teks deskriptif yang telah mereka tulis.

) Kemudian guru akan menyuruh siswa untuk menceritakan pendapat mereka untuk mendeskripsikan media pembelajaran quiet book.

3. Kegiatanakhir

) Guru Bersamadengansiswamenyimpulkanmateri yang sudahdipelajari.

) Guru memberikanpekerjaanrumahkepadasiswa

) Guru memberikaninformasikepadasiswatentangmateriselanjutnya.

PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. TekhnikPenilaian

PenilaianSikap:

1. Penilaian diri dan penilaianteman sejawat.
2. Menggunakan daftarcekatauskalapenilaian (*rating scale*) yang disertairubrik.

PenilaianKeterampilan:

1. Praktik,
2. Produk (proyek)
3. Portofolio

PenilaianPengetahuan(classroom axercises and homework)

1. Lisan/tulisan
2. Penugasan

2. InstrumenPenilaian

InstrumenPenilaianSikap

No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Seriusdalammenerimapelajaran					
2	Bertanggungjawabdantelitidalammenjalankantugas					
3	Santunterhadap guru (menghargai)					
4	Menghargaiteman					
5	Aktifberperansertadalam proses PBM					

Kreteria:

4:sangatbaik   2:cukup

3:baik   1:kurang

InstrumenPenilaianKeterampilan

No	Keterampilan yang diamati dandinilai	Skor				Keterangan
		4	3	2	1	
1.	Aspek proses					
	∫ Mengamatimedia					

No.						
		danlagu				
	)	Mengajukanpertanyaan				
2.	AspekKonkret					
	)	Membuat				
	)	Merangkai				
	)	Mempresentasikan				

Kriteria:

4:Terlibataktifdariawalsampaiakhirpembelajaran

3:Terlibataktifhanyapadabagian-bagiantertentu

2:Terlibatnamunpasif

1:Tidakterlibatbahkanmengganggu PBM

InstrumenPenilaian Speaking (Performance)

Komponen	**Uraian**	**Skor**
Pronunciation	Terdapatbanyakkesalahanpelafalan	1
	Pelafalanbenartetapitidakseperti native speaker	2
	Pelafalan yang sempurnaseperti native speaker	3
Fluency	Pembicaraanselaluterhentidanterputus-putussehinggasusahuntukdimengerti	1
	Pembicaraan lancer danhalus, tetapisekali-kali masihkurangkonsisten/ajeg	2
	Pembicaraandalamsegalahallancardanhalussepertipenuturasli	3
Vocabulary	Penguasaankosa kata sangatterbatas	1
	Pemilihankosa kata seringtidaktepatdanketerbatasanpenguasaannyamenghambatkelancarankomunikasi	2
	Penggunaankosa kata lebihluasdancermat, kosa kata umum pun tepatsesuaidengansituasisosial	3
Content	Memahamisedikitisipercakapan yang paling sederhanasekalipun	1
	Memahamidenganbaikpercakapansederhana,	2

	dalamhaltertentumasihperlupenjelasandanpengulangan	
	Memahamisegalasesuatudalampembicaraan normal	3

3. Pembelajaran Remedial danPengayaan

   1. Materi : Degrees of Comparison

   2. Ketuntasan Personal

      Pesertadidik yang memperolehnilaisamaatau di atasstandar KKM
dinyatakan TUNTAS

      Pesertadidik yang memperolehnilaidibawahstandar KKM
      harusmengikujtikegiatan remedial.

      Nilairemedial:jikanilai remedial beradasamaataudiatasratra-rata KKM,
      makanilai yang dimasukkanadalahnilaistandar KKM sedangkanjikanilai
      remedial berada di bawahstandar KKM, makanilkai yang
      dimasukkanadalahnilaiapaadanya.

   3. KetuntasanKolektif

      Jikaskorsoal yang dicapai$\geq$ 65% materipelajaranbisadilanjutkan.

      Jikaskorsoal yang dicapai$<$ 65%, materipelajaranharus di ulangterutamasoal
      yang ketuntasannnya$<$ 65%

………….., …………………..

Mengetahui

Kepala SMPN 1 PALOPO   Guru Mata Pelajaran

....

NIP ....   NIP ....

QUESTIONER

A. **PROFIL SISWA**

   Isilah data pribadi anda di bawah ini.

   Nama   :

   Kelas   :

B. **PETUNJUK PENGISIAN**

   Berikut ini adalah beberapa pertanyaan yang menggambarkan kebutuhan anda dalam mempelajari Bahasa Inggris. Pilihlah satu atau lebih jawaban yang sesuai dengan keadaan anda saat ini. Anda dapat menambahkan jawaban anda sendiri jika jawaban yang tersedia tidak sesuai dengan kebutuhan anda.

1. Mengapa anda belajar Bahasa Inggris untuk saat ini?
   a. Saya belajar Bahasa Inggris untuk bisa lulus mata pelajaran Bahasa Inggris.
   b. Saya belajar Bahasa Inggris untuk bisa mengakses informasi-informasi berbahasa inggris.
   c. Saya belajar Bahasa Inggris untuk mempermudah saya dalam mengerjakan tugas-tugas mata pelajaran Bahasa Inggris.
   d. Saya belajar Bahasa Inggris untuk dapat mengakses informasi berbahasa Inggris di luar pembelajaran Bahasa Inggris (hobi, informasi, bisnis, dll).
   e. Saya belajar Bahasa Inggris untuk dapat berkomunikasi dalam Bahasa Inggris dengan baik.
   f. Lain-lain (sebutkan bila ada) …

2. Apa manfaat Bahasa Inggris bagi anda setelah lulus nanti?
   a. Untuk bisa berkomunikasi dalam Bahasa Inggris dengan baik di dunia kerja.
   b. Untuk dapat mengakses informasi-informasi berbahasa Inggris yang berkaitan dengan pekerjaan saya.
   c. Untuk dapat mempermudah saya dalam mengakses berita berbahasa Inggris.

d. Untuk menunjang profesi saya setelah lulus nanti.

e. Lain-lain (sebutkan bila ada) …

3. Sampai di manakah tingkat penguasaan Bahasa Inggris anda sekarang ini

a. *Basic (lower)*: penguasaan kosakata terbatas, mengetahui sedikit ungkapan praktis, penguasaan *grammar* terbatas, pelafalan sangat dipengaruhi oleh Bahasa Indonesia.

b. *Basic (upper)*: mampu berkomunikasi dengan cukup baik pada beberapa topik pendek, masih mengalami beberapa kesulitan pada pemilihan kosakata, *grammar* dan pelafalan masih dipengaruhi oleh bahasa Indonesia.

c. *Intermediate (lower)*: dapat berkomunikasi secara baik pada topik tertentu namun masih menemui kesulitan untuk topik yang lain, masih mengalami beberapa kesulitan pada kosakata, *grammar*, dan pelafalan.

d. *Intermediate (upper):* walaupun masih mengalami kesulitan dalam kosakata, *grammar* dan pelafalan, namun mampu terlibat dalam percakapan yang menyenangkan dan pada topik-topik yang lebih berfariativ.

e. *Advanced*: mampu berkomunikasi dengan lancer pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, *grammar* dan pelafalan.

f. Lain-lain (sebutkan bila ada) …

4. Kesulitan yang anda jumpai saat bebicara dalam Bahasa Inggris

a. Sulit melafalkan kata-kata dalam Bahasa Inggris.

b. Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan yang cukup mengenai topik yang dibicarakan.

c. Sulit dalam mengaplikasi tata Bahasa.

d. Sulit dalam menyampaikan ide karena kurang menguasai kosakata.

e. Lain-lain (sebutkan bila ada) …

5. Kesulitan yang anda jumpai ketika membaca dalam Bahasa Inggris
   a. Sulit menemukan ide pokok dalam teks.
   b. Sulit memahami kosakata dalam teks.
   c. Sulit memahami bacaan karena keterbatasan saya dalam penguasaan kosakata.
   d. Lain-lain (sebutkan bila ada) …

6. Kesulitan apa yang anda jumpai ketika menulis dalam Bahasa Inggris?
   a. Sulit menggunakan tanda baca
   b. Sulit mengungkapkan gagasan dengan baik
   c. Sulit menggunakan pilihan kata yang tepat
   d. Sulit menyusun kalimat, klausa, atau paragraph dengan baik
   e. Lain-lain (sebutkan bila ada) …

7. Menurut anda, hal apa yang paling sulit dalam mendengarkan dalam Bahasa Inggris?
   a. Mengidenfikasi kata kunci dalam sebuah percakapan
   b. Membuat kesimpulan dari percakapan dalam Bahasa inggris
   c. Sulit memahami instruksi lisan
   d. Sulit memahami Bahasa *native speaker* karena keterbatasan kosakata dalam Bahasa Inggris
   e. Lain-lain (sebutkan bila ada) …

8. Kompetensi *speaking* yang ingin anda kuasai setelah belajar Bahasa Inggris adalah?
   a. Memahami dan mempraktekkan percakapan sehari-hari dengan berbagai topik
   b. Memahami dan mampu menggunakan ungkapan-ungkapan yang sesuai dengan konteks dan situasi
   c. Lain-lain (sebutkan bila ada) …

9. Kompetensi *listening* yang ingin anda kuasai nanti adalah?
   a. Memahami instruksi-instruksi dalam Bahasa Inggris

b. Memahami teks monolog dan dialog setelah mendengarkannya

c. Memahami sebuah penjelasan dalam Bahasa Inggris setelah mendengarnya

d. Lain-lain (sebutkan bila ada) …

10. Kompetensi *reading* yang ingin anda kuasai nanti adalah?

   a. Memahami teks bacaan yang pendek

   b. Memahami dan menerangkan maksud teks selain bacaan (gambar,grafik dll)

   c. Menginterpretasikan teks bacaan

   d. Memecahkan masalahyang ada dalam sebuah teks

   e. Lain-lain (sebutkan bila ada) …

11. Kompetensi *writing* yang ingin anda kuasai nanti adalah?

   a. Mampu menyusun paragraph dengan jumlah kata tertentu mulai dari pengenalan hingga kesimpulan.

   b. Memahami dan menggunakan tanda baca yang tepat dan akurat

   c. Mampu menjelaskan input teks monolog dan dialog dalam kehidupan sehari-hari

   d. Mengorganisasikan topik yang ditulis

   e. Mampu menyusun tulisan yang formal dan informal

   f. Lain-lain (sebutkan bila ada) …

12. Aspek *vocabulary* yang ingin anda kuasai nanti adalah?

   a. Dapat mengetahui daftar kosakata dalam Bahasa Inggris yang sesuai denga bidang saya dan kebutuhan komunikasi sehari-hari

   b. Memahmi arti dan maksud dari setiap kosakata dalam Bahasa Inggris

   c. Mampu menggunakan kosakata dalam Bahasa Inggris sesuai dengan konteksnya

   d. Mampu mengenal berbagai jenis kelas kata (kata benda,kata sifat,kata kerja dsb) dalam Bahasa Inggris

   e. Mampu melafalkan kosakata dalam Bahasa Inggris dengan baik dan benar

   f. Lain-lain (sebutkan bila ada) …

13. Media pengajaran apa yang dapat mendukung proses pembelajaran anda?

   a. Audio (rekaman kaset, radio, lagu dll)

   b. Visual (gambar atau tulisan)

   c. Audio visual (film, dll)

   d. Media cetak (media teks, koran, majalah, modul dll)

   e. Lain-lain (sebutkan bila ada) …

14. Tempat pembelajaran Bahasa Inggris yang anda sukai

   a. Ruang kelas

   b. Perpustakaan

   c. Ruang praktek (laboratorium dll)

   d. Luar kelas (taman, gazebo, di bawah pohon dll)

   e. Lain-lain (sebutkan bila ada) …

15. Peran anda di kelas dalam mata pelajaran Bahasa Inggris

   a. Hanya mendengarkan penjelasan dari guru

   b. Dituntun dalam setiap mngerjakan tugas/latihan dari guru

   c. Mengajukan pertanyaan dan oendapat anda

   d. Berdiskusi dan aktif

   e. Lain-lain (sebutkan bila ada) …

16. Dalam belajar Bahasa Inggris, anda lebih suka mengajarkan dengan cara

   a. Individu

   b. Berpasangan dengan teman

   c. Kelompok kecil (2-4 orang)

   d. Kelompok besar (> 5 orang)

   e. Lain-lain (sebutkan bila ada) …

17. Dalam pembelajaran Bahasa Inggris, anda senang bila guru…. (boleh memlih lebih dari satu)

   a. Berperan sebagai pengamat dan juga peserta

b. Berperan sebagai fasilitator

c. Berperan sebagai motivator

d. Mengajar secara komunikatif

e. Memantau kemajuan siswa

f. Lain-lain (sebutkan bila ada) …

18. Metode pembelajaran Bahasa Inggris yang anda sukai adalah

a. Diskusi

b. Menggunakan media pembelajaran

c. Metode tanya jawab

d. *Teacher center* (guru sebagai sumber informasi)

e. Lain-lain (sebutkan bila ada) …

19. Apa kendala anda belajar bahsa Inggris?

a. Kurangnya penguasaan kosakata

b. Mengalami kesulitan pengucapan kata dalam Bahasa Inggris

c. Metode pembelajaran yang kurang menarik

d. Lain-lain (sebutkan bila ada) …

20. Menurut anda, skill dalam bahasa Inggris yang paling anda kuasai

a. *Reading* (membaca)

b. *Speaking* (berbicara)

c. *Listening* (mendengarkan)

d. *Writing* (menulis)

e. Lain-lain (sebutkan bila ada) …

21. Menurut anda, dari keempat skill di bawah ini, yang manakah yang paling mendukung untuk menguasai kemampuan vocabulary

a. *Reading* (membaca)

b. *Speaking* (berbicara)

c. *Listening* (mendengarkan)

d. *Writing* (menulis)

e. Lain-lain (sebutkan bila ada) …

22. Dalam mata pelajaran Bahasa Inggris, apa yang anda lakukan di dalam proses belajar mengajar

a. Medengarkan penjelasa guru serta melaksanakan instruksi dari guru

b. Berpartisipasi secara aktif dan komunikatif di dalam kelas

c. Mencatat setiap poin-poin penting dari penjelasa guru untuk dipelajari kembali di rumah

d. Tidak segan untuk bertanya jika ada materi yang kurang dipahami

e. Lain-lain (sebutkan bila ada) …

23. Jika anda belajar mengunakan media pembelajaran, warna apa yang paling anda sukai

a. Merah

b. Hijau

c. Kuning

d. Biru

e. Lain-lain (sebutkan bila ada) …

24. Jika anda belajar menggunakan media pembelajaran, tema apa yang paling anda sukai?

a. *Full color* (warna-warni)

b. *Back to nature* (bahan-bahan yang terbuat dari alam seperti batu, kayu, daun, dll)

c. Daur ulang (bahan-bahan dari barang bekas)

d. Media pembelajaran yang bertemakan 3dimensi

e. Lain-lain (sebutkan bila ada) …

No	Materi Penilaian	Bobot				
		1	2	3	4	5
1.	Media pembelajaran yang di kembangkan sesuai dengan tujuan pembelajaran.					
2.	Media pembelajaran yang di kembangkn sesuai dengan kebutuhan siswa pada level kelas 2 SMP.					
4.	Media pembelajaran yang dikembangkan memiliki berbagai variasi kosakata.					
5.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa siswa.					
6.	Media pembelajaran quiet book yang dikembangkan sudah mencakup skill dalam penguasaan vocabulary.					
7.	Bentuk ilustrasi dalam tiap halaman disajikan secara beragam.					
8.	Prnyajian gambar-gambar ilustrasi pada media pembelajaran quiet book sesuai dengan level kemampuan siswa.					
9.	Rules atau aturan pemakaian media pembelajaran quiet book mudah untuk dipahami dan diterapkan dalam proses pembelajaran.					
10.	Penyajian materi menggunakan media pembelajaran quiet book mendorong siswa untuk aktif dalam proses belajar mandiri.					
11.	Penyajian materi menggunakan media pembelajaran quiet book mendorong siswa untuk mengenali keberhasilan atau kekurangan mereka dalam belajar bahasa inggris.					
12.	Illustrasi yang diberikan melalui media pembelajaran quiet book mampu menambah pemahaman tentang materi pembelajaran yang disampaikan.					
13.	Secara umum illustrasi yang ditampilkan secara serasi sesuai dengan topik pembahasan.					
14.	Media pembelajaran quiet book yang dikembangkan					

	menggunakan gambar yang mudah dipahami.					
15.	Design layout media pembelajaran secara keseluruhn pas dan tidk berlebihan.					

Discussion Item

1. Bagaimana pendapat Bapak/Ibu tentang media pembelajaran yang dikembangkan peneliti?

    _____

    _____

    _____

    _____

    _____

2. Apa saja kekuranagn dalam media pembelajaran yang dikembangkan peneliti?

    _____

    _____

    _____

    _____

    _____

3. Menurut Bapak/Ibu, apa saja yang perlu ditambah atau dikurangi dalam media pembelajaran yang dikembangkan peneliti?

    _____

    _____

    _____

    _____

    _____

4. Apa saran Bapa/Ibu untuk meningkatkan media pembelajaran yang dikembangkan peneliti?

_____

_____

_____

_____

_____

5. Apakah media pembelajaran quiet book layak digunakan untuk mengajarakan vocabulary?

_____

_____

_____

_____

_____