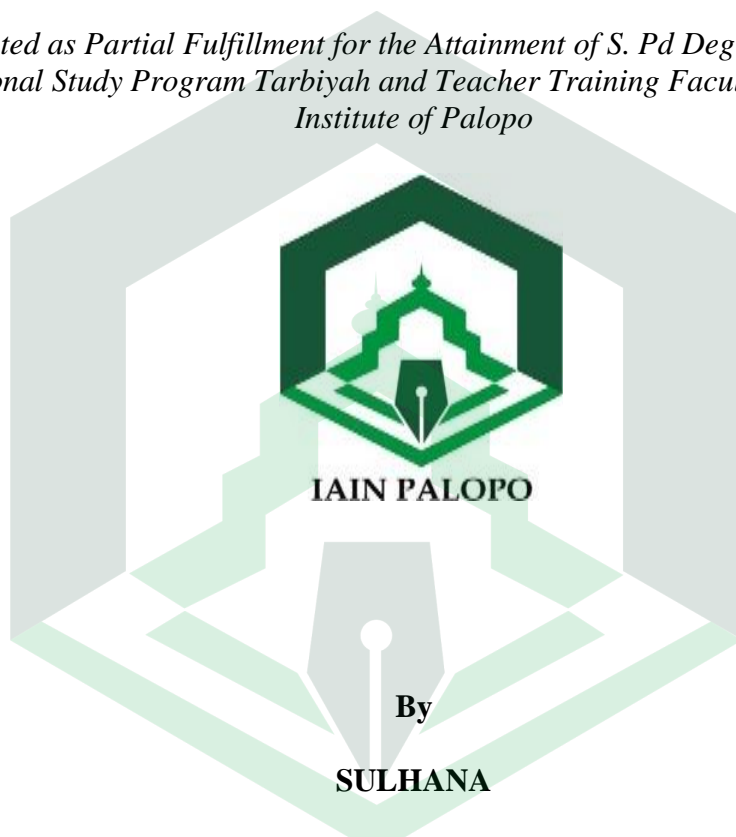


**DEVELOPING K13 TEXT BOOK-BASED DICTIONARY FOR
THE EIGHTH GRADE STUDENTS AT JUNIOR HIGH SCHOOL
2 MASAMBA**

A Thesis

*Presented as Partial Fulfillment for the Attainment of S. Pd Degree in English
Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic
Institute of Palopo*



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IAIN PALOPO

**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND
TEACHER TRAINING FACULTY STATE ISLAMIC
INSTITUTE OF PALOPO
2021**

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By

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INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis entitled “**Developing K13 Text Book-Based Dictionary For The Eight Grade Students At Junior High School 2 Masamba**” Which is written by **Sulhana, Reg. Number. 16.0202.0057**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuesday, 2th of March 2021 M**, coincided with **18th Sya’ban 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Friday, 19th of March 2021

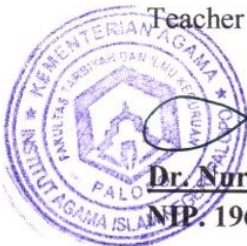
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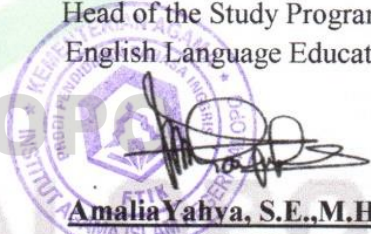
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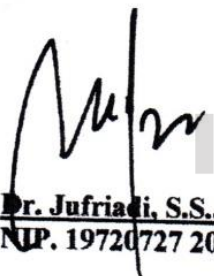
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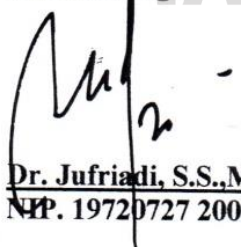
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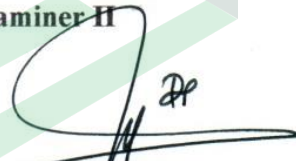
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Certify that this is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards. If this statement is not true later, I am willing accepting administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

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Finally, the researcher dedicates this thesis to her beloved parents. The researcher hopes that this thesis can provide useful references and add insight to the reader, especially the researcher as well, and may Allah give reward to all of the people who have helped the researcher.

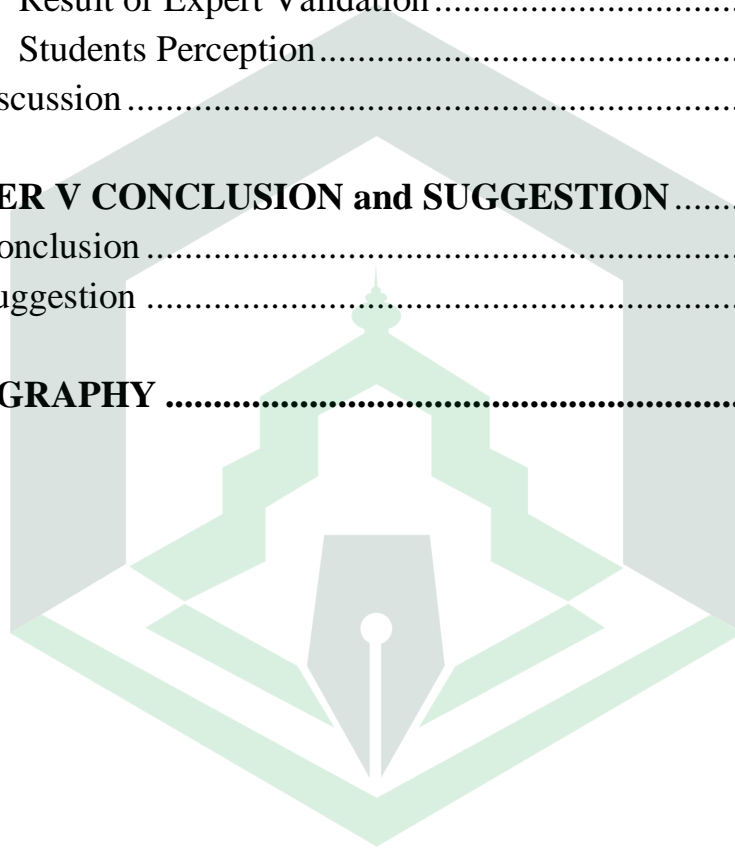
Palopo, February 24th, 2021

The Researcher

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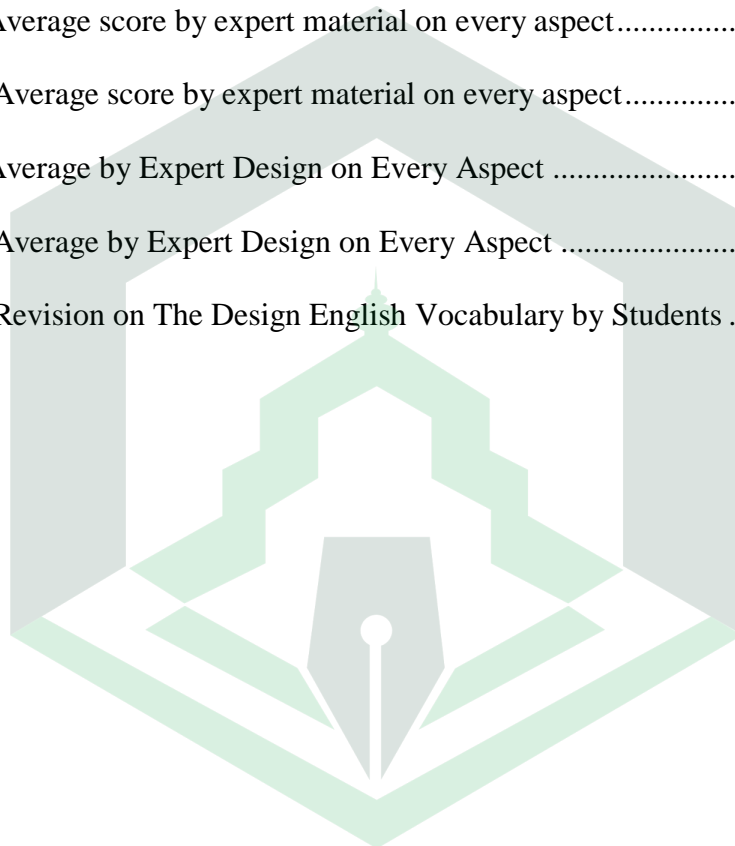
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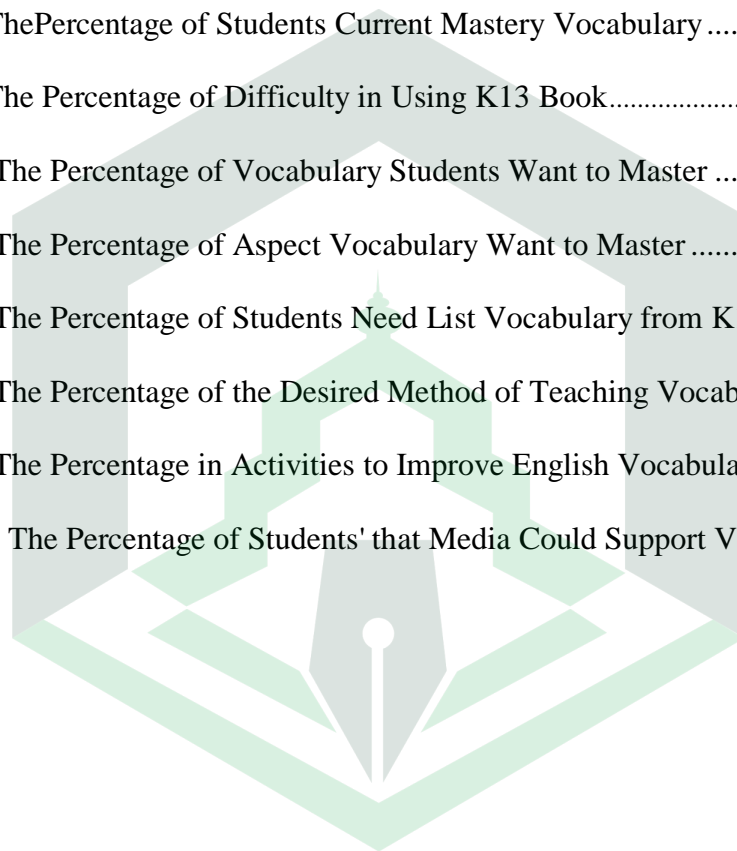
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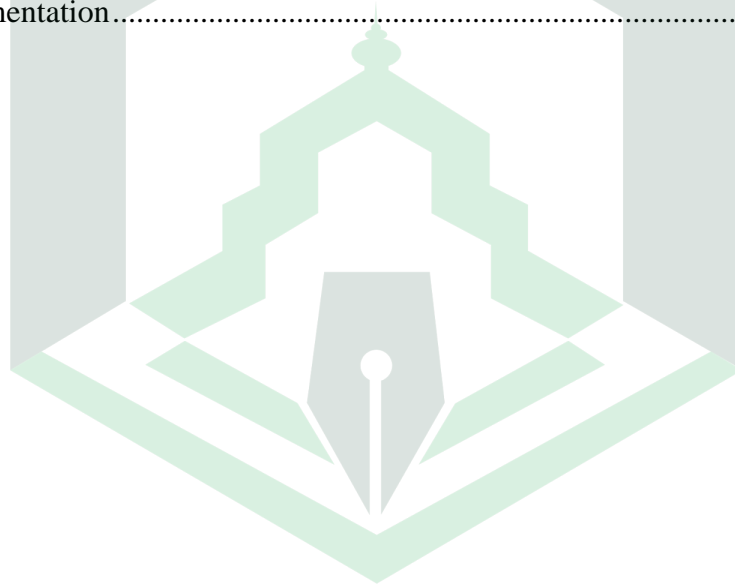
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IAIN PALOPO

ABSTRACT

Sulhana, 2020. **Developing K13 Text Book-Based Dictionary for The Eight-Grade Students at Junior High School 2 Masamba. Thesis.** English Education Study Program of Tarbiyah and Teacher Training Faculty Faculty the State Islamic Institute of Palopo. Supervised by: Dr. Jufriadi S.S., M.Hum and Dr. Magfirah Thayyib. S.S., M.Hum.

The research attempted to develop a K13 book-based dictionary for the eighth-grade students at Junior high school 2 Masamba. This research question was “How to develop the appropriate dictionary based on k-13 text-book at Junior High School 2 Masamba?”. The research objective was to develop a K13 book-based dictionary for the eighth-grade students' at Junior High School 2 Masamba. Research subjects consisted of 20 students, namely 15 students of class A and five students in class B. The data collection conducted with the observation, interview, need analysis questionnaire, and students' perception. The research design used in this research was Research and Development (R&D) namely define, design, develop and disseminate. The steps are: 1) define to analyze the curriculum, students need, learning material and specification of the aim, 2) design to media choosing and format choosing, 3) development to first design, expert validation and student perception and, 4) disseminate.

Keywords: English Vocabulary, 4-D model, Research and Development (R and D)



IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is an essential aspect of language teaching. Students continually are studying words; they know the structures they practice the sound system.¹ Wording can improve some language skills; there are listening, speaking, reading, and writing. Without speech, students cannot say anything. If we learn grammar without vocabulary, we cannot express anything.

According to Alqahtani, words are essential for second language learning. Their sense of new words often emphasizes language teaching and is crucial to a language learner. Research indicates that teaching vocabulary can be problematic because many teachers are not confident about best practice in vocabulary teaching and sometimes do not know where to begin to form an instructional emphasis on word learning.²

The English teacher at Junior High School 2 Masamba needs an English k13 text-book because at Junior High School 2 Masamba, students in grade VIII cannot understand English lessons with English text-books are the lack of English vocabulary for students, so they need a vocabulary book referring to The K13-book of students at Junior High School 2 Masamba. With the vocabulary book, students can understand every word or sentence in the student's English text and the teacher is more comfortable implementing English learning. K13 is the curriculum that receives the most attention. Based on the observation related to the implementation of K13, the main factors that constrain the performance of K13 are the lack of teacher understanding of three things: the assessment system, thematic learning, and the scientific approach.³ Students were difficult to understand the material because of the lack of English vocabulary for eighth-grade students at Junior High School 2

¹Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English As a Second Language* (Prospect Heights, Ill.: Waveland Pr Inc, 1994).

²Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/TE.2015.3.3.002>.

³Zuhri D, Maimunah, Putri Yuanita, "The Development of Math Learning Tools for Elementary Based on 2013 Curriculum in Coastal Area" 4 (January 2020).

Masamba. It includes a book containing learning material for four skills: speaking, writing, reading, and listening. However, this research focuses more on the vocabulary aspect. Students can use vocabulary books based on the K13 book to understand their English lessons in learning English quickly. This research at Junior High School 2 Masamba aims to develop a dictionary based on the K13 text-book specifically for Class VIII students. With this unique dictionary, students can easily compose sentences and practice their English.

B. Research Question

Based on the background above, the problem a research question of the research are:

"How to develop the appropriate dictionary based on K-13 text-book at Junior High School 2 Masamba?"

C. The Objective of the Research

The objective of the research was the develop a K13 text-book appropriate at Junior High School 2 Masamba.

D. The Significance of The Research

This research is expected to help the teacher teach and students to learn about vocabulary.

E. The Scope of The Research

The researcher has developed a dictionary based on the K13 text-book at junior high school 2 Masamba and the researcher used the 4-D model. There are 58 pages in the K13 book and 500 vocabularies. There are two to three-unit conversations in every chapter, and in every chapter, there are 35 vocabularies.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are some studies related to this research as follow:

1. The research by Ibnu Baihaki with the title "Developing English Worksheet Based On Materials For The Seventh-Grade Students At Madrasah Tsanawiah Darul Amin Palangka Raya." The research aimed (a) to know students' and teachers' needs and responses to the English worksheet to encouragement English learning at M.T.s Darul Amin Palangka Raya. (b) See the worksheet types for the seventh-grade students at M.T.s Darul Amin Palangka Raya to support English learning. The research uses Research and Development (R & D) style. According to this result, MTS Darul Amin Palangka Raya on the academic year 2014/2015; there was five students' feedback to the English worksheet; (a) the student's requirement of the worksheet which easy to understand, (b) the students requirement of text with easy to understand, (c) the students need suitable worksheet. (d) the students need plenty of examples and instructional to help them, and (e) students need the worksheet with the type multiple choice and essay. On beside, teachers' response to the worksheet was on five reactions as follows: (a) the teachers should have the worksheet with plenty of pictures, (b) the teachers need the learning materials in the worksheet that associated with the syllabus, (c) the teachers need the worksheet has a double meaning, (d) the teachers need the instruction to do the task, and (e) the teachers need reading texts which easy to understand.⁴

⁴Baihaki, Ibnu, "Developing English Worksheet Based On Materials For The Sevents Grade Students At Madrasah Tsanawiyah Darul Amin Palangka Raya" (2015).

2. The research by IntanPradita, with the title "Developing Student Vocabulary Worksheet By Using Affixes." The research was conducted at the campus of the The Islamic University of Indonesia. This type of research is developing research intended to create a student's vocabulary worksheet based on affixation. The study population was all English Education students, Faculty of Psychology and Social Sciences Culture held in the second semester of the academic year 2013-2014 at Universities Islam Indonesia (UII) integrated campus. The samples were the students of the Grammar for English Teachers class (henceforth GET). It selects by purposive sampling technique. The research instruments used in this study were (1) assessment sheet from experts, (2) The student questionnaire responses to student learning vocabulary worksheet, and (3) a test to reveal the mastery of vocabulary. The outcome of this study are: 1) Based on the assessment of the validation, it can conclude that the aspect of validity has filled up the criteria of development vocabulary student worksheet learning the extra material which has prepare most excellent variety, 2) Recommendations based on experts and providers of practical matter aspects has met minimum criteria with especially notes on the 21st century learning 3) the outcome of the post-test and pre-test student learning inflation material by using student vocabulary worksheet (SVW) as meeting the minimum criteria of progress.⁵
3. Nita Pujiana, with the title "Developing Student's English Worksheet For The Tenth Grade Of SMK KarsamulyaPalangka Raya," This research method used the ADDIE Model like Analysis Design, Development, Implementation. From the result, SMK Karsa Mulya Palangka Raya, students' response to the English worksheet: a) the students want the worksheet to have many colors, (b) students

⁵Intan Pradita and Nizamudin Sadiq, "Developing Student Vocabulary Worksheet By Using AFFIXES," *Ahmad Dahlan Journal of English Studies* 3, no. 1 (March 1, 2016): 1, <https://doi.org/10.26555/adjes.v3i1.3621>.

need must be directionned with the material, (c) the student are attractive to worksheet, (d) the student most of them want multiple-choice (e) students wish to the worksheet has to not difficult to do it. Besides, the teacher's give a response to the worksheet was on five reactions as (a) the teachers want the worksheet with plenty of pictures in it, (b)the teachers wish to the worksheet associated with the syllabus, (c) the teachers want the worksheet has not double meaning and not challenging to do. (d) the teachers need in the worksheet easy to do And help extend the material content, (e) the teachers want the task mix with multiple-choice, reading text, and fill the blank.⁶

4. The research by Nurdieni Fatimah Azzahra, titled "The Development of English Language Printed Material Based On 2013 Curriculum: Descriptive Text Material For The Tenth Grade Students at Senior High School at 16 Makassar." This research method applies to ASSURE model. The steps included a questionnaire to analyze the learner's general characteristics, enter competencies, and learn. She was then to design printed material and develop the materials through the syllabus of the 2013 curriculum. The result of the product was tried out to the tenth-grade students at Senior High School 16 Makassar. The research objective is 1) to recognize the English learning material directly used at Senior high school 16 Makassar. 2) developing descriptive text materials. Based on 3.4 Basic Competence in 2013 curriculum for the tenth-grade students at Senior high school 16 Makassar. 3) To investigate the substance and appropriateness of descriptive text teaching material for the tenth-grade students at Senior high school 16 Makassar.⁷

⁶Pujiana, Nita, "Developing Student's Worksheet For The Tenth Grade OfSmkKarsaMulyaPalangkaraya" (KarsaMulyaPalangkaraya, n.d.).

⁷Nurdienny Fatimah Azzahra Sadar, "The Development Of English Language Printed Material Based Ond 2013 Curriculum: Descriptive Text Material For The Tenth Grade Students In SMA Negeri 16 Makassar" (n.d.).

5. The research by Dwi Amelia Galuh Primasari, Muhammad Kristiawan, and Happy Fitria, with the title "Developing Instructional Media of Curriculum 2013 Based on Information and Communication Technology." This study's purpose at delivering directive media of K13-based on information and communication technology for class 1 of SDN 2 Gelumbang on PJOK subject matter, KD 3.8. This research developed using the ADDIE model in PowerPoint, using interview and questionnaire techniques from the product validators.⁸

The three types of research above are Research and Development (R & D) with the ADDIE model, which developed material in the form of worksheet form. This research develops K13 textbook-based vocabulary dictionary form with the 4-D model. And two types of Research and development are developing the 2013 curriculum used different models: ASSURE and ADDIE models. At the same time, the researcher uses the 4-D model.

B. Some Pertinent Ideas

The researcher discusses the curriculum and several theories related to this research. These theories will help the researcher develop English vocabulary for students with the book of Junior High School 2 Masamba. The development of this English vocabulary book also considers the curriculum and the purpose of speaking, writing, and reading for the eighth-grade students' at Junior High School 2 Masamba Vocabulary.

1. Vocabulary

a. Definition

⁸Dwi Ammelia Galuh Primasari, Muhammad Kristiawan and Happy Fitria, "Developing Instructional Media of Curriculum 2013 Based on Information and Communication Technology" 3 (n.d.): Received: 8 April 2020; Accepted: 16 April 2020; Published: 20 April 2020, dameliagaluhp777@gmail.com (Dwi Ammelia Galuh Primasari), muhammadkristiawan@unib.ac.id (Muhammad Kristiawan), happyfitriamuffy@univpgri-palembang.ac.id (Happy Fitria) *Correspondence: dameliagaluhp777@gmail.com.

Vocabulary has a fundamental role in mastering a foreign language, especially English. Wording can interpret as a collection of words understood (Herlina 2015).⁹ According to Xiqin (2008), vocabulary interpreted such as every supply of speech included to a bough of known or knowledge by an individual; in a broader understanding, the meaning of speech not only words but and also how vocabulary structure language: how they learn terms and how people use store names and the relationship phrase, among, categories of words and phrases.¹⁰

That indicates that the vocabulary is not solely a collection of words that we memorize and know their meaning but also the learning process in arranging these words.¹¹ The purpose of vocabulary to be able to speak in English, of course, is the Main goal of mastery vocabulary. Many words that we master and understand will make it easier for us to speak in English.

b. Vocabulary material

Richards and Ranandya (2002:255) said that words are a grain part of language efficiency and provide a lot of the basis for how learners listen, speak, write, and read. If nothing many words and manner forgot new comments, learners often gain their potential. They are possibly pessimistic about using language learning opportunities around them, like reading, listening to the native speaker, listening to the radio, watching television, or using language differently.¹²

c. The Importance of Vocabulary

According to Sari and Qomar (2017), in learning English, vocabulary is most

⁹Herlina, "Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo," *Jurnal Ilmiah Visi PPTK PAUDNI* 10 (2015): 2.

¹⁰Xiqin, "A Study of Teaching Strategies to Improve Junior High School English Vocabulary" (Guangzhou, 2008).

¹¹Nurlaila Amalia, "Meningkatkan Penguasaan Vocabulary Siswa Menggunakan Vocabulary Self-Collection Strategy" 2, no. 2 (2018): 8.

¹²Richard, Jack C and Willy A. Renandya, "Methodology in Learning Teaching" (Cambridge University, 2002).

important that the students have a clear idea of what they are trying to learn. Knowing the word is essential to make sentences that use in conveying all the information.¹³

The essential learning of a language is learning vocabulary. Vocabulary supports the idea, speakers in expressing their thought and emotion in communication. Speech is the crucial language constituent because it influences the four language skills: speaking, reading, writing, and listening. The significant of word learning is the center of language purchase, whether or the first, second, or foreign.¹⁴

Vocabulary is essential for students. The students expect to master the skills of reading, writing, to speak, and to listen. The vocabulary can help the students or the learners acquire a considerable understanding of many words. As the explanation above, vocabulary becomes an essential thing in learning English. Students have to master vocabulary more and more because the lack of vocabulary often brings trouble for English learners. When they write something in English, they sometimes get into trouble because they cannot reveal their written language ideas. Therefore, the conclusion is it cannot deny that vocabulary is one of the critical things in English communication.

In this study, the author has developed students' vocabulary by making English vocabulary books a guide to learning English. With the English vocabulary book, students expect to be able to do their assignments. When students find it challenging to understand the vocabulary to the text-book, students can open the vocabulary books that the author made as a guide in learning English.

¹³Sari Windu, Agatha Tantri and Qomar, HanifaAulia, "Developing Vocabulary Book Based On Crossword Puzzle for Vocabulary Mastery as Media of Vocabulary Instruction for Junior High School," 2017, 92.

¹⁴Lubis, Ika Rahmadani, "Improving Students Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti" (Medan, State Islamic University Of North Sumatra, 2017).

2. 2013 Curriculum

a. English syllabus

In the 2013 curriculum, curriculum preparation begins by setting graduate competency standards based on students' readiness, national education goals, and needs. After the competency is determined, which consists of a basic curriculum framework and a curriculum structure developed at the federal level, teachers can extend the learning process.¹⁵ In this part, the researcher presents the vocabulary book of the 2013 curriculum used in Junior High School 2 Masamba. In the end, of course, the students expect to have the ability to (1) get the main ideas to speak with vocabulary material. (2) getting general and specific information from the book. (3) improving new methods used in this syllabus are communicative learning and critical thinking. (4) choosing the meaning of words, context-based sentences, and phrases.

Detail activities in this syllabus are Orientation of the course, vocabulary building, an organization pattern, reference words, topic, main ideas, noun vocabulary, adjectives, verbs, etc.

b. Objective

This research aims to develop an appropriate and valid English vocabulary book for the eighth-grade students at Junior high school 2 Masamba.

c. Competency

The subject competency standard is to understand the text's meaning in English to develop English vocabulary with books provided by the learning Material. Students expect to express the importance of the text in oral and written material.

d. Indicator

¹⁵Sigit, "Pengembangan kurikulum 2013," 2014.

The students expect to discuss vocabulary and order language related to the topic or phrases discussed. They wish to listen and explain the teacher's explanation about learning material, which contains the expression related to the material, identify the main idea of the paragraph, look for sentences in words, and determine its meaning. The students expect to use the correct grammar, vocabulary, punctuation, and appropriate syllables. In K13 book at Junior high school 2 Masamba eighth grade which is the title "Rings a Bell" there are six chapters: It's English time, We can do it, and we will do it, we know what to do, come to my birthday, I'm so happy for you, Our busy roads,

3. 4-D Design Model

In 4-D design, the model is a developing equipment learning model. This model develops by S. Thiagarajan, Dorothy S. Sammel, and Melvyn I. Semmel. 4-D models consist of four steps:¹⁶

a. Define

The first stage is defined; the activities carried out in this stage analyze existing products and new product development analysis. The related action is also to identify teaching materials by the objectives of students, learning objectives, and the content of the material contained in the teaching material.

b. Design

In this stage, designing a storyboard will guide designing the initial product according to the first stage analysis.

c. Develop

The activities carried out are divided into two movements, namely: expert appraisal and developmental testing. The product design has made certify by an

¹⁶Dian Kurniawan and SintaVerawatiDewi, "PengembanganPerangkatPembelajaranDengan Media Screencast- O-Matic Mata KuliahKalkulus 2 Menggunakan Model 4-D Thiagarajan" 3 (2017): 6.

expert to see its feasibility in the activity expert appraisal. The results of this activity are in the form of suggestions that improve the product designs prepared. The expert test used in this study was the material expert test and the media expert test. Besides the level of developmental testing, the product design test on restricted subject targets. This does see the responses, reactions, and comments of the target product users. The results of this activity use as material for revisions in improving the product. After the product has been repaired, it is then tested again to obtain effective results.

d. Disseminate

This stage of the activities carried out is validation testing. The validation testing phase has been revised during the development stage(develop)and then implemented on a real large-scale target.¹⁷

The last, according to the explanation above, this research adopted the 4-D Thiagarajan model. The research chose this model: (1) this model is better used to develop the learning material such as worksheets. (2) The analysis is more complete and systematic, (3) In the development, this model engages the expert to validate the product.

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¹⁷AgustinaRatnaPuspitaAndClarrySada, "Developing A Supplementary Material On Vocabulary Development For Year-7 Of Junior High School," n.d., 13.

C. Conceptual Framework

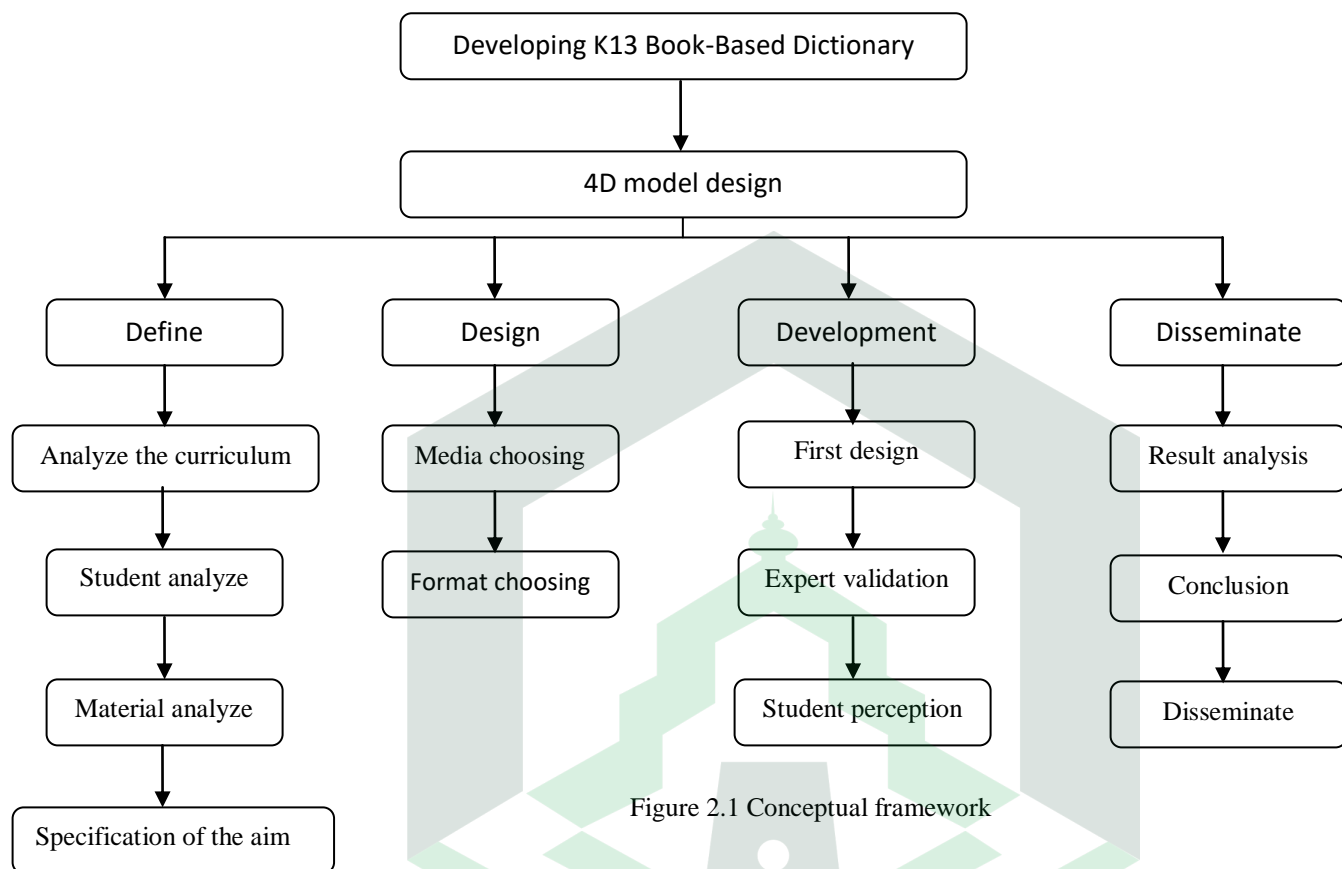
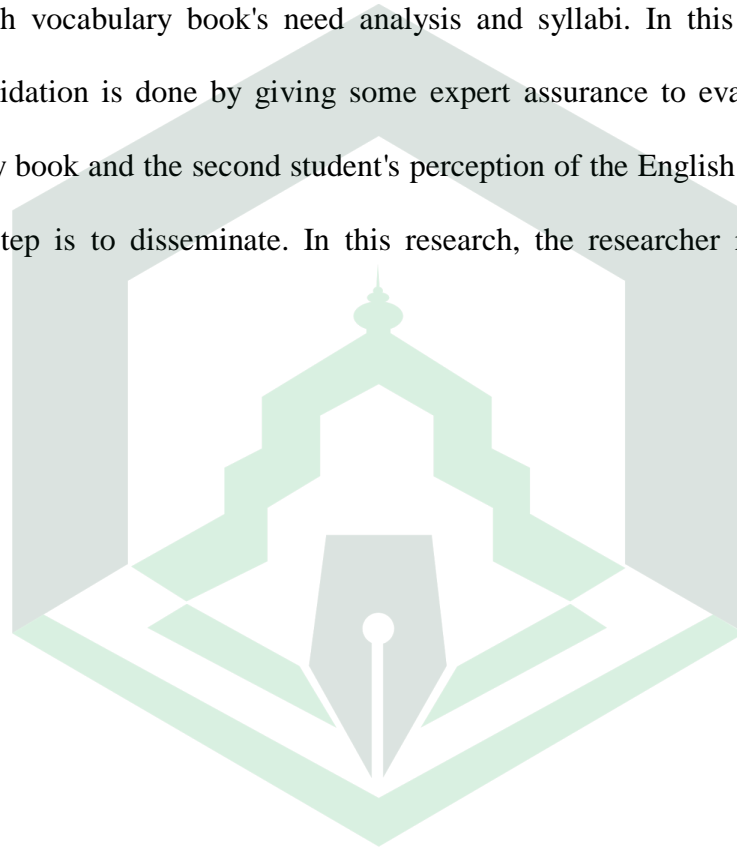


Figure 2.1 Conceptual framework

This research was started by defining the need analysis. Need analysis is divided into two, which are target needs and learner needs. Need analysis is done the information and giving students a questionnaire. After define, the researcher will design the material based on the need analysis and collect information from the English vocabulary book's syllabi. Next, the researcher will develop the K13 book based on the English vocabulary book's need analysis and syllabi. In this section, the first design validation is done by giving some expert assurance to evaluate the English vocabulary book and the second student's perception of the English vocabulary book. The last step is to disseminate. In this research, the researcher researched expert validation.



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CHAPTER III

RESEARCH METHOD

A. Model Development

The instruction model for this research is the 4D design model. It was named, 1) Define is used to determine and define needs learning manner and gather information connected to the product to develop. 2) Design is used to design a product such as an English vocabulary book that can be used in learning. 3) Develop is used to develop students' k13 book into English vocabulary books by revising the material expertly. 4) Disseminate is used to disseminate product results to students that the researcher has made.

B. Procedure of Development

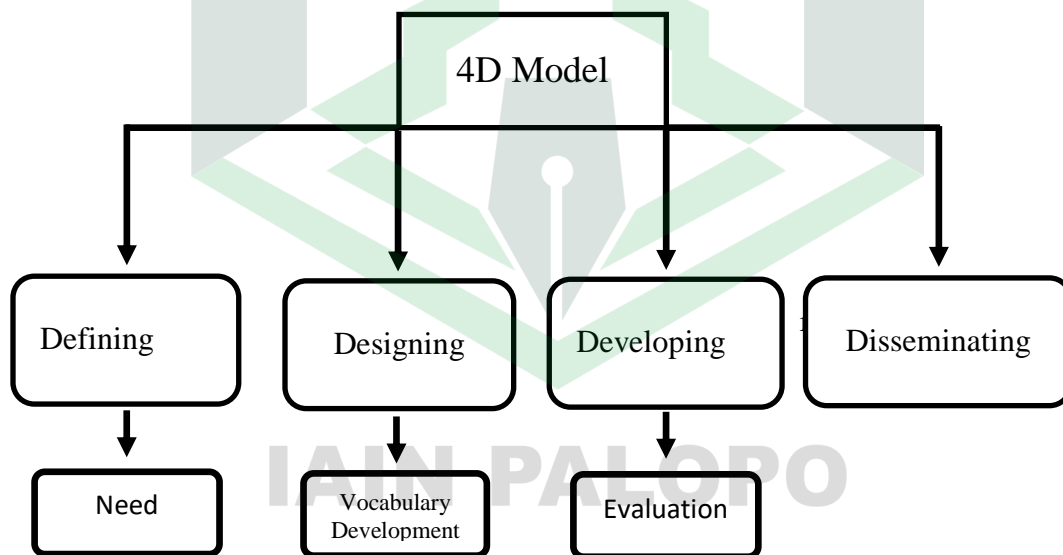


Figure 3.1 4D model

¹⁸LuhPutuArtini, "Instructional Materials Development Through 4D MODEL," n.d., 2, <http://doi.org/10.1051/shsconf/20184200086>.

The design model in this development research was adapted from the 4D Thiagarajan design model 4-D model composed of 4 stages. There are defined, the design develops and disseminates. The straightforward clarification below:

1. Define

This step focuses on determining and defining the need analysis, but the observation and interview were done first.

- a. The observation was pertinent to the curriculum, syllabus, and the English learning materials for eight grade students Junior High School 2 Masamba. They are: (1) what are the learning materials that the English teacher taught in class? (2) what material had the students learned in English class?
- b. The interview was conducted based on the student's need, especially for developing English learning materials: what are English learning materials needed and wanted by the students?
- c. Needs analysis consists of target needs and learning needs; in this stage, the researcher gave the students a question. The questionnaire is designed to find out several pieces of information about necessities, lacks, wants, and input. It is also designed to know the design, input, and learning activity to produce materials related to the students' condition at Junior High School 2 Masamba.

2. Design

After defining, the next step is to design the product: 1) typing all the vocabulary in the English book for eighth-grade students, 2) setting vocabulary order according to book pages and chapters, 3) designing vocabulary in box form. 4) using different vocabulary colors with English and Indonesia. 5) vocabulary that is applied is the eighth chapter. There are other pictures in each chapter, and each chapter is also

written with a different title according to the title of the lesson in the student's K13 book. The materials were developed based on observation, interview, and need

analysis. The first draft is the result of a design that was given to expert judgment to be evaluated.

3. Develop

The step produced in the final product design was revised and validated by the expert, practitioner, and students' perceptions. The measure is validating language, content, layout, and presentation. All of the suggestions of the experts, practitioners, and students' perceptions are considered to revise the product. The product is resulted in the second draft after revising the first draft.

4. Disseminate

In this step, the developed and revised products were distributed in schools. The researcher introduces this product to students and English teachers at Junior High School 2 Masamba.

C. The subject of The Research

The research was conducted at Junior High School 2 Masamba. The subject of the research was VIII class students. The research subjects consisted of 20 students, namely 15 students of class A and five students in class B. The research reason for choosing this class was the consideration and suggestion of the English Teacher.

D. Research Instrument

The data collection was done with the observation and interview as follows:

1. The observation was pertinent to the curriculum, syllabus, and English learning materials for eight grade students. Junior High School 2 Masamba: (1) what are

2. the learning materials that the English teacher taught in class? (2) what material had the students learned in English class?
3. The interview was conducted based on the student's need, especially for developing English learning materials: what are English learning materials needed and wanted by the students?
4. Need Analysis Questionnaire

The need analysis questionnaire was allotted to determine the target needs and the learning needs of eight grade students at Junior High School 2 Masamba. There are ten questions for students covering four aspects: necessities, lack, wants, input. In the questionnaire, there are five questions and five statements.

Table 3.Need Analysis Instrument

Aspect		The purpose of the questions	Questionnaire No.
Target Needs	Necessities	To find out the type of needs by the demands of the target situation	1
	Lacks	To find the gap between learners' proficiency and target situation necessities	2,3,4,
	Wants	To find out the learners' desires to learn English.	5,6,7
Learning Needs	Input	To find out the suitable input for English learning material the students want the most	8,9,10

5. Expert judgment questionnaire

The second questionnaire was the expert judgment. It was proposed to a materials expert to know their opinion and suggestions about the developed materials. The expert judgment questionnaire was arranged based on the standard of BSNP (*Badan Standar Nasional Pendidikan*), as in the following table:

Table 3.2The Organization of Expert judgment Questionnaire

No.	The Purpose of the Questions	Reference
1.	To find out the appropriateness of the material content.	BSNP (2011)
2.	To find out the appropriateness of the Material language.	BSNP (2011)
3.	To find out the appropriateness of the Material presentation	BSNP (2011)
4.	To find out the appropriateness of the materials layout design	BSNP (2011)

Based on developing vocabulary book, the researcher distributed questionnaires to teachers and students to determine the feasibility of vocabulary book for students at Junior High School 2 Masamba.

6. Students Perception.

Based on student interviews with research questions related to student difficulties when learning English and students' answers, they lack vocabulary because all conversations use English in the K13 book. Students need English vocabulary books by the lessons in the K13 book.

E. Data Collection Techniques

In this research, the data was collected through observation, interviews, and questionnaires.

1. The researcher made observations to find out the English material. The researcher made observations by looking at the teacher's teaching materials, namely book K13, where each chapter contains a conversation. But students feel bored learning because most of them do not understand the sentences in the book K13. With the limited vocabulary that students have, the researcher aims to make a vocabulary book to learn English and make it easier for students to understand every sentence

2. in the K13 book. Observations were made at the teacher's house and several student homes from 15 September to 17 September 2020.
3. The researcher interviewed some eight students at Junior High School 2 Masamba, and the teacher was interviewed formally to support the data from the questionnaire. Researchers conducted interviews with students and teachers before the vocabulary books were made by researchers at students' homes and teachers directly by applying several questions, such as students' difficulties and needs in the English learning process. An analysis questionnaire was used to collect the data of the target and learning needs in English. The learners were asked to answer some questions connected to their characteristics and needs in learning English by choosing one or more options from some options provided.
4. The need analysis questionnaire was distributed to determine the target needs and eighth-grade students' learning needs at Junior high school 2 Masamba. There are ten questions for students covering four aspects: necessities lacks, wants, and input.
5. Opinions and suggestions from the experts, practitioners, and students' perceptions are proposed through the expert judgments questionnaire to find the designed materials' appropriateness.

F. Data Analysis Techniques

In this research, the data were collected three times, first is observation, second interview, and last using a questionnaire. First is a questionnaire in need of analysis. Second is a questionnaire in expert judgment, practitioner, and students' perception of the developed materials.

- a. Researchers made observations to find out the English material. The researcher made observations by looking at the teacher's teaching materials, namely, the K13 book.
- b. Interview some eight students at Junior High School 2 Masamba and the teacher will interview formal to support the data from the questionnaire.
- c. Data analysis in of needs analysis

The data analysis used in this questionnaire is descriptive, analyzed by calculating the percentage of the answer. The result of the need analysis from the questionnaire has used this pattern:

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

$$X = \text{Score}$$

$$N$$

$$\sum x = \text{The same answer of students}$$

$$N = \text{Total number of students}$$

Students' choices (Necessity, lack, want, and input) are becoming researcher background in designing English learning materials.

- d. Data analysis in expert judgment and practitioner

The result of the data was converted into a descriptive analysis. The indicator in measuring the product is the Mean (X). The Means were used by using conversion pattern data:

$$Mn(X) = \sum \frac{fx}{n}$$

$$M = \text{Mean}$$

Σfx = Total score

n = Total items

Table 3.3 Data Conversion Table

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

e. Data analysis in students perception

Students 'perceptions' were obtained through direct interviews in several of these students' homes. In this research was used form by using the manual technique below :

$$n = \frac{\Sigma fx}{100\%}$$

$$\Sigma fx = \text{Total score}$$

$$Mn(x) = \frac{\Sigma fx}{n}$$

$$M = \text{Mean}$$

$$fx = \text{Total Score}$$

$$n = \text{Total the same answer}$$

$$fx = \text{Total Score}$$

$$n = \text{Total the same answer}$$

Table 3.4 The example of table student's perception

No.	Indicators	Score	Students Suggestion

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter shows that the first part of this chapter shows the needs analysis result, expert judgment result, and student perception. The second part presents the discussion of the findings.

A. Findings

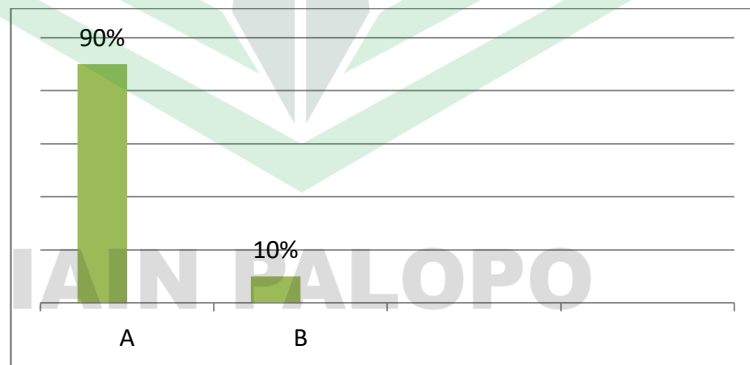
1. The Result of Need Analysis

The first item analyzed was the target needs. Here, the researcher wanted to know the student's necessities, lack, and want like in learning English.

a. Target Needs

1) Necessities

The data shows students benefit in learning vocabulary can be seen in the following chart:



Chart, 4.1The percentage of the students' benefit in learn vocabulary

The chart above shows that the students benefit from the vocabulary. Most of the students choose A, which helps students in translating sentences. It offers 18

students, or 90% decide to help in translating sentences. Based on the result, the researcher made a list of vocabulary and translations based on the K13 book.

2) Lack

Furthermore, students answered questionnaires related to English language skills at the level could be seen in the following chart:

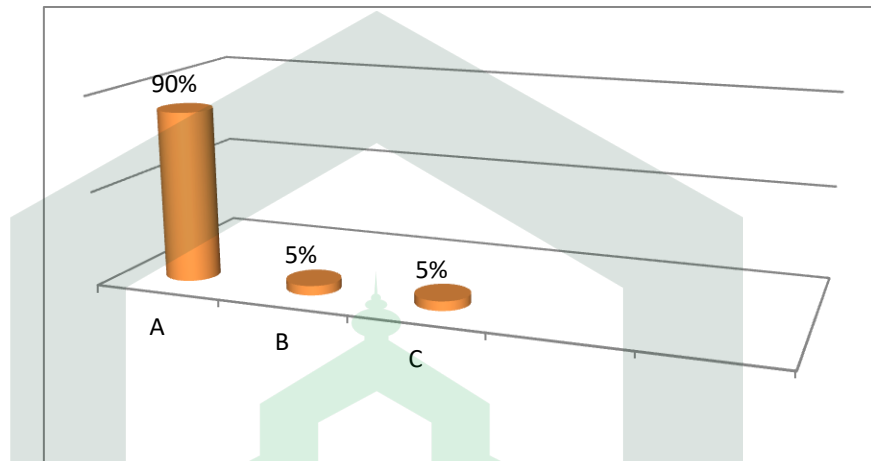


Chart 4.2 The percentage of students in English skill at that level.

The chart above shows that students' comprehension level in English is still at the primary (lower) level. It shows the percentage of students are choosing a = 18 students. It means that 90% of students are in the primary (lower) level. Based on the result, the researcher made a list of vocabulary every conversation in the K13 book.

Furthermore, students who answered a questionnaire related to the number of vocabulary they have mastered at this time can see in the following chart:

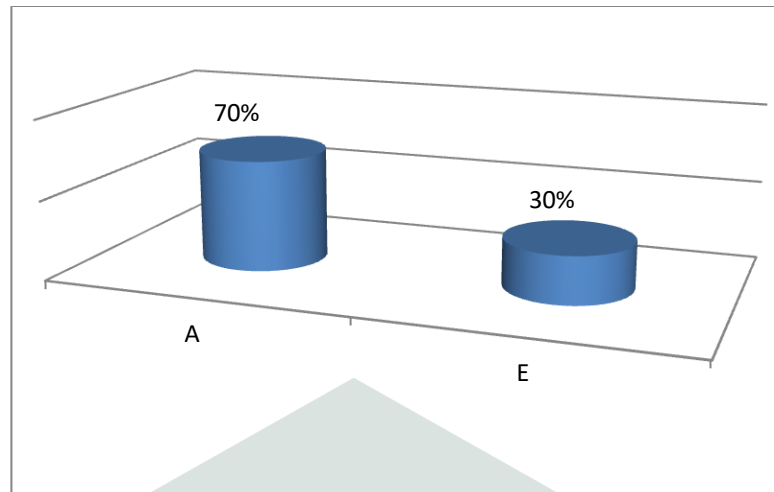


Chart 4.3 The percentage of student's current of mastering vocabulary

The chart above shows that student needs vocabulary that has been mastered at this time, most students choose A = 14 students. It means that 70% of students choose less than 200 words. Based on the result, the researcher made a vocabulary list with part of the speech based on the K13 book.

Furthermore, the students answered the questionnaire student's difficulty use the K13 book can see in the following chart:

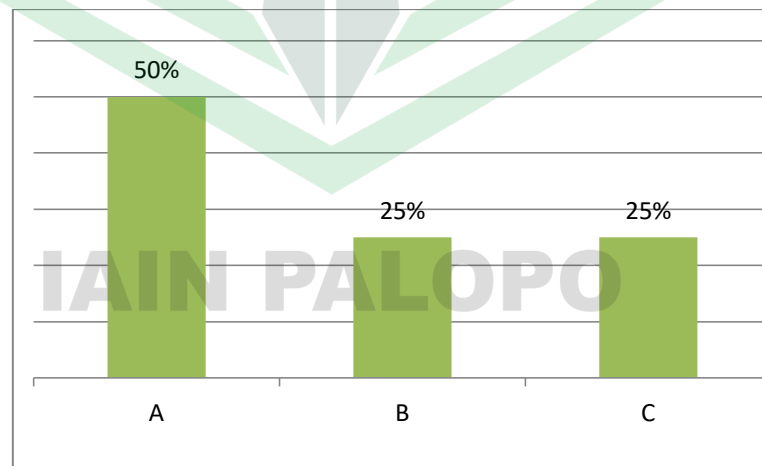


Chart 4.4 The Percentage of difficulty in using K13 book

The chart above shows that most students choose the difficulty of every word in English conversation. It shows the percentage of students who are chosen A=10

students, or 50% of students choose every word's difficulty. Based on the result, the researcher made a dictionary-based on the K13 book with translation and part of speech.

3) Want

Furthermore, the students answered the questionnaire related to the number of vocabulary they want to master at this time see in the following chart:

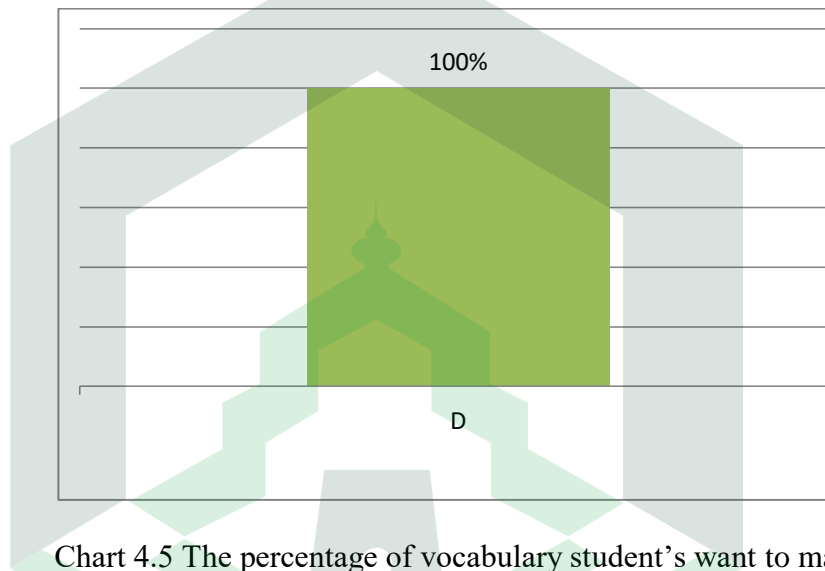


Chart 4.5 The percentage of vocabulary student's want to master

The chart above shows that most students choose to need vocabulary that they want to master simultaneously; all the students choose more than 500-700 words. It shows the percentage of students are chosen $D=20$ students. It means that 100% of students want to master the vocabulary. Based on the result, the researcher made a dictionary-based on the K13 book.

The aspect of target needs in the questionnaire is that students answer the aspect vocabulary want to master can be seen in the following chart:

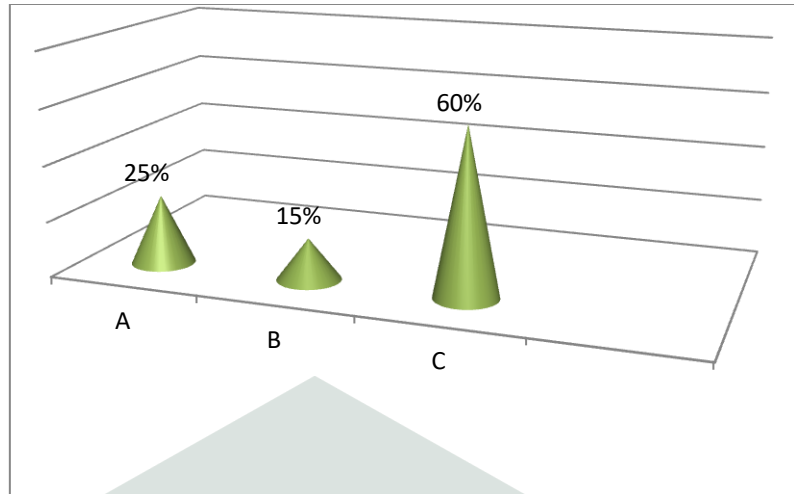


Chart 4.6 The percentage of aspect vocabulary want to master

The chart shows that most students choose the part of speech. It shows the percentage of students are chosen, C=12 students. It means that 60% of students who need part of speech want to master. Based on the result, the researcher made a dictionary-based on the K13 book with the translation and part of speech based on the K13 book.

Furthermore, the students' needs analysis answered the students like if there are list vocabulary in K13 book can be seen in the following chart:

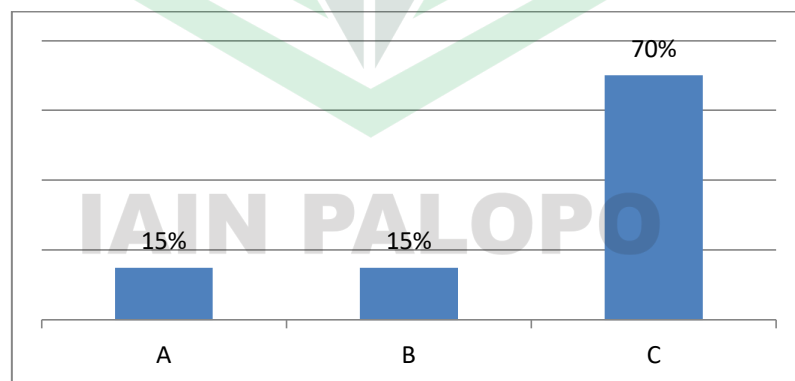


Chart 4.7 The percentage of students' need list vocabulary from k13 book

The chart above shows that most students choose the list of English vocabulary in Indonesian translation equipped with the word class (part of speech) according to

the contents of the K13 book. It shows 14 or 70% of students choose C. based on the result, the researcher made a dictionary-based on the K13 text with the translation and part of speech.

b. Learning Need

1) Input

The target needs in the questionnaire are that students answer the desired method of teaching vocabulary can be seen in the following chart:

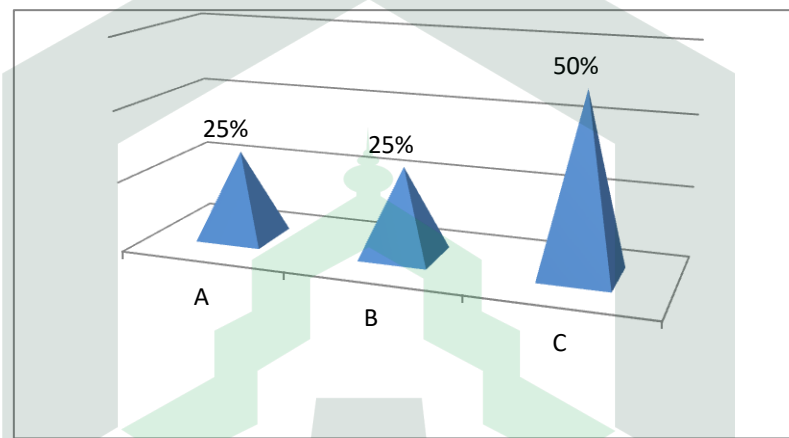


Chart 4.8 The percentage of the desired method of teaching vocabulary

The chart shows that most students choose to build vocabulary by predicting related words. It shows 10 of students or 50% of students choose C. Based on the result, the researcher made a dictionary-based on the conversation in the K13 book.

Furthermore, the students answered learning activities that supported improving English vocabulary can be seen in the following chart:

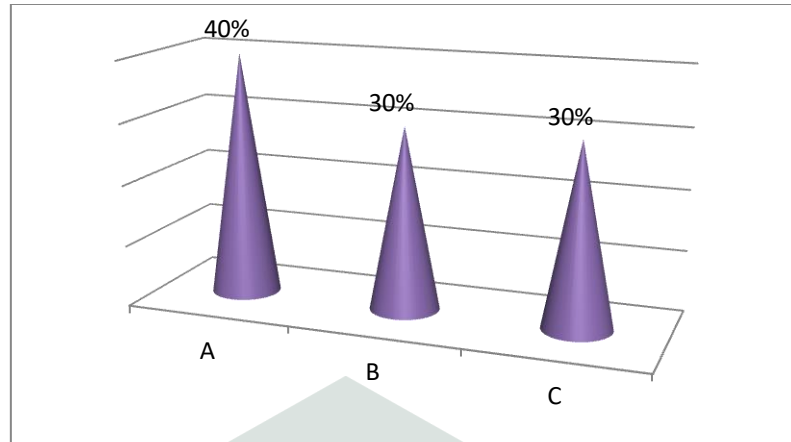


Chart 4.9 The percentage in activities to improve English vocabulary

The chart above shows that most students choose to memorize specific vocabulary in the K13 book. It shows 8 of students or 40% of students choose A. Based on the result, the researcher made a dictionary-based on the K13 book.

Furthermore, the students answered the media that could support vocabulary learning could be seen in the following chart:

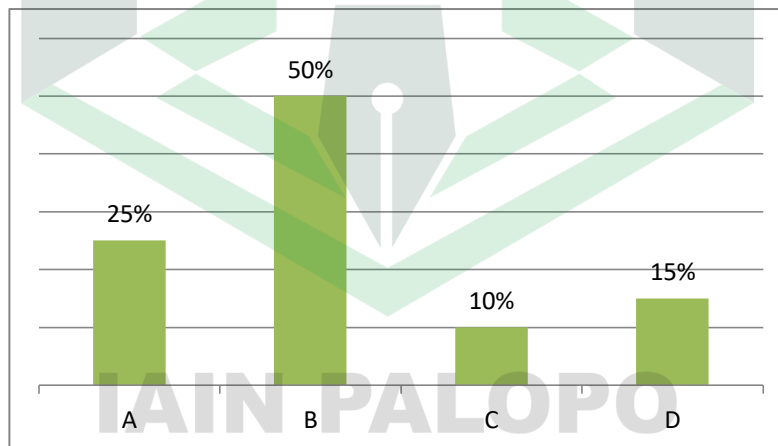


Chart 4.10 The percentage of students that media could support vocabulary learning

The chart above shows that most students choose visuals. It shows 10 of students or 50% students choose B. Based on the result, the researcher made a dictionary-based on the K13 book with the picture.

2. The Result of Expert Validation

In this Expert validation, the researcher validated the material by giving a questionnaire to content and layout experts that contains questions about the product. There are twenty questions in the questionnaire asking about all aspects of the development. The experts are Dr. Masruddin, M.Hum as Lecturer in IAIN Palopo, and Mrs. Halmiah, S.Pdas English Teacher in SMPN 2 Masamba. Below are the results from those two experts.

c. The First Expert (Lecture)

Table 4.1 Average score by expert material on every aspect

Question Number	Score	Question Number	Score
1	4	9	4
2	4	10	4
3	4	11	4
4	4	12	4
5	4	13	4
6	5	14	4
7	5	15	4
8	4		
Total Score			62
Mean Value			4.13

$$\text{Mean} = \frac{62}{15}$$

$$= 4.13$$

d. The Second Expert (Teacher)

Table 4.2 Average score by expert material on every aspect

Question Number	Score	Question Number	Score
1	4	9	4
2	4	10	4
3	4	11	4
4	4	12	4
5	4	13	4
6	4	14	4
7	4	15	4
8	4		
Total Score			60
Mean Value			4.

$$\text{Mean} = \frac{60}{15}$$

$$= 4.$$

From those tables of content expert validation, the data showed that the vocabulary English book designed by the researcher is qualified to be used in the school. It is proof from the first expert (lecturer) score giving 62, which equals 4.13. This score means "very good," and the second expert (Teacher) showing 60, which equals 4. This score means "good."

c. The First of Expert Lay-out

Table 4.3 Average by expert design on every aspect

Question Number	Score
1	4
2	4
3	4
4	4
5	4
Total score	20
Mean Value	4.0

$$\text{Mean} = \frac{20}{5}$$

$$= 4.0$$

d. The Second of Expert Lay-out

Table 4.4 Average by expert design on every aspect

Question Number	Score
1	4
2	4
3	4
4	4
5	4
Total Score	20
Mean Value	4.

$$\text{Mean} = \frac{20}{5}$$

$$= 4.$$

From those tables of layout expert validation, the data show that the vocabulary book designed by the researcher is qualified to use in the school. It is proof from the score of the expert giving 20, which equals 4. This score means "good." And second expert showing 20, which equals 4. This score means "good."

3. Students Perception

In developing the K13 book-based dictionary, the writer also needed students' perceptions about the produced English book to ensure that the English vocabulary book is genuinely appropriate for the eighth-grade students.

The eleventh students are given the product and fill the questionnaire consist of content appropriateness, language appropriateness, and layout appropriateness. The result explained below:

Table 4.5 Revision on the English design vocabulary in material for Junior High School 2 Masamba

No	Statement	Mean	Description and Agreement
1	The English vocabulary book presented is suitable for grade junior high school 2 Masamba.	4.0	Agree
2	English vocabulary books have been by the needs for grade junior high school 2 Masamba.	3.8	Agree
3	This book can improve students' English skills.	3.7	Agree
4	English vocabulary book as a whole is diverse	3.8	Agree
5	English vocabulary is exciting and easy to understand	4.0	Agree
6	The contents of the book are from the student's k13 book.	3.7	Agree
7	the vocabulary translation in the book is clear	3.4	Agree
8	Colors in writing are interesting to learn	3.8	Agree
9	Preparation of vocabulary according to the material in the students k13 book	4.0	Agree
10	The book can increase students' vocabulary.	3.7	Agree

In the vocabulary book, six chapters are consisting of 57 pages. Each chapter has a different image and a different color of the writing. In the vocabulary book, there is a box that contains vocabulary according to the words in the K13 book. The vocabulary book's size is also the same as the size of the k13 book for eighth-grade students at Junior High School 2 Masamba.

B. Discussion

The teacher at Junior High School 2 Masamba needs to explain some English vocabulary to make it easier to learn English. The researcher wants to developed an

English K13 book-based dictionary for the eighth-grade student at Junior high school 2 Masamba. With the produced book, students can understand every word or sentence in the student's English text, and the teacher is more comfortable implementing English learning.

The first step of this research was needs analysis like necessities to find out the needs with the students' demands, lack to find out the types of needs needed by students, and find out what students want in learning English. The second is learning needs like input to determine most students' appropriate information or the English language learning material. The results of needs analysis conducted at Junior high school 2 Masamba showed the students need a list of English vocabulary and Indonesian translation equipped with part of speech according to the contents of the K13 book (90%). It means the product is suitable for use by students at Junior high school 2 Masamba. In this research, the researcher tried to develop an English K13 book that focuses on vocabulary to be applied to grade 2 students. The researcher used the 4D design model of define, design, develop, and disseminate in developing. The material produced is based on text-books at school. The steps for preparing a vocabulary book begin with define; in defining, the researcher analyzes the curriculum, students, and the material. In this step, the researcher observes and then performs a needs analysis. After knowing the results, researchers began designing a vocabulary book.

In this case, students need a vocabulary book interesting for them, such as the contents of the vocabulary book, which has a picture in each chapter, according to the different colors between English and Indonesian, and putting vocabulary in the box for each chapter. The students also need part of speech in the K13 book.

In designing the vocabulary book, the researcher followed the students' K13 book's design by arranging words according to the terms on the page of the K13 book, which consisted of six chapters. After the vocabulary book design reaches the development stage, it means that the vocabulary book must be assessed by an expert jury using a gifted judgment questionnaire. The expert assessment results developed by the researcher have met the requirements to be applied in the classroom.

Nurdieni Fatimah Azzahra is the same as the researcher because of the use of Research and Development (R & D) methodology and developed K13 book. The research subject is the same as the researcher. Still, this research is different because of Nurdieni Fatimah Azzahra developed of English language printed material based on 2013 Curriculum at Senior High School 16 Makassar and the researcher developed K13 book-based dictionary for the eighth-grade students at Junior High School 2 Masamba.



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CHAPTER V

Conclusion and Suggestion

A. Conclusion

In this research, the researcher tried to develop an English K13 book that focuses on vocabulary to be applied to grade 2 students. The researcher used the 4D design model of define, design, develop, and disseminate in developing.

In designing the vocabulary book, the researcher followed the students' K13 book's design by arranging words according to the terms on the page of the K13 book, which consisted of six chapters. The expert assessment results developed by the researcher have met the requirements to be applied in the classroom.

B. Suggestion

The results of this research are expected to contribute to several parties, especially English teachers and other writers, as in the following explanation:

1. It is suggested to the teacher who teaches English for Junior High School 2 Masamba to use this product as a primary English dictionary-based K13 book in teaching English for Junior High School 2 Masamba at the eighth-grade students.
2. It is suggested for the next researcher to continue this research. It is developing an English dictionary Based on the K13 book at Junior High School 2 Masamba.

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APPENDICES



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A. Need Analysis Questionnaire

Put a cross (x) on the appropriate option that best describes your current situation and according to what you need or want related to learning English.

1. What are the benefits of English vocabulary for you?
 - a. To help in translating sentences
 - b. To help understand text
 - c. To help answer questions and reading
 - d. To help improve English skills
 - e. Others (specify if any)
2. What is your current level of English?
 - a. Basic (Lower): knows a little practical vocabulary and expressions, limited grammar mastery, pronunciation strongly influenced by mother tongue
 - b. Basic (Upper): can communicate well on several topics with short conversations, still has some difficulties with vocabulary, grammar, and pronunciation always influenced by Mother's tongue
 - c. Intermediate (Lower): able to communicate well on specific topics but still have difficulty on other issues, still have some problems with vocabulary, grammar, and pronunciation
 - d. Intermediate (Upper): although there are still difficulties in vocabulary, grammar, and pronunciation, being able to engage in conversations on familiar topics
 - e. Advanced: able to communicate fluently on most topics, has little difficulty with vocabulary, grammar, and pronunciation
3. How many languages do you have mastered at this time?
 - a. Less than 200 words
 - b. 300-400 words
 - c. 500-700 words
 - d. More than 700 words
 - e. Other (please specify if any)
4. What are your difficulties in using the K13 English book?
 - a. To difficult understand every word in English conversation
 - b. Lack of vocabulary
 - c. There is no word division in the English vocabulary
 - d. Others (specify if any)
5. The number of vocabulary words you want to master?
 - a. 300-400 vocabulary words
 - b. 400-500 vocabulary words
 - c. 500-700 vocabulary words
 - d. A lot more than above
 - e. Other (please specify if any)
6. The aspects of vocabulary that you want to master are...
 - a. The meaning of vocabulary or terms in learning
 - b. use of vocabulary by the context
 - c. part of speech (types of words)
 - d. Pronunciation (English word pronunciation)
 - e. Others (specify if any)
7. You are happy if the K13 English book has....

- a. The vocabulary list according to the contents of the K13 book accompanied by pictures
- b. English vocabulary lists and their translations according to the contents of the book K13
- c. List of English vocabulary and Indonesian translation equipped with the word class (part of speech) according to the contents of the book K1
- d. List of vocabulary, pronunciations, and translations
- e. Others (specify if any)
8. The desired method of teaching vocabulary is...
 - a. Build vocabulary by listening to English conversations or songs in English
 - b. Build vocabulary by reading in English
 - c. Build vocabulary by predicting related words
 - d. Build vocabulary by memorizing vocabulary every day
 - e. Other (please specify if any)
9. What activities do you enjoy in improving English vocabulary?
 - a. Memorize specific vocabulary in the K13 book
 - b. Translating the vocabulary in the K13 book
 - c. Using vocabulary directly by making sentences
 - d. Others (specify if any)
10. What media can support your vocabulary mastery process?
 - a. Audio (recorded tapes, radio broadcasts, songs, etc.)
 - b. Visual (images or writing that show)
 - c. Audio-visual (TV news broadcasts, talk shows, films, etc.)
 - d. Print media (books, newspapers, etc.)
 - e. Reality (real objects in the form of natural or artificial items)
 - f. Others (specify if any)

B. Result needs analysis

Table 4.1 Result needs analysis questionnaire

No	Question	A	B	C	D	E	F
1	1	10	10				
2	2	18	1	1			
3	3	20					
4	4	10	5	5			
5	5				20		
6	6	5	3	12			
7	7	5	1	18			
8	8	5	5	10			
9	10	8	6	6			
10	11	5	10	2	3		
Average		86	41	54	23		

C. Expert Judgment

Table 1.2 Expert validation questionnaire

No	Description
I	Content Aspects
a.	The research objectives clearly state.
b.	The objectives of the questionnaire clearly state.
c.	The questionnaire filling instructions are easy to understand
II	Aspect Coverage (Content)
b.	The questionnaire items include data relating to adequate content coverage
c.	The questionnaire items include data relating to the use of language in the material correctly and adequately.
d.	The questionnaire items include data relating to adequate learning activities.
e.	The questionnaire items include data relating to adequate material input.
f.	The questionnaire items include data relating to good graphics.
III	Aspects of Language
a.	The questionnaire items formulate in good and correct Indonesian.
b.	Questionnaire items formulate in effective Indonesian.
c.	The questionnaire items formulate in efficient Indonesian.
d.	The questionnaire items formulate in easily understood language according to the respondent's language level.

D. Result of Questionnaire

1. The first expert (Lecture)

Table 1.3 Content aspect

Question	Result
1	4
2	4
3	4
Total Score	12
Mean Value	4.0

$$\begin{aligned}\text{Mean} &= \frac{12}{3} \\ &= 4.0\end{aligned}$$

Table 1.4 Aspect coverage (Content)

Question	Result
1	4
2	4
3	3
4	4
Total Score	15
Mean Value	3.75

$$\begin{aligned}\text{Mean} &= \frac{15}{4} \\ &= 3.75\end{aligned}$$

Table 1.5 Aspect of language

Question	Result
1	4
2	4
3	3
4	4
Total Score	15
Mean Value	3.75

$$\begin{aligned}\text{Mean} &= \frac{15}{4} \\ &= 3.75\end{aligned}$$

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2. The second expert (Teacher)

Tabel 1.6 Content aspect

Question	Result
1	5
2	5
3	5
Total Score	15
Mean Value	5

$$\text{Mean} = \frac{15}{3} = 5$$

Table 1.7 Aspect coverage (Content)

Question	Result
1	5
2	5
3	5
4	5
Total Score	20
Mean Value	5

$$\text{Mean} = \frac{20}{4} = 5$$

Table 1.8 Aspect of language

Question	Result
1	5
2	5
3	5
4	5
Total Score	20
Mean Value	5

$$\text{Mean} = \frac{20}{4} = 5$$

E. English Syllabus

Chapter I

School Name: SMP Negeri 2 Masamba

Class/semester: VII/I

Time Allocation:

- Basic competencies:

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to the characteristics of learning and students' needs and conditions.

3.1

Applying social functions, text structure, and linguistic elements of oral and written interpersonal interactions that involve asking attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding to them, according to the context of their use.

4.1 Composing a concise and straightforward oral and written text of interpersonal interaction that involves the act of asking for attention, checking to understand, appreciating performance, and asking and expressing opinions, and responding with attention to social functions, text structure, and language elements that are correct and in context.

- **Subject matter**
In the chapter, students learn to do oral and written communication to
(a) get attention, (b) check to understand, (c) reward good performance, and (d) express opinions and respond to them. This ability can increase the social intelligence of students, especially in showing attention and appreciation.
- **Social Functions**
Maintain interpersonal relationships with teachers and friends.
- **Text Structure**
 1. I am getting started.
 2. Respond (expected / unexpected).
- **Linguistic Elements**
 1. The expression a.l. Excuse me. Is that clear ?, Good, and I think so.
 2. Speech, word stress, intonation, spelling, punctuation, and handwriting.
- **Topics**

Between students and teachers inside and outside the classroom who apologize for attention, checking understanding, rewarding performance, begging, and expressing can foster K.I's behavior.

- **The focus of Learning Stages: Observing**
 - Opening done using the first page in this chapter. Use the 'Unlocking Lessons by Chapter' technique in the Guide section.
 - On this first page, the primary material that will study in this chapter is presented, including: to get attention, to check if we are understood, to show appreciation to others, and to tell what other people or we think of something.
 - On the first page, a statement appears, "From now on, I will use English in the English class."
 - This statement shows a passion for applying English, especially in the English classroom.

Chapter II

- **Basic Competencies**

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to the characteristics of learning and students' needs and conditions.

3.2 Applying social functions, text structures, and linguistic elements of oral and written transactional interactions involving the act of giving and asking for information regarding the ability and willingness to take any action by the context of its use. (Pay attention to the linguistic elements of can, will).

4.2 Composing a concise and straightforward oral and written transactional interaction text that involves the act of giving and asking for information regarding

the ability and willingness to take any action, taking into account social functions, text structure, and linguistic elements that are correct and in context.

- Subject matter

This chapter discusses the text of oral and written transactional interactions that involve giving and requesting information regarding the ability and willingness to take action, according to the context of use.

- Social Functions

Explain, boast, promise, invite, and so on

- Text Structure

- Getting started.

- Respond (expected / unexpected).

- Linguistic Elements

- Expression of ability and willingness by the capital can, will.

- Singular and plural nouns with or without a this, those, my, their, etc.

- Speech, word stress, intonation, spelling, punctuation, and handwriting.

- Topics

Interaction between students inside and outside the classroom involves the ability and willingness to foster the behavior in K.I.

Chapter III

- Basic Competencies

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to the characteristics of learning and students' needs and conditions.

3.3 Applying social functions, text structures, and linguistic elements of oral and written transactional interactions involving the act of giving and requesting information regarding musts, prohibitions, and appeals, according to the context of their use. (Note the linguistic elements must, should).

1.4 I am composing a concise and straightforward oral and written transactional interaction text that involves the act of giving and asking for information related to musts, prohibitions, and appeals, taking into account social functions, text structure, and linguistic elements that are correct and in context.

- Subject matter

This chapter contains the primary material of oral and written texts to (1) provide suggestions and appeals and (2) state the rules and requirements, as well as their responses. This ability can improve students' social intelligence, show concern for others and the common good.

- Social Functions

Prompts, forbids, and appeals.

- Struktur Teks

- Memulai.

- Menanggapi (diharapkan / di luardugaan).

- Linguistic Elements

- Expressions of requirements, prohibitions, appeals with capital must, should.

- Singular and plural nouns with or without a this, those, my, their, etc.

- Speech, word stress, intonation, spelling, punctuation, and handwriting.

- Topics

Between students and teachers inside and outside classes involve musts, prohibitions, and appeals to foster K.I behavior.

Chapter IV

- Basic Competencies

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to the characteristics of learning and students' needs and conditions.

3.4 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interactions involving the actions of order, asking, asking for permission, and responding to them, according to the context of their use.

4.1 Composing a concise and straightforward oral and written interpersonal interaction text that involves the actions of ordering, inviting, asking for permission, and responding with attention to social functions, text structure, and linguistic elements that are correct and in context.

- Subject matter

This chapter contains the primary material of oral and written texts to order, ask, ask for permission, and respond to them. This ability can increase students' social intelligence, especially in showing care, respect, and politeness towards others.

- Social Functions

Ask, invite, ask for permission, and respond to it, to maintain interpersonal relationships with teachers and friends.

- Text Structure

- I am getting started.
- Respond (expected / unexpected).

- Linguistic Elements

- The expression a.l let ..., can... do you like ..., and may I?
- Singular and plural nouns with or without a that, that, I, them, etc.
- Speech, word stress, intonation, spelling, punctuation, and writing.

- Topics

Between teachers and students inside and outside the classroom involves ordering, asking, asking for permission, which can foster the behavior in K.I.

Chapter V

- Basic Competencies

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to the characteristics of learning and students' needs and conditions.

3.5 Comparing social functions, text structure, and language elements of several unique texts in the form of greeting cards by giving and asking for information related to special days, according to the context of their use.

4.5 Compiling unique text in the form of greeting cards, very short and simple, related to special days by paying attention to social functions, text structure, and linguistic elements, correctly and in context

- Subject matter

Unique text greeting cards related to special days.

- Social Functions

Maintain interpersonal relationships with teachers and friends.

- Text Structure
The text greeting card can include
 - Identity (name of the event, special day) that is special.
 - Relevant special phrases.
 - Pictures, decorations, color compositions.
- Linguistic Elements
 - The expression a.l. Congratulations, Well done; good job.
 - Speech, word stress, intonation, spelling, punctuation, and handwriting.
- Topics
Events, birthdays, advances, championships, etc., can foster the behavior contained in K.I.

Chapter VI

- Basic Competencies
Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to the characteristics of learning and students' needs and conditions.
- 3.6 Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving giving and requesting information regarding the whereabouts of people, objects, animals, according to the context of their use. (Note the linguistic element there is/are).
- 3.7 I am composing a concise and straightforward oral and written transactional interaction text that involves giving and asking for information regarding the whereabouts of people, objects, animals, taking into account social functions, text structure, and linguistic elements that are correct and in context.
- Subject matter
This chapter contains text and written text materials to request and provide information on the whereabouts of people, objects, animals according to the context of their use. This ability can increase students' social intelligence, show concern, respect, and politeness towards others.
- Social Functions
Mention, describe, make inventory, and so on.
- Text Structure
 - I am getting started.
 - Respond (expected / unexpected).
- Linguistic Elements
 - Phrases with There is/are.
 - Indefinite number words: little, few, some, many, much, a lot (of).
 - Pronouns: in, on, under, in front of, below, above, and others.
 - Speech, word stress, intonation, spelling, punctuation, and handwriting.
- Topics
Humans, animals, objects in the classroom, school, home, and surroundings can foster K.I's behavior.

F. Questionnaire students Perception

Table 1.6 Questionnaire for students perception

No	Statement
Entire Book Contents	
1	The English vocabulary book presented is suitable for grade 2 level at SMPN 2 Masamba.
2	The English vocabulary book is by the needs of grade 2 students at SMPN 2 Masamba.
3	Buku ini mampu meningkatkan kemampuan bahasa inggris siswa kelas 2 di SMPN 2 Masamba
4	The whole English vocabulary book is diverse.
5	English vocabulary book is exciting and easy to understand
6	The contents of the book are by the k13 book of grade 2 students
7	the vocabulary translation in the book is clear
8	Colors in writing are interesting to learn
9	The composition of vocabulary is by the material in the student's K13 book—grade 2.
10	The book can improve students' vocabulary

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G. Lembar Validasi Instrumen Need Analisis Untuk Ahli Materi

LEMBAR VALIDASI INSTRUMENT NEEDANALYSIS UNTUK AHLI MATERI

Developing K13 Text Book-Based Dictionary for The Eight Grade Students at Junior High School 2 Masamba

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
I	Aspek Isi	1	2	3	4	5
	a. Tujuan penelitian dinyatakan dengan jelas				✓	
	b. Tujuan kuesioner dinyatakan dengan jelas				✓	
	c. Petunjuk pengisian kuesioner mudah dipahami				✓	
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai				✓	
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar				✓	
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai			✓		

d. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai					✓	
III	Aspek Bahasa					
a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar				✓		
b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif					✓	
c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien					✓	
d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					✓	

C. Komentar.....

Kuesioner sudah layak digunakan dg revisi minor

D. Saran.....

tidak saran perbaikan

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

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

- Gunakan bahasa Indonesia yang efektif
- Hilangkan item nomor yang tidak diperlukan

Palopo, 17/2/2020

Penilai Kelayakan

St. Hartina

ST. HARTINA



IAIN PALOPO

LEMBAR VALIDASI INSTRUMENT NEEDANALYSIS UNTUK AHLI MATERI

Developing K13 Text Book-Based Dictionary for The Eight Grade Students at Junior High School 2 Masamba

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Tujuan kuesioner dinyatakan dengan jelas					✓
	c. Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai					✓

d. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai						✓
III Aspek Bahasa						
a. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar						✓
b. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif						✓
c. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien						✓
d. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden						✓

C. Komentar

D. Saran

E. Kesimpulan

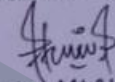
Instrument kuesioner ini (lingkari salah satu pilihan)

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

Palopo, 12 November 2020

Penilai Kelayakan


HALMIAH S. Pd



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H. Kuesioner Evaluasi Untuk Ahli Materi

KUESIONER EVALUASI UNTUK AHLI MATERI

**“ DEVELOPING K13 TEXT BOOK-BASED DICTIONARY FOR THE
EIGHT GRADE STUDENTS AT JUNIOR HIGH SCHOOL 2 MASAMBA”**

A. Data Responden

Nama : Dr. Masruddin, M. Hum

Umur : -

Jenis kelamin : Laki-Laki

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☒ Professor

Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ ≥6 thn

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda silang (X) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi dalam buku <i>English vocabulary</i> sesuai dengan kebutuhan siswa kelas 8 di SMPN 2 Masamba		X			

2.	Kedalaman materi dalam buku <i>English vocabulary</i> memadai.	X				
3.	Keaslian isi <i>English vocabulary</i> memadai.	X				
Rangkuman kualitatif:						
B. Bahasa						
1.	Bahasa yang digunakan dalam buku sesuai dengan tata bahasa yang benar.	X				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.	X				
3.	Bahasa yang disajikan dalam bahan ajar <i>English vocabulary</i> mudah dipahami.	X				
Rangkuman kualitatif:						
C. Input						
1.	Input kosa kata dalam buku membantu siswa dalam berbahasa.	X				
2.	Input kosa kata dalam buku sesuai dengan kemampuan siswa.	X				
3.	Input kosa kata dalam buku menarik.	X				
4.	Input kosa kata dalam buku sesuai dengan kemampuan berbahasa siswa.	X				
5.	Input kosa kata dalam buku mencakup struktur bahasa yang benar.	X				
6.	Input kosa kata dalam kamus dapat menambah wawasan siswa.	X				

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7.	Input dan <i>Engli vocabulary</i> seimbang.		X			
Rangkuman kualitatif:						
D. Desain dan Layout						
1.	Tampilan isi buku jelas.		X			
2.	Penggunaan tanda baca benar.		X			
3.	Susunan kosa kata sistematis		X			
4.	Sumber dalam buku jelas		X			
5.	Jarak spasi sesuai.		X			
Rangkuman kualitatif:						
E. Evaluasi Umum						
1.	Sistematika penyajian runtut.		X			
2.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.		X			
Rangkuman kualitatif:						

Kesimpulan:

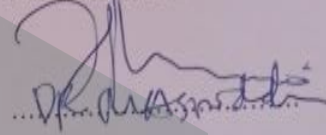
Secara umum, pendapat Bapak / Ibu terhadap materi yang dikembangkan:

IAIN PALOPO

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

Palopo, 19 November 2020

Penilai Kelayakan



IAIN PALOPO

KUESIONER EVALUASI UNTUK AHLI MATERI

“ DEVELOPING K13 TEXT BOOK-BASED DICTIONARY FOR THE EIGHT GRADE STUDENTS AT JUNIOR HIGH SCHOOL 2 MASAMBA ”

A. Data Responden

Nama : HALMIH, Spd
 Umur : 30 TAHUN
 Jenis kelamin : PEREMPUAN
 Pendidikan : ☒ S1 ☐ S2 ☐ S3 ☐ Professor
 Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ ≥6 thn

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda silang (X) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi dalam buku <i>English vocabulary</i> sesuai dengan kebutuhan siswa kelas 8 di SMPN 2 Masamba		X			

2.	Kedalaman materi dalam buku <i>English vocabulary</i> memadai.		X				
3.	Keaslian isi <i>English vocabulary</i> memadai.		X				
Rangkuman kualitatif:							
B. Bahasa							
1.	Bahasa yang digunakan dalam buku sesuai dengan tata bahasa yang benar.		X				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa.		X				
3.	Bahasa yang disajikan dalam bahan ajar <i>English vocabulary</i> mudah dipahami.		X				
Rangkuman kualitatif:							
C. Input							
1.	Input kosa kata dalam buku membantu siswa dalam berbahasa.		X				
2.	Input kosa kata dalam buku sesuai dengan kemampuan siswa.		X				
3.	Input kosa kata dalam buku menarik.		X				
4.	Input kosa kata dalam buku sesuai dengan kemampuan berbahasa siswa.		X				
5.	Input kosa kata dalam buku mencakup struktur bahasa yang benar.		X				
6.	Input kosa kata dalam kamus dapat menambah wawasan siswa.		X				

7.	Input dan <i>Engli vocabulary</i> seimbang.		X			
Rangkuman kualitatif:						
D. Desain dan Layout						
1.	Tampilan isi buku jelas.		X			
2.	Penggunaan tanda baca benar.		X			
3.	Susunan kosa kata sistematis		X			
4.	Sumber dalam buku jelas		X			
5.	Jarak spasi sesuai.		X			
Rangkuman kualitatif:						
E. Evaluasi Umum						
1.	Sistematika penyajian runtut.		X			
2.	Keseluruhan materi sesuai dengan kemampuan berbahasa siswa.		X			
Rangkuman kualitatif:						

Kesimpulan:

Secara umum, pendapat Bapak / Ibu terhadap materi yang dikembangkan:

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

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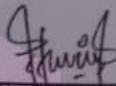
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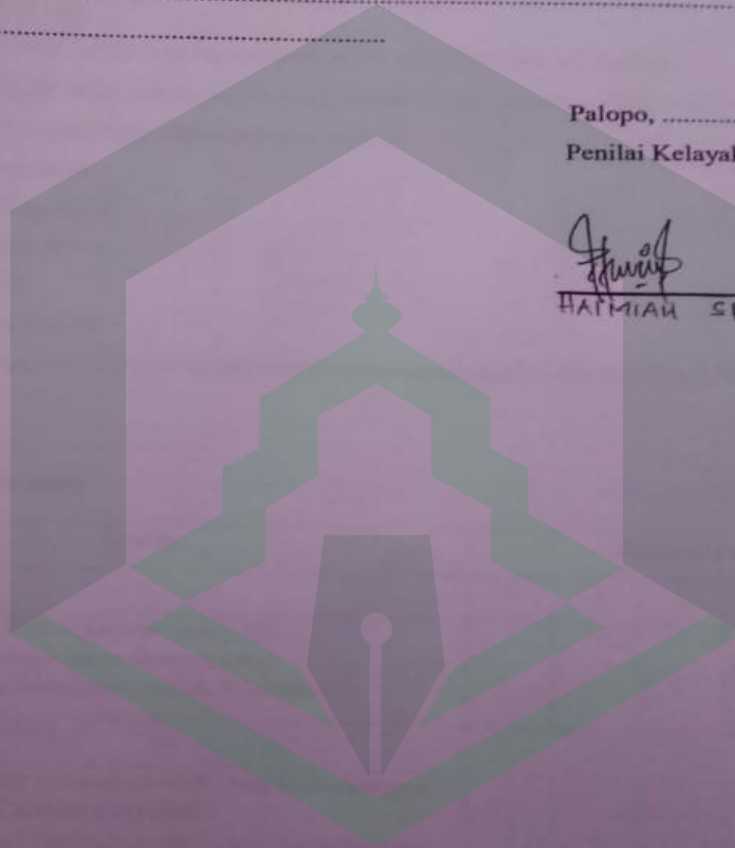
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Palopo,

Penilai Kelayakan


HARMIAN SPd



IAIN PALOPO

I. Surat Izin Meneliti



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
 Nomor : 16452/00854/SKP/DPMPTSP/X/2020

Membaca : Permohonan Surat Keterangan Penelitian an. Sulhiana beserta lampirannya.
 Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/244/X/ Bakesbangpol/2020 Tanggal 14 Oktober 2020
 Mengingat :

1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementerian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintahan Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :


Nama : Sulhiana
 Nomor : 085341912246
 Telepon :
 Alamat : Dsn. Karre, Desa Rompu Kecamatan Masamba, Kab. Luwu Utara Provinsi Sulawesi Selatan
 Sekolah : Institut Agama Islam Negeri (IAIN) Palopo
 Instansi :
 Judul : Developing K13 Text Book-Based Dictionary For The Eight Grade Students At Junior High School 2 Masamba
 Penelitian :
 Lokasi : SMPN 2 Masamba, Kelurahan Baliase/Kecamatan Masamba, Kab. Luwu Utara Provinsi Sulawesi Selatan
 Penelitian :

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 15 Oktober 2020 s/d 04 Februari 2021 (4 Bulan).
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
 Pada Tanggal : 19 Oktober 2020


 KEPALA DINAS

 NIP : 196604151998031007

Retribusi : Rp. 0,00
 No. Seri : 16452
 Disampaikan kepada :

1. Lembar Pertama yang bersangkutan;
2. Lembar Kedua Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;

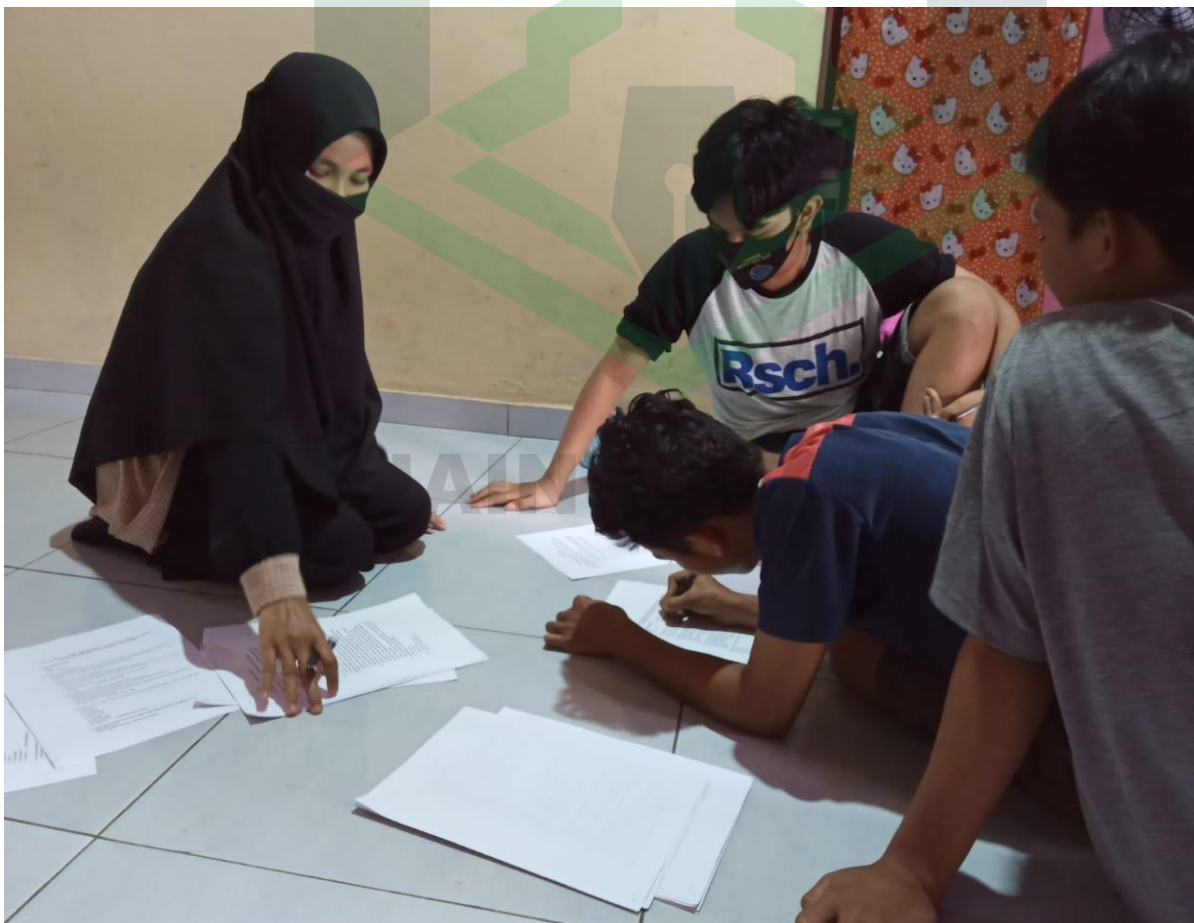
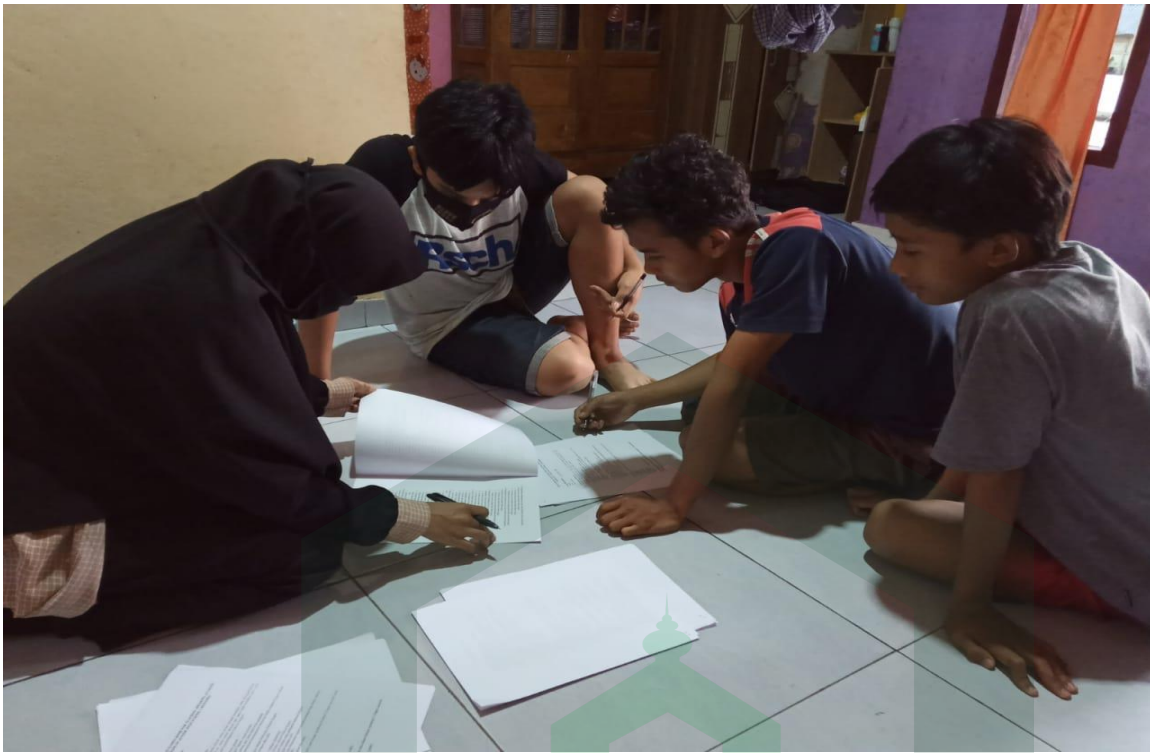
IAIN PALOPO

DPMPTSP
 www.dpmptsp.luwuutara.go.id

DOKUMENTATION

Questionnaire Analysis for Students





Developing k13 book based dictionary for the eighth grade students at junior high school 2 masamba.

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Alat



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