DEVELOPING ENGLISH VOCABULARY WORKSHEETS FOR THE SEVENTH GRADE STUDENTS

AT SMP NEGERI 1 BAJO

A Thesis

Presented as Partial Fulfillment for the Attainment of S.Pd Degree in English

Education Study Program Tarbiyah and TeacherTraining Faculty State Islamic

Institute of Palopo

By

Hadiarah

16.02.02.0079

ENGLISH LANGUAGE STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2021

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ENGLISH LANGUAGE STUDY PROGRAM

TARBIYAH AND TEACHERS TRAINING FACULTY

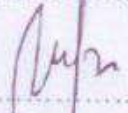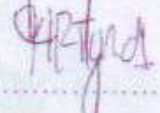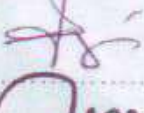# STATE ISLAMIC INSTITUTE OF PALOPO

2021

THESIS APPROVAL

This thesis entitled **"Developing English Vocabulary Worksheets for the Seventh Grade Students at SMP Negeri 1 Bajo"** which is written by **Hadiarah ,Reg. Number 16 0202 0079.** S1 English Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on **Monday, March 22nd 2021 M**, coincided with **8th Rajab-Sya'ban 1442 H** . It is authorized and accepted as partial fulfillment for S.Pd. degree in English Language Teaching.

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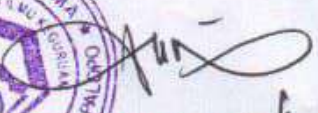**8th Rajab-Sya'ban 1442 H**

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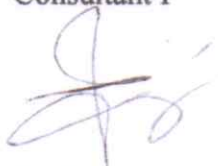
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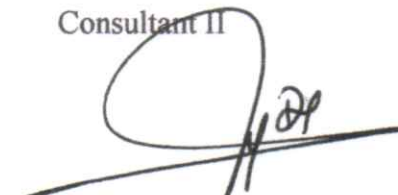Has been corrected and approved to be examined.

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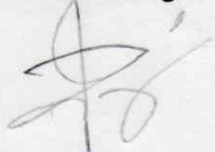
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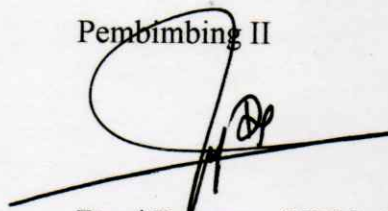
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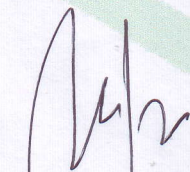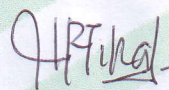Registration Number   : 16.0202.0079

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Palopo, March 2021

Researcher,

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16.0202.0079

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This thesis entitled "Developing English Vocabulary Worksheets for the Seventh Grade Students at SMP Negeri 1 Bajo" is submitted as compulsory fulfillment of the requirements for Bachelor's degree of the English Language Department of the Faculty of Tarbiyah and Teachers Training State Islamic Institute (IAIN) Palopo.

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13. Eventually, it has to be admitted that nobody is perfect, and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, comments, critics, and constructive suggestions for improving this thesis will be highly appreciated. Hopefully, this thesis can give a meaningful contribution to further researchers.

Palopo, 19 February 2021

The Researcher

Hadiarah

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ABSTRACT

Hadiarah, 2021, *"Developing English Vocabulary Worksheets for Seventh-Grade Students at SMPN 1 Bajo"*. The thesis of the English Education Study Program. Consultant Sahraini and Dewi Furwana.

This research endeavored to develop vocabulary worksheets for the seventh-grade students at SMPN 1 Bajo. The formulation of this research was "How to develop appropriate English vocabulary worksheets for the seventh-grade students at SMPN 1 Bajo?". This research aimed to develop appropriate English vocabulary worksheets for the seventh-grade students at SMPN 1 Bajo. The research design used in this research was Research and Development (R&) and applied using the 4-D Model. This kind of model consists of defining, designing, developing, and disseminating. The vocabulary worksheet was denoted and based on the Indonesian 2013 Curriculum, the need analysis, and try-out results. As the product of this research, eight vocabulary topics were developed through the students' vocabulary worksheets. The topics include family members, hobbies, classroom objects, dates, animals, days of the week, public buildings, months of the year. The instruments used in this research were a need analysis questionnaire, observation sheets for instruments and products from expert validators, and the students' try-out focuses on their perception towards the product. Therefore, the results showed that regarding the experts' validation and the try-out on the students' perception, this research's product was appropriate to implement for the seventh-grade students at SMPN 1 Bajo. The designed vocabulary worksheets on this research would be valuable to use as teaching and learning resources to increase and encourage the students' motivation to study.

Keywords: Develop, English vocabulary, Worksheets

CHAPTER I

INTRODUCTION

A. Background

In learning foreign languages, there are four skills that every learner should know to master the language; they are speaking, writing, listening, and reading. Those four skills require vocabulary mastery to convey the meaning of a particular language. According to Schmitt in Naeem Afzal, learning a new language, vocabulary has played a crucial role, especially in language teaching and learning both as lexical knowledge for efficient communication[1]. It is the element to link the four English skills to come together. Hence, vocabulary is essential to introduce students as early as possible until they do not find much difficulty learning English.

However, there are several problems faced by students in mastering vocabulary, especially in junior high school. First, the students had no ideas about the meaning of the words of the target language. Secondly, students had difficulties remembering the importance of new words in the target language.

Based on the direct observation at SMPN 1 Bajo on August 31st, 2020, the researcher found out that the English teacher at the school had inappropriate language

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[1] Naeem Afzal, 'A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education', *Arab World English Journal*, 10.3 (2019), 81–98 <https://doi.org/10.24093/awej/vol10no3.6>.

teaching materials in conducting the lessons, specifically to teach vocabularies, the teacher tended to use the teaching media not expected by the student to learn the English vocabulary. The teacher was determined by the monotone instruction written on the textbook, for instance, explaining the related topics that the students had to learn, pointing out the examples on the book, and then having the students did the exercise afterward.

Besides that, the teacher requested the students to read different dialogues, this kind of activity would make the learning of the English language became less challenging, and the students would feel very bored following the lessons. Thus, the students had a poor understanding of the vocabulary, and they were less interested in learning English.

Moreover, the seventh-grade students, especially the VII.3 class at SMPN 1 Bajo, found some difficulties reading the words and the dialogues given based on the textbook. Besides that, when the teacher had the students do the worksheets on the textbook, they were confused to follow the instructions because they had a lack of English vocabulary to understand the words in the textbook[2]. Concerning the students' difficulties in doing the tasks based on the textbook, the appropriate teaching materials in teaching the vocabularies were expected to do by the teacher in the learning process. Because having adequate teaching resources or materials could expand the students' knowledge to learn the vocabulary easily.

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[2] The observation carried out by the researcher on August ,31th 2020 to the seventh-grade students at SMP Negeri 1 Bajo.

The teachers can use many teaching materials in teaching-learning vocabulary. In teaching English vocabulary, teachers should be active and creative with suitable media for students. Venon in Ramadhan Djanu Wijaya said that when the class is fun, it will make children want to come to class and not be bored. Teachers can employ some teaching aids to make the class fun[3]. In reaching that goal, a teacher should be able to choose suitable media for active learning. According to Kosim in Ahmad Dadang Pramusinta some teaching media can help students increase their understanding of vocabulary with pictures, cartoon images, comics, flashcards, worksheets, etc[4]. Therefore, English language teaching and learning can become very useful to both teachers and learners.

The concept of learning always shows that a process changes in a person's behavior or personality based on practice or experience. These things can be done well with the number of teaching materials good so that the materials can be conveyed correctly. This matter in line with the Word of Allah in the Qur'an surah Al-Maidah verse 46

وَقَفَّيْنَا عَلَىٰٓ ءَاثَٰرِهِم بِعِيسَى ٱبْنِ مَرْيَمَ مُصَدِّقًا لِّمَا بَيْنَ يَدَيْهِ مِنَ ٱلتَّوْرَىٰةِ ۖ وَءَاتَيْنَٰهُ ٱلْإِنجِيلَ فِيهِ هُدًى وَنُورٌ وَمُصَدِّقًا لِّمَا بَيْنَ يَدَيْهِ مِنَ ٱلتَّوْرَىٰةِ وَهُدًى وَمَوْعِظَةً لِّلْمُتَّقِينَ ﴿٤٦﴾

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[3] Ramadhan Djanu Wijaya, 'The Use Of Hot Potato Software In Teaching Vocabulary To Eight Grade Students Of Smp Muhammadiyah 1 Kartasura', 2019.

[4] Ahmad Dadang Pramusinta, '"Using A Four-Phase Technique To Improve The Students Imaginative Writing Skills (A Classroom Action Research at the Eleventh Grade Students of SMA Negeri 2 Sukoharjo in the Academic Year of 2009 / 2010 English Education Program"', 2010.

"And we accompanied their footsteps (the prophet of the Children of Israel) with Isa the son of Maryam confirmed the previous Book, namely: Torah *(Taurat)*. And we have given him the Bible being in it (there is) guidance light (which illuminates) and confirms the previous book, namely the Torah. And be a guide and teaching for those who are righteous."[5]

The media that is commonly used in teaching vocabulary is worksheets. A worksheet is known as lists of questions given by the teacher in the form of a piece of paper to accomplish the tasks. In teaching English, a worksheet usually plays on the specific area of learning and is often used as a practical topic that has been studied or learned by the students. According to Andi Prastowo in Yulianto Kamaludin Zaky, a worksheet is printed showing material as paper sheets comprised of rundown, material, and advisers for finish the assignment which ought to be finished by learners, mentioning an ordinary skill that was resolved[6]. In this research, students' worksheets were designed as learning tools that might develop; thus, supporting lecturers in doing the educational method helped the students in the learning process to perceive the educational lessons.

Therefore, this writer conducted this research based on the title "Developing English Vocabulary Worksheets for the Seventh Grade Students at SMPN 1 Bajo"

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[5] Laila Rahmi, *Pengembangan Bahan Ajar Fisika Pengertian, Jenis-Jenis Dan Karakteristik Bahan Ajar Cetak Meliputi, HAndout, Modul, Buku, (Diktat, Buku Ajra, Buku Teks), LKS, Pamplet, Sustainability (Switzerland)*, 2019, XI <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-

[6] Yulianto Kamaludin Zaky, 'An Analysis of Student ' s English Worksheet Based on the Aspects of Teaching Mateial and Indicators Study toward the English Lesson Planning and Its Equipment Faculty Of Arts And Letters'', 137010032, 2017, 2017.

using research and development methodology (RnD) with the 4-D model. The goal of the study was to assist the teachers and also students in the learning process.

B. The Identification of Problem

1. The teacher did not use appropriate materials to teach vocabulary.

2. The teacher only used and followed up the tasks given to the students from the textbook.

3. The students had difficulties getting the meaning of the words given from the textbook.

4. The students needed appropriate vocabulary worksheets based on their level of English.

C. **Delimitation of the Problem**

Related to the problem identification above, the researcher limited the vocabulary worksheets based on specific topics, such as a hobby, the family member, dates of the year, weekdays, the months of the year, classroom objects, public places, and animals. The researcher limited the problem because the researcher focused on vocabulary.

D. Formulation of the Problem

Based on the delimitation mentioned above, the researcher formulated the problem by giving a question on "how to develop the appropriate English vocabulary worksheets for the seventh-grade students at SMPN 1 Bajo?"

E. Objectives of the Research

Based on the formulation, the researcher found that this research objective was to develop the appropriate English vocabulary worksheets for the seventh-grade students at SMPN 1 Bajo.

F. Specification of the Expected Product

In this research, the researcher produced the products that referred to the English vocabulary worksheets based on the students' level of English, especially the seventh-grade students at SMPN 1 Bajo; the specifications are as follows:

1. The form of the vocabulary worksheets was in the printed media with A4-sized paper.

2. The topics for the vocabulary worksheets specified certain themes: common hobbies, the family members, the dates, the days of the week, the months of the year, things in the classroom, public places, and animals.

3. Every vocabulary worksheet had the headers a foundation for the organized approach to learning, including information about the lesson topics, units, the purpose of lessons, and vocabulary related to the topics. This would have the students keep their vocabulary worksheets well-organized, especially when it came to a revision, making them repeat the exercise quickly when needed.

4. The tasks and exercises were given in the vocabulary worksheets, started from an easy to a hard one. The attractive illustration and the highlighted points were included to have enough space for the answers.

5. The themes selected were based on the analysis of the seventh-grade

students' English learning materials.

6. The vocabulary worksheets were made according to K-13 or 2013 curriculum and the seventh-grade students' learning competencies.

G. Significances of the Research

The research results were expected to give valuable contributions to the English teachers and students at SMPN 1 Bajo. There were two parts of the significance of this research; they were: theoretically and practically significant.

1. Theoretically

   a. Further, researchers could use the results of the research as references based on their research needs.

   b. These research findings could become reference materials to teach English in Junior high schools.

2. Practically

   a. The teachers

   The result could be a teaching source to facilitate the teachers more to better understand the students.

   b. The learners

   This research could be learning materials to assist the students in enhancing their English vocabularies, a source of independence, a learning team, and an extension of the students' knowledge.

3. For Further Researchers

The result could be used to conduct further research on developing English vocabularies and creating useful vocabulary worksheets appropriate for seventh-grade students in junior high schools.

H. Assumption and Delimitation of the Study

1. Developmental Assumptions

a. The researcher developed the worksheets could become useful teaching-learning materials or media to assist the English teachers in preparing the lessons to improve the English vocabularies of the seventh-grade students at SMPN 1 Bajo.

b. The worksheets were expected to assist and enhance the students' skills to understand better learning English.

2. Developmental Limits

The vocabulary worksheets were specified with the themes of common hobbies, the family members, the dates, the days of the week, the months of the year, things in the classroom, public places, and animals.

a. There were six categories in the vocabulary worksheets developed by the researcher:

1) Fill in the blank worksheet

2) A matching worksheet

3) A true or false worksheet

4) A word scrambled worksheet

5) A word search puzzles worksheet

b. The vocabulary worksheets were designed and developed based on the students' needs analysis and goals. The worksheets aimed to solve the students' difficulties in learning English by providing them with appropriate vocabularies, pictures, and themes.

c. The products made in this research could be used or provided to the students with the same English levels.
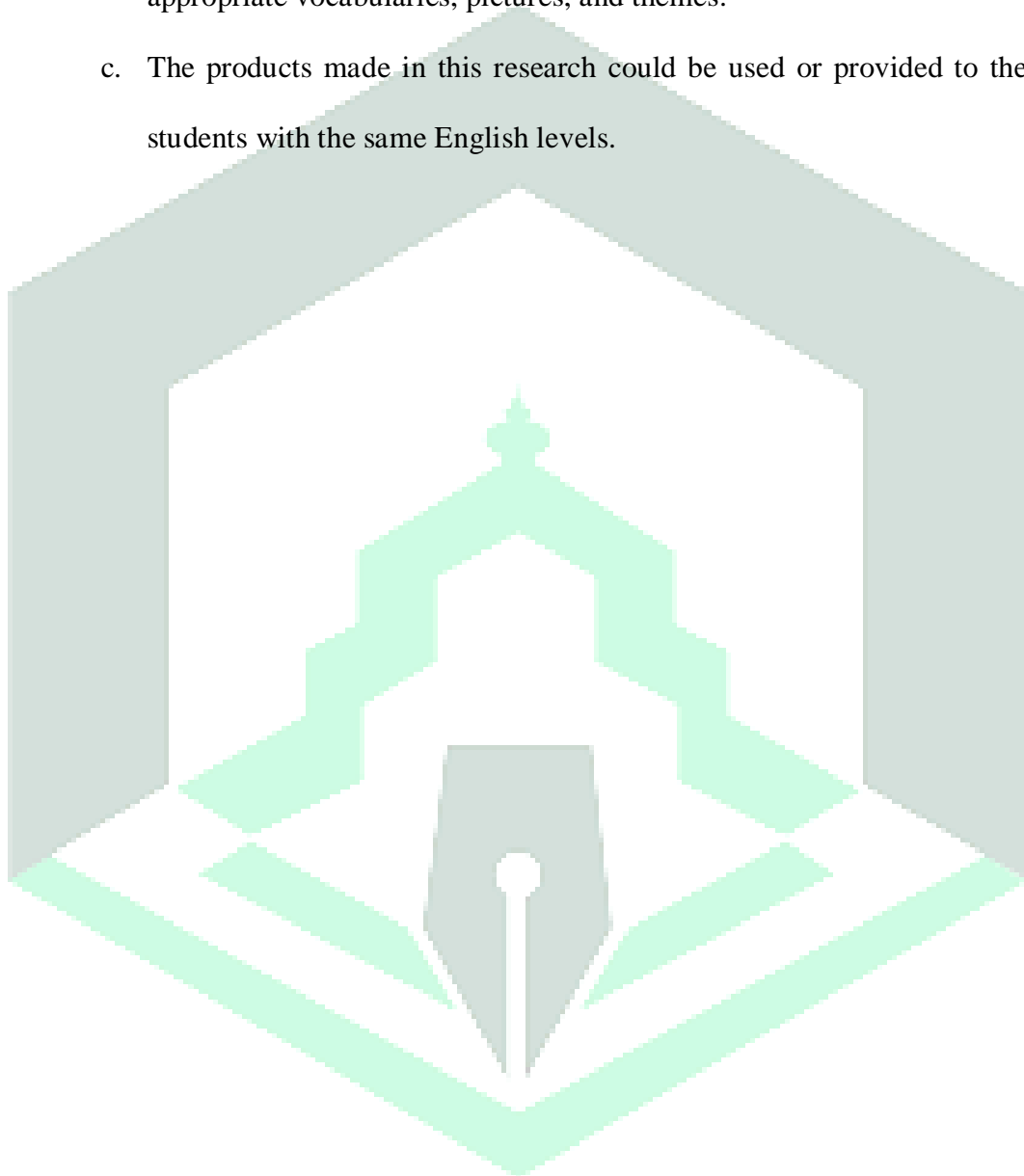
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

1. A Journal Article from Intan Pradita and Nizamuddin Sadiq, "Developing the Students' Vocabulary Worksheet by Using Affixes"[7].

   The research aimed to define some steps in developing the vocabulary worksheets using affixes and Wutsqo developmental research. The vocabulary worksheets' development involved the analysis of needs, worksheets' planning, the validation of manner, the first design's set up based on the examiner's feedback, and the worksheet's tryout.

   This research's objects were the students of English grammar class by the academic year 2014/2015. The first instrument of this research was a pre-test, and the previous research data were the second instrument to categorize the essentials of developing a convenient vocabulary worksheet. In contrast, the preceding instrument was the questionnaires. There were two stages of the research questionnaires; the first was to validate the worksheets' designs and the feedback from the viewers. Meanwhile, the second stage was to identify the reaction of the students to the worksheets.

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[7] Intan Pradita and Nizamudin Sadiq, 'Developing Student Vocabulary Worksheet By Using Affixes', *Ahmad Dahlan Journal of English Studies*, 3.1 (2016), 1 <https://doi.org/10.26555/adjes.v3i1.3621>.

Two results were found in this research:

a. The worksheets met the criteria based on the validators' validity aspects prepared to be excellent quality worksheets to learn.

b. The material's providers and experts determined that the worksheets had practically fulfilled the criteria of 21st-century learning.

c. The pre-test and the post-tests results encountered a criterion of the improvements based on the augmentation material with SVW.

There were some differences between the research by Intan Pradita and the recent research, for instance: The previous research aimed to develop the vocabulary worksheets on the affixation meanwhile the current research was to develop the worksheets on the general English vocabularies, such as common hobbies, the family members, the dates, the days of the week, the months of the year, things in the classroom, public places, and animals. Besides that, the previous research used the research and development method by Wustqo and the recent research using the research and development method (RnD) by using the 4-D model from S.Thiagaraian et al. that consisted of phases: define, design, develop, and disseminate.

2. A journal article from Sukirman entitled, "Designing Worksheets of English Academic Word for English Education Department Students at IAIN Palopo."

The research was to design worksheets for English academic words for English education students at IAIN Palopo. The worksheets' designs used the ADDIE model, including the analysis, design, development, implementation, and evaluation. The data collection was by analyzing vocabulary materials based on the syllabus, the product's validation by the experts, and then trying the products to examine the students' suitability. The data were analyzed by using qualitative-quantitative methods. Five aspects of the product were examined during the try-out; the purposes, the time, the designs, the content, and the allotment of time, which included forty students to be the subjects of try-out. The product exposed that five hundred seventy English academic classes were covered by the Oxford dictionary's worksheets. The worksheet's types were puzzles, word-search, formation, and jumbled letters. The try-out results showed that;

a. The worksheet's aim met the course's objectives on the syllabus;

b. The worksheets had well designs;

c. The worksheet's instructions for each part were acceptable and clear;

d. The words were made in word formation, word search, jumbled letters, and the puzzle listed in the academic word lists; and

e. The allotment of time in each format was appropriately allotted. In conclusion, the product was considered acceptable for English

education students as a tool to develop the students' vocabularies.

The differences between the previous research belong to Sukirman, and the recent research was as follows:

a. The previous research designed the worksheets by applying the ADDIE models, which stand for analyzing, design, develop, implement and evaluate. Meanwhile, in this research, the 4-D model was adopted, and the model was developed by S. Thiagarajan et al. that consisted of four phases: defining, designing, developing, and disseminating.

b. The previous research done by Sukirman focused on the academic vocabularies for the students of English education at IAIN Palopo, and the recent study used the basic vocabularies that were preferred for Junior high school students.

c. The worksheet formats by Sukirman were a puzzle, word search, jumbled letters, and word formation. Besides that, this research had five types of the worksheet, included word scramble, word search puzzles, gap-fill, true and false, and matching worksheets.

3. A thesis by Ibnu Baihaki entitled, "Developing English Vocabulary worksheets Based on Materials for the Seventh-Grade Students at Madrasah Tsanawiyah Darul Amin Palangka Raya Academic Year 2014/2015"[8].

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[8] Ibnu Baihaki, 'Developing English Worksheet Based on Materials for the Seventh Grade Students At Madrasah Tsanawiyah Darul Amin Palangka Raya Academic Year 2014 / 2015', 2015.

The research aimed to develop worksheets based on the problem's analysis as follows :

a. To support the learning of the English students. The researcher made identification to the worksheets' characteristics for the seventh-grade students at MTS Darul Amin Palangka Raya

b. To recognize the responses and needs by the students and also the teachers to assist them in learning English;

c. Moreover, the Research and Development method was applied to this research;

d. Besides, the questionnaires were used by the researcher to obtain the data. The research subjects were forty people in total, thirty of them were the seventh-grade students of MTS Darul Amin Palangka Raya, and there were ten English teachers from MTS in Palangka Raya.

The results revealed that there were different types of the students' responses to the English worksheets given, they were ;

a. The students demanded simple texts to understand the worksheets.

b. The students wanted to have interesting and easy worksheets to learn

c. The worksheet types needed were on the multiple-choice and essay worksheets.

d. More clear examples and instructions were needed on the worksheets by the students.

The previous research between the recent research differences was, the material's development by the previous researcher focused on the seven-grade

students while the current research was to develop general vocabulary worksheets in English. Besides the second difference, which took thirty students and ten teachers nonetheless, in this recent research, the researcher had twenty-two students and an English teacher.

4. The last thesis from Nita Pujiana, "Developing Student's worksheets for the Tenth Grade of SMK Karsa Mulya Palangka Raya,".[9]

The research conducted by Nita Pujiana was intended to develop English worksheets that were appropriate for the tenth-grade students of SMK Karsa Mulya Palangka Raya. Besides, the researcher did some descriptions on the probability and the identifications of the students' responses towards the worksheets. The research and development method was applied while using the ADDIE model; analysis, design, development, implementation, and evaluation. Two goals needed to be achieved in this research; to find out the needs and responses from the students and teachers about the English worksheets and identifying the types of student worksheets.

Moreover, the response by the students revealed some points to the English worksheets;

a. The students needed the relevance between the worksheets and the learning materials

b. The students considered the engaging and colorful worksheets to make them easier to do the tasks.

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[9] Nita Pujiana, 'Developing Student ' S Worksheet For The Tenth Grade Of SMK Karsa Mulya', 2015.

As well as the students, the teachers had some responses towards the English worksheets: the teacher desired to have worksheets that were appropriate with the learning materials and the syllabus, and the pictures on the worksheets should be put to have different types of fill in the blank, multiple-choice, and reading text worksheets.

There were some differences between the research conducted by Nita Pujiana and the researcher; they were

a. The ADDIE model was applied in Nita's previous study, consisting of analysis, design, development, implementation, and evaluation.

b. Meanwhile, the recent research adopted the 4-D model that consisted; define, design, develop, and disseminate.

c. Another difference was the research subjects; the previous study chose the tenth-grade students of SMK Karsa Mulya Palangka Raya. In contrast, the recent research used the seventh-grade students SMPN 1 Bajo.

B. **Literature Reviews**

1. **The Curriculum**

   a. **The Curriculum in General**

   The curriculum plays an essential part in education. It can become the primary key to achieve success in education. The Curriculum was started to widespread in Indonesia in the 1950s. The education system in the USA first

promoted it. Before, the curriculum was delivered as a lesson plan[10]. But now, going together with the development period, the former definition of the curriculum was ignored. Nowadays, many experts describe curriculum widely. These definitions come from the dissatisfaction with the result of education in school and the wish to continuously improve.

The curriculum means the subject educated in the school or the field of study[11]. The term of the subject still uses up to now. Some experts looked up the curriculum as a possible experience set up in schools for children and youth discipline purposes to think and act. It means the curriculum is the subjects taught in the school and all of the things needed to direct the teaching-learning process. On the other side, Brown stated in Innocent Mutale Mulenga; curriculum designs are starting the language program in particular[12]. The main concern is about the linguistic specification, subjects, objectives, sequences, and the materials designated for the learners in a defined context. Some view or understanding about the curriculum which is still used up to now are:

1) The curriculum is about anything that is taught in the school

2) A Curriculum is some subjects matte;

3) A curriculum is a content;

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[10] Hasan Baharun, 'Curriculum Developmnent Trouht Creative Lesson Plan', *Jurnal Cendikia*, 16.1 (2018), 43.

[11] Surya, A., & Aman, A. (2016). Developing formative authentic assessment instruments based on learning trajectory for elementary school. Research and Evaluation in Education, 2(1), 13-24. doi:http://dx.doi.org/10.21831/reid.v2i1.6540

[12] Innocent Mutale Mulenga, 'Conceptualization and Definition of a Curriculum Conceptualization and Definition of a Curriculum', January 2018, 2019.

4) A curriculum is a program of study;

5) A Curriculum is several learning materials

6) A curriculum is a sequence of learning materials

7) A Curriculum is some objectives that will be achieved

8) A curriculum is several subject matters which are learned

9) A curriculum is everything done in school, including the activity outside the classroom, guidance, and relationship between students

10) A Curriculum is what is taught either inside the school or outside the school guided by the school[13].

While the definition of curriculum according to the national laws Number 20 at the year 2003 (UU No 20/2003) about the educational system, known as a set of plans and setting of the objectives, the content and learning materials used as guides in the implementation of learning activities to achieve specific academic areas[14].

From some definitions of curriculum above, it can be concluded that curriculum is a part of an educational system that consists of at least subject matters, the activities of students, teaching and learning materials, the school plan, a learning method, and the initial evaluation.

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[13] Fitriani, E. (2016). Developing Signs and Songs Materials Dealing with 2013 Curriculum for The Seventh Grade Students at MTsN. Balang-Balang (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).

[14] Irma Nur Khasanah, 'The Implementation of 2013 Curriculum by EnglishTeacher and Its Barriers', *Educational Research*, 2015, 69.

b. The 2013 Curriculum

According to Peraturan Menteri Pendidikan dan Kebudayaan the learning and teaching process requires some elements supporting the learning process, such as a curriculum, syllabus, and lesson plan. The government developed the regulation on the curriculum to keep the learning process. Thus, the process of teaching and learning at schools is based on the curriculum. Since then, the 2013 curriculum has been implemented by the government to use in some schools while the others implement the 2006 curriculum.[15]

The curriculum is referred to Carter's view as an organized group of the courses, or the subject's sequences are required to the major of study as complete graduation or certification. Many factors affect the curriculum, especially when it comes to production and implementation. It depends on the public financial support and the country's political condition, the equity's goals, and the social justice are staggered by the curriculum on one occasion and the excellence of academic on another. On the national laws Number 20 at the year 2003 (UU No 20/2003) about the national education system, it is mentioned that a curriculum is a source of plan or an arrangement that is focused on the target, contents, and materials of the lesson. The management guidance in the learning process to fulfill the particular target of education. The dimensions of the curriculum are divided

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[15] Permendikbud, 'Petunjuk Umum Pelaksanaan Kurikulum', *Kementrian Pendidikan Republik Indonesia*, 2014.

into two parts based on the definition. Firstly, the arrangement and a set of plans on the target, content, and learning materials. Secondly, the learning activity uses the method. As a result of those dimensions, the application of 2013 in the academic year 2013 / 2014 has been successfully fulfilled. To get a suitable formulation, the curriculum has permanently been changed dynamically. The development of the 2013 curriculum is based on the curriculum's standard-based theory of education and competency-based approach. The 2013 curriculum is developed based on the philosophy to create a base for the participant's development to become a high-quality Indonesian student.

1) The Purposes of the 2013 Curriculum

The 2013 curriculum aims to prepare the Indonesian students to become high-skilled people and religious, productive, innovative, creative citizens to contribute to society, state, nation, and civilization.

2) The 2013 Curriculum's Characteristics

The 2013 curriculum was developed to focus on:

   a) The development of a spiritual and social manner, curiosity, creativity, partnership based on the intellectual and psychometric ability.

   b) The school represents an element of society that provides a learning experience where a learning participant applies what has been studied in school to society and exploits society as a learning source.

c) The development of the attitude, the knowledge, and skills to apply them to society and schools.

Thus, the 2013 curriculum is based on learning and teaching rules for the subjects to understand the education target[16].

2. The Syllabus

a. The Notion of Syllabus

A Syllabus is the selected language items that are used in a course or method that includes both the matter of subjects (the thing to talk about) and the value of linguistics (how it is to talk about)[17] The syllabus is also known as a content specification of a language teaching which has been submitted to the degree of structure and order that aims to make the teaching and learning process more effective[18]. Robertson defines syllabus as A statement of the plan for any part of the curriculum, excluding the curriculum evaluation element itself. Robertson concludes that Syllabuses should be viewed in the context of an ongoing curriculum development process[19].

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[16] Ibid

[17] Simhachalam Thamarana, 'An Overview of Communicative Language Teaching', July, 2016 <https://doi.org/10.13140/RG.2.1.3092.2489>.

[18] A Discussion Of and T H E Notional-functional Syllabus, '"A Discussion Of The Notional-Functional Syllabus"', March, 2010.

[19] Salman Sabbah Sabbah, 'English Language Syllabuses: Definition, Types, Design, and Selection', *Arab World English Journal*, 9.2 (2018), 127–42 <https://doi.org/10.24093/awej/vol9no2.9>.

b. Types of Syllabus

According to Richard in Eli Etika, the syllabus in language teaching is designed in various types, depends on the view of language learning and teaching owned by the designers. In decades, the syllabus types such as grammatical syllabus, the linguistic, the skills, the functional-notional, the content, and the task-based syllabus have been planned and concerned in less attention. Below are some of the types of influential syllabus described as briefly as possible:

1) The grammatical syllabus:

The grammatical syllabus has an underlying assumption which the language becomes a system that contains a group of grammatical instructions; the meaning of learning a language is to understand the instructions/rules and to use them in a functional language. The syllabus's input is a selection and grade based on the grammatical concepts of easiness and intricacy. This syllabus presents an item simultaneously, and the article's mastery is required before going to the next level.

2) The lexical syllabus:

This syllabus classifies the vocabulary target as commonly taught and arranged based on the word levels that consist of 500, 1000, 1500, and 2000 words. This syllabus is considered the first syllabus type developed in language.

3) The skill syllabus:

This syllabus is prepared based on the fundamental abilities elaborated in language goals like reading, writing, listening, and speaking. The language approach through skills is according to the certainty that the complex activity in learning such as 'listening to the lecture' would involve the number of individuals mastery skills or a micro skill which design up the action.

4) The functional-notional syllabus

This syllabus classifies the input based on the selection and grade in communication functions (for instance, requesting, suggesting, complaining, and agreeing), which learners should achieve by the end of the language teaching process. The syllabus reproduces a broader language view provided by the language experts and sociolinguists.

5) The content syllabus

In this syllabus, the language learning content is defined based on the relations of a particular situation, theme, topic, or some school or academic subjects. The approach for this type of syllabus is on the notion that differs unlike science, mathematics, and history, the language does not own its right in a subject, but merely a vehicle for communication about anything else. It is also known as a topical syllabus.

6) The task-based syllabus

The task-based syllabus concerns the classroom process that the learning is stimulated rather than the knowledge or skills of the language that is supposedly mastered by the students. This syllabus included a specification list of tasks and activities that will engage the classroom learners based on the target language[20].

3. **Teaching Materials**

   a. **The Definition of The Teaching Materials**

   The media should be chosen correctly to have a successful teaching and learning process. Tomlison defined the teaching materials as something to use to assist the process of teaching the language. The form of the teaching materials is supposed to present and inform the learning language. In teaching, the teaching materials have some critical roles[21].

   b. **Types of Teaching Materials**

   Even though textbooks have provided most of the teaching materials, a teacher can still use some other teaching materials to teach. The teaching materials can be derived from storybooks, rhyme, songs, chants, games, posters, worksheets, flashcards, videos, CDs, the internet, and some CALL program. In choosing the supplementary materials, teachers can use some

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[20] Eli Etika, 'A Proposed Model of English Writing Syllabus for Eleventh Graders of Computer and Networking Technical Program Eli Etika', 2017, 1–18.

[21] Brian Tomlinson, 'Materials Development for Language Learning and Teaching', *Language Teaching*, 45.2 (2012), 143–79 <https://doi.org/10.1017/S0261444811000528>.

of the games used in L1 that may be played in L2 or creating a collection of the kids' toys, comics, and posters[22].

c. The Development of the Teaching-materials

As this study discusses developing teaching-learning materials for the young learners in teaching English, it is necessary to know the terms development and teaching-materials mean. To grab further understanding, we have to take a look at several explanations retrieved from several references about the terms. According to the department of international development: The policy and practice of learning and teaching materials for provision (2007), the development term is the act of evolving and disclosing what is unknown. The term teaching materials based on DFID (2007) is the educational resources that can expand the students' understanding that includes abilities, skills to monitor the assimilation of evidence and to go with the development results and background.

The existed materials are natural sources to be compared to the developed materials. In this process, some trials are needed to see the level of appropriateness and the materials' significance to get students' attention and involvement. This relates to the question, why are materials necessary in teaching language?[23].

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[22] Wang Wei-pei, 'Teaching English to Young Learners in Taiwan: Issues Relating to Teaching, Teacher Education, Teaching Materials and Teacher Perspectives', *University of Waikato*, 2008, 1–473 <http://researchcommons.waikato.ac.nz/handle/10289/2547>.

[23] B. Yuniar Diyanti, 'Teaching English To Young Learners: Learning Materials', *Journal of English and Education*, 4.1 (2016), 64–81 <https://doi.org/10.20885/jee.vol4.iss1.art5>.

In his study, Allwright said that the learning materials should be taught to the students to learn, including the resource books and ideas or activities to the learning or instruction. A consequent kind of teaching materials development is to upgrade the material contents to be matched to the aims of the learning development, which will be used by the resources planned by the creator[24].

Related to the explanation of the syllabus, curriculum and teaching material, the researcher concluded that the correlation between syllabus, curriculum, and teaching material (worksheets) was to know the sequence of learning material, the school plan also curriculum and syllabus were the guides the develop learning material (worksheets).

4. The Worksheet

a. The Definition of Worksheet

The worksheet is known as sheets in the form of books or materials that contains the lessons of English. Prastowo in Ummul Aufa et al. defined the worksheet as a piece of paper with the complete materials and summary of the students' tasks and should be related to the necessary competence[25]. Besides that, Darusman in M Khairi Ikhsan and Handayani stated that the student's worksheet provides some guidelines for the students to do the activities planned. It consists of

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[24] R. L. Allwright, 'What Do We Want Teaching Materials For?', *ELT Journal*, 36.1 (1981), 5–18 <https://doi.org/10.1093/elt/36.1.5>.

[25] Ummul Aufa and others, 'Validity of Biology ' s Students ' Worksheet Equipped by Pictorial of Concept Map for Students of Class VIII at Junior High School', February, 2019.

some instructions, guidance, and thoughtful questions to extend or expand the understanding of the materials.

Furthermore, Sutedjo in M Khairi Ikhsan and Handayani stated that a worksheet is some practical tool for both teachers and students throughout the process of learning which consists of the knowledge, skills, and manners that are developed based on the standard of the passing grade, the basic competence, and the standard of competence[26].

The worksheets preferred to the junior high school students include: a set of assignments, the material summary, and the practical questions consists of multiple choice and essays succeeded systematically in some steps or learning activities. Thus, the use of worksheets can ease the understanding of the students in English. Also, Karen stated in A. Riskawati Hajis that learning foreign languages through worksheets could become easier and more memorable than learning without worksheets.[27]

Therefore, the teachers must provide some directions by using different references and not obsessed with the individual student's worksheets. So, the competency is necessarily achieved based on the following program.

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[26] M Khairi Ikhsan and Handayani, 'The Development of Students ' Worksheet Using Scientific Approach on Curriculum Materials', *Fourth International Seminar OnEnglish Language and Teaching (ISELT-4)*, 2016, 74–87.
[27] A. Riskawati Hajis, '"Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar"', 2014.

b. The Purposes of the Student's Worksheets

The student's worksheets have an essential aim in learning because it is believed to increase knowledge activities and atmosphere. Also, it can help the teachers in teaching their students to explore the concepts in education.

According to Prastowo in Rhonda V. Magee, the student's worksheet has four functions, they are:

1) As teaching materials to assist the students in learning and minimize the teacher's recaps in teaching.

2) As materials of teaching to help the students in understanding the materials delivered.

3) As instructional materials to provide tasks to practice productively.

4) To facilitate the process of teaching and learning implemented by the teacher[28].

c. The Types of Worksheet

The worksheet has some different types, they are:

1) The word puzzle worksheet includes a word search, crosswords, and a word-maze.

2) The multiple-choice worksheets consist of some activities in

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[28] Rhonda V. Magee and others, '"The Use Of Students" Worksheet Inteaching English Class At Second Grade Of Mts N Teras In The Academic Year Of 2016/2017 Thesis'', *ABA Journal*, 102.4 (2017), 24–25 <https://doi.org/10.1002/ejsp.2570>.

quiz types.

3) A gap-fill worksheet where learners add the right words in gaps within the text.

4) A word scramble worksheet could be a kind of worksheet that the letter of each word is mixed-up, and the students ought to put them within the appropriate order.

5) A matching worksheet is wrapped up by having one column of things on the cleared out and the coordinating things. The learners ought to draw lines between the coordinating items.

6) A true or false worksheet is a type of worksheet that learners used to determine whether sentences were true or false depending on the text that had been given.

7) A cluttered sentence worksheet, each sentence is shown with its words all blended up, and the learners got to put them into the proper order[29]

Asmawati in Alex Sander expressed that the worksheet is a comprise of four sorts, they are:

1) A visual worksheet (a printed file; book, handout, paper sheet, flyer, brochures, divider chart, photo, and drawing).

2) An auditory worksheet (unprinted record; cassettes, a sound disk, etc.)

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[29] Why Use Worksheets, 'Why Use Worksheets ? Features of E Ff Ective Worksheets' <https://www.tefl.net/esl-worksheets/guide.php> [accessed on May 20th 2020].

3) An auditory-visual worksheet (video, movie/film, compact disks, etc.)

4) A mixed media worksheet (collaborative teaching materials; computer helped instruction, solid disk, web lessons, etc.)[30]

d. **The Principles of Appropriate Worksheets**

A few requirements need to be fulfilled to make a helpful worksheet. Within the worksheet production to be the teaching materials, there are some significant components: educational, constructional, and specialized.

1) Educational

The educational requirements must be fulfilled in the worksheet, which means that the principles of active learning must be followed by the worksheet; they are:

a) A helpful worksheet concerns the differences in which students with different skills can utilize it. The students in the lower or upper can use the worksheets; the class's general problem is students are considered homogeny.

b) The worksheet specifies a stage of finding the concepts to guide the students to get the information, rather than becoming an instrument to deliver the news.

c) A worksheet has some encouragements in several media, and the activities should make the students communicate, discover,

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[30] Alex Sander, 'Developing Students' Listening Worksheet Of Fourth Semester Students At English Department Of Tarbiyah And Teacher Training At Iain Palopo', 2018, 1–65.

exercise, etc.

d) The worksheet has to develop the capabilities of the social computation, moral, emotional and the students are not just shown to know the facts of academic and the concepts but also a skill in social and psychological.

e) The learning experience of the students is set by the developmental goals that the students have as well as the emotional and the intellectual, not just the learning materials.

2) The constructional requirements

The constructional requirements must be fulfilled with the worksheets associated with the langue usage, the vocabulary, the structure of sentences, and the worksheet's difficulties. The elements are shown as follows:

a) The worksheet's language should fulfill the ability of the students. For example, if a teacher presents a worksheet for the primary students, the basic vocabulary should be given instead of the academic ones.

b) The correct order in the worksheet should be used suitably to the ability of the students. It is good enough to start the forms of exercise from the easy to the difficult rather than randomly practiced.

c) The worksheets have to present enough spaces to give the students an infinity to explain and write things they want to

express. A worksheet is not always about problem-solving or sort of questions, but it should allow the learners to convey their thoughts relating to the materials they have studied.

3) The technical requirements

a) The writing

In writing the worksheets, should notice some of the elements; (1) the enormous, bold letters for the topic are required in writing the worksheet, (2) the worksheet should use the height of ten words in a line, (3) the worksheet utilizes the block letters rather than a Latin/roman letter, (4) it should use a frame to vary the sentences of imperative with the answers of the students.

b) The Illustration

The suitable illustration should show the information efficiently to the worksheet's users.

c) The appearance

The appearance of the worksheets should be well-designed[31].

e. **The Stages of Drafting the Students' Worksheets Based on the Ministry of National Education**

1) The analysis of curriculum

2) Choose the student's need worksheets

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[31] Zaky,Y. K. (2017). An Analysis of Student's English Worksheet Based on the Aspects of Teaching Material and Indicators (A Study toward the English Lesson Planning and its Equipment in SMKN 4 Bandung) Yulianto Kamaludin Zaky 137010032 (Doctoral dissertation, Sastra Inggris).

3) Organize the titles of the students' worksheet

4) Writing the worksheet of the students, the student's writing.
The worksheets can be developed with some steps as
follows;

a) Expressing the essential competencies

b) Assign the evaluation tools

c) Set the material

d) Notice the teaching materials' structure[32].

5. The Vocabulary

a. The Notion of Vocabulary

Richard and Renandya in Rohmatillah defined vocabulary as a
central element of language proficiency and presents the basis for the
learners to speak, listen, read and write well[33]. Jackson and Amyela
mentioned that the phases of vocabulary, lexicon, and lexis are identical[34].
Some experts have given some definitions of the vocabulary; Schmidt said
that the vocabulary as a lexeme set includes the single words, compound
words, and idioms. The language vocabulary has always changed and
grown. To describe the man's activities, new words have been devised or
derived from the people to make life more complicated. Some of the experts

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[32] Eka Yuli Asmawati, 'Lembar Kerja Siswa (Lks) Menggunakan Model Guided Inquiry Untuk Meningkatkan Keterampilan Berpikir Kritis Dan Penguasaan Konsep Siswa', *Jurnal Pendidikan Fisika*, 3.1 (2015) <https://doi.org/10.24127/jpf.v3i1.13>.

[33] Rohmatillah, 'A Study On Students' Difficulties In Learning Vocabulary Rohmatillah Institut Agama Islam Negeri (IAIN) Raden Intan Lampung', *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*, 2014, 69–86.r

[34] Aulia Hanifah Qomar, 'Vocabulary Mastery and Writing Ability in Recount TExt', 2, 2016, 2014.

have given some definition of the vocabulary; Schmidt said that the vocabulary as a set of lexeme includes the single words, compound words, and idioms

The language vocabulary has always changed and grown. New words have been devised or derived from the people to make life becomes more complex. The vocabulary has a vital part for a well-communicated foreign language. In teaching or learning vocabulary, it requires a necessary amount of hard work and dedication. To learn vocabulary is not as easy to learn words in a specific language. It involves lots of practice and repetition to focus more on it[35].

b. The Types of Vocabulary

The experts have divided the vocabulary into two parts; active and passive vocabulary. Haycraft mentioned in Zunita, the two sorts of vocabulary indicated two kinds, precisely the receptive and productive vocabulary.

1) The receptive vocabulary

The receptive vocabulary is known as recognizable words of the students that include the context-used understanding. Students always see or use this kind of vocabulary mainly in the reading text, but they do not use it in writing the Stuart Webb and speaking.

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[35] Praveen Alluri, 'Enhancing English Language Teaching through Films in General Foundation Programs', *Arab World English Journal*, 1, 2018, 146–54 <https://doi.org/10.24093/awej/mec1.11>.

2) The productive vocabulary

The productive vocabulary is a sort of words that students can pronounce and understand correctly, likewise constructively use them in writing and speaking. It involves what is needed for the receptive vocabulary and speaking and writing them at inappropriate times. The knowledge of the productive vocabulary is assumed as the words that should be understood and pronounced by the students. The students can use utilize this kind of words to speak and write well; therefore, the productive vocabulary can be observed as an operative word process since the learners can produce and express words from their thoughts and feelings that can be understood by others[36].

c. The Importance of the Vocabulary

The vocabulary importantly stands to demonstrate the school daily in and out. During the class, the students should achieve sufficient vocabulary. Meanwhile, the objective of vocabulary proficiency is to perform a good skill in language matters. It depends on the vocabulary quality and quantity that they have achieved. The more vocabularies they can get, the better the skill they can grasp in language usages[37].

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[36] Zunita Mohamad Maskor and Harun Baharudin, 'Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?', *International Journal of Academic Research in Business and Social Sciences*, 6.11 (2016), 261–71 <https://doi.org/10.6007/ijarbss/v6-i11/2395>.

[37] Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/te.2015.3.3.002>.

6. Need Analysis

According to Hossain, need analysis is a process to gather and analyze the learners' information to establish the purpose and language curriculum contents based on the students' needs[38]. It is considered what students have already known and the things they need to know. Most of the students indicate that to know their needs, such as the learning's objectives, the language attitudes, and their expectations from the class/course are compulsory to plan an effective curriculum. Hence, when the information is gathered, the need analysis can guarantee that the learning will be a relevant and valuable thing to learn by the students. Macalister and Long said that there were three parts of need analysis they were necessities (what learners needed to know), lacks (what the problems that students faced while studying), and wants (students' wishes in learning)[39].

7. The Instructional Design Model

a. The Borg and Gall Design Model

Borg and Gall explained educational and developmental research (RnD) as a process to develop and validate the products of education. The steps are as follows;

1) The collection of the research and information

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[38] Jamal Hossain, 'ESP Needs Analysis for Engineering Students: A Learner Centered Approach', *Journal of Presidency University*, 2.2 (2013), 16–26.

[39] Ratnawati Ratnawati and others, 'Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students', *Arab World English Journal*, 9.4 (2018), 420–32 <https://doi.org/10.24093/awej/vol9no4.31>.

2) The preparation/planning

3) Developing the primary forms of the product

4) The testing of fields

5) The revision of the main products

6) The testing of the main fields

7) The revision of the operational product

8) The testing of the operational field

9) The revision of the final products

10) The deployment and the implementation[40]

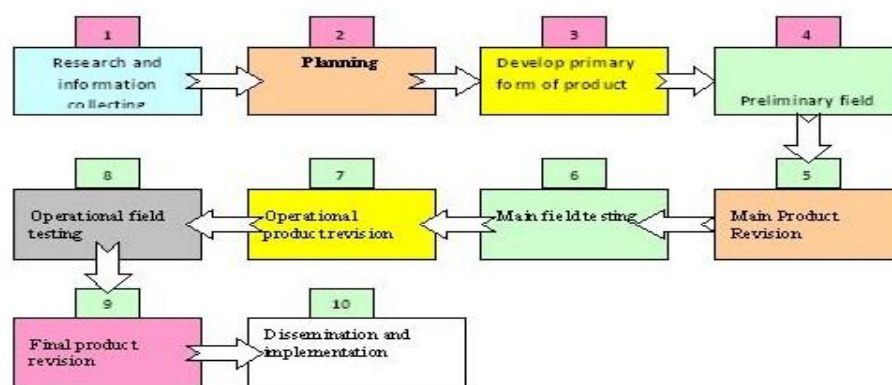

Figure 2.1

Borg and Gall Design Model

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[40] R. R. Dale and W. R. Borg, 'Educational Research; An Introduction (7th Edition)', *British Journal of Educational Studies*, 14.1 (1965), 146 <https://doi.org/10.2307/3119062>.

b. The ADDIE Design Model

ADDIE is a versatile model of instructional which was created by the Center of Educational Technology, Florida State University, consisted of five parts named A]

nalysis, Design, Development, Implementation, and evaluation[41]. Besides, Aldoobie said that the ADDIE model had become one of the most popular research design that used in the field of instructional design. This gave a great benefit to the designers of instructional and teachers in creating productive and efficient teaching design by using the ADDIE process model in some instructional products[42].

Figure 2.2

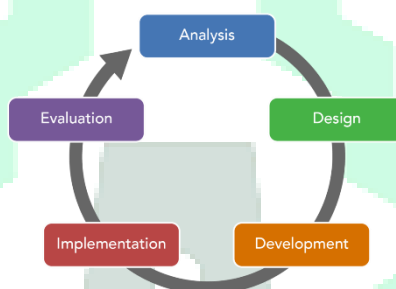**The ADDIES Design Model**

[41] Jianfeng Zhang, 'The Construction of College English Online Learning Community under ADDIE Model', 13.7 (2020), 46–51 <https://doi.org/10.5539/elt.v13n7p46>.

[42] Communication Technology, 'Instructional Design Enabled Agile Method Using ADDIE Model and Feature Driven Development Method Christian Misobi Budoya , Mussa M . Kissake and Joel S . Mtebe', 15.1 (2019), 35–54.

c. The Dick and Carey Model

This model was first published in 1978 by Walter Dick and Lou Carey, wrote in their book with the title 'The Systematic Design of Instruction.' This model was developed according to the idea of predictable and stable links amongst the stimulus (materials of instruction) and responses produced in every student (the learning materials). The model emphasizes that the designers need to categorize the students' sub-skills that must be defeated to have a behavior in learning and select the strategy and the inducement for the presentation which constructs each sub-skill[43].
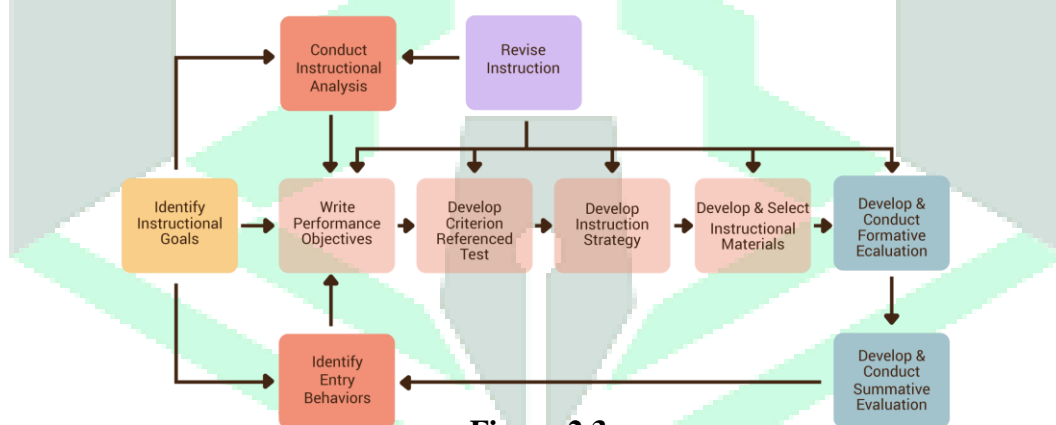
Figure 2.3

The Dick and Carey Design Model

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[43] Hassan Bello and U O Aliyu, 'Effect of "Dick and Carey Instructional Model" on the Performance of Electrical/Electronics Technology Education Students in Some Selected Concepts in Technical Colleges of Northern Nigeria', *Educational Research*, 3.3 (2012), 2141–5161 <http://www.interesjournals.org/ER>.

d.   The Hannafin and Peck Model

The instructional designed model called the Hannafin and Peck was designed in 1987. This kind of model is known as a model of teaching design that has three stages; the analysis phase of need, the phase of design, the development, and the phase of the implementation[44]. This model covers the assessment and repetition that is carried out in every phase. The Hannafin and Peck model is also known as a product-oriented model[45].
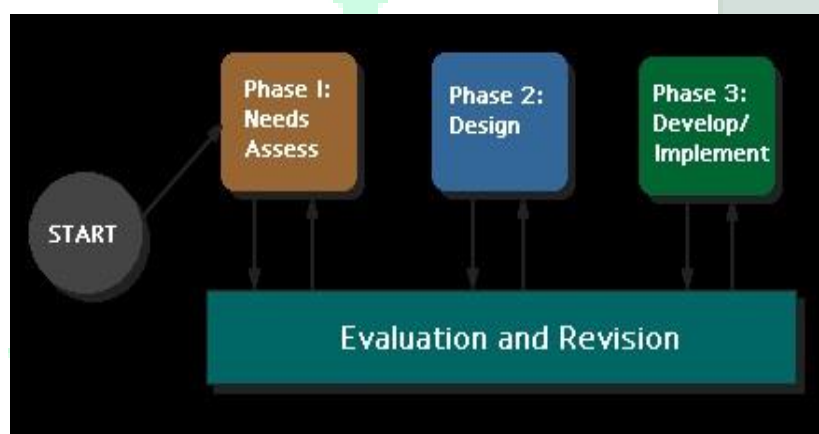
Figure 2.4

The Hannafin and Peck Design Model

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[44] Chukuwuemeka Emeka Joshua and Dominic Samaila, 'A Review of Instructional Models for Effective Teacher Education and Technology Integration 2 . Review of Instructional Models', 3.6 (2020), 86–95.

[45] Maulina Hendrik and Sasih Karnita Arafatun, 'Pengembangan Media Pembelajaran Nganggung Di Kelas Rendah', *Jurnal Pemikiran Dan Pengembangan SD P-ISSN: 2338-1140. e-ISSN: 2527-3043*, 6.September (2018), 162–71.

e. The 4-D Model

In Fitria Savira and Yudi Suharsono, this model was developed by S.Thiagarajan, Dorothy S.Semmel, and Melvyn I Semmel and has become an appropriate model to use as:

1) A development foundation to instruct the unawareness in such a lesson plan, syllabus, module, a textbook in a pack of materials.

2) A complete and more systematic description

3) This model of development has four phases of the core, they are:

    a) To Define

    This phase's goal is to determine the requirements of development. Also, this research model has the researcher analyzed the learners' needs to increase their ability of English.

    b) To Design

    The goals of this phase consist of product developments. The researcher designed the product according to the analysis of need that has been conducted to define a previous procedure.

    c) To Develop

    This phase proposes to develop the designed product. Through this phase, the experts' development was done with some good validities and validities of the users.

d) To Disseminate

The dissemination of products is the main core of this phase. The products developed will be published through the seminar, schools, and journals[46].

C. **The Conceptual of Framework**

Based on the literature reviews stated formerly, the researcher conceptualized the framework according to the diagrammatical drawn below:

Developing English Vocabulary

The 4-D Model

Vocabulary Worksheets for the Students at SMPN Negeri 1 Bajo

Figure 2.5

The 4-D Model
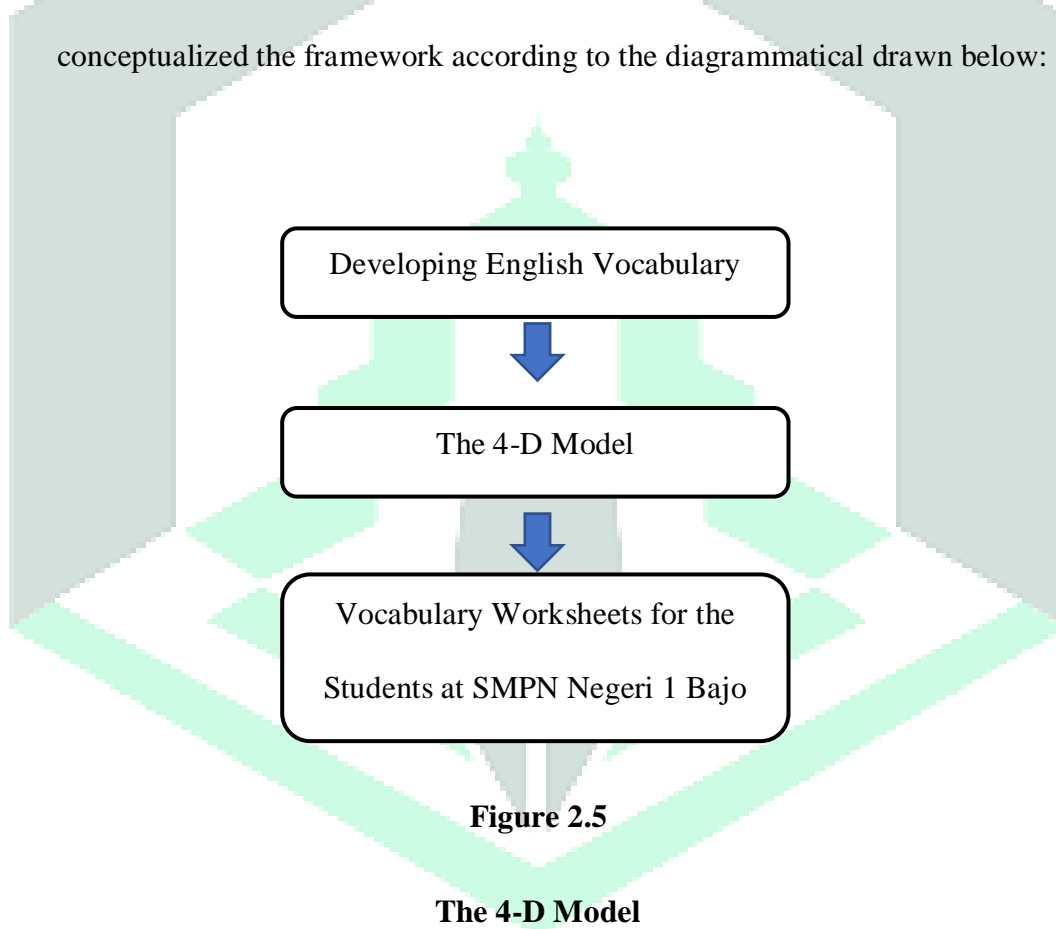
[46] Fitria Savira and Yudi Suharsono, 'Pengembangan Media Pop-Up Pada Materi Organisasi Kehidupan Untuk Meningkatkan Motivasi Dan Hasil Belajar Peserta Didik Smp Kelas VII', *Journal of Chemical Information and Modeling*, 01.01 (2013), 1689–99.

The first step was defining this stage aimed to define and determine the need analysis. It involved the analysis of target and learning needs. The second step was designing after identifying the need analysis, the next step was to develop the product for SMPN 1 Bajo students. The last step was developing that had been updated and validated by the opinions of experts, professionals, and the product disseminated to students.

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Development

Research and development or known as R&D, is one of the research designs to use in producing the products of education that is able to improve the students' quality in academic accomplishments. This research goal is to develop and enhance further strategies in order to accomplish a well-defined objective of learning that includes refining the experiments on a small scale.

B. Location and Time of The Research

The research was finished at SMP 1 Bajo, Luwu South Sulawesi, particularly for the seventh-grade students. It was carried out in September 2020. The researcher did the observation on August 31th, 2020. Besides, the questionnaires for students' need analysis were disseminated on September 7th, 2020, the vocabulary worksheets were designed on September 9th 2020, the validation of the worksheets finished on January 27th, 2021 ,and the students' perception on February 1st, 2021.

C. The Development Procedure

There were a few explanations about the researcher's reasons to make the 4-D Model as a reference:

1. The 4-D model was appropriate to develop the media of learning that

includes students' books, worksheets, syllabus, and learning plans.

2. There were four phases of the 4-D model that aimed to help the researcher in doing the research easily.

    Through the need analysis, the researcher could understand the students' characteristics, and the researcher expected that using this model of research could expand or broaden the worksheets of students accurately, realistically, and efficiently to enhance the performance and activities to gain the vocabulary knowledge in English.

3. The 4-D model information was available through the internet and could be easily assessed. This sort of model had even been developed by S. Thiagarajan, Dhoroty S.Samuel, and Melvyn I Semmel.

    The 4-D model has involved four stages that are defined as defining, designing, developing, and disseminating. The complete explanations are:

1. Defining

The purpose of this step was carried out to establish and define the requirements of development. This kind of model is often named the need analysis. A different analysis is certainly required on each product. The researcher did the need analysis through the questionnaire that had been disseminated in the class. The total number of the questionnaires was twenty-five. As Thiagarajan observed, five activities carried out on the defining stage are;

a. The front-end analysis

In this phase, the researcher defined the primary problem faced by the student.

b. The learner's analysis

The researcher analyzed the learners' characteristics. The characteristics were entering basic competencies and background experiences, the general attitude toward the instructional topic, and media, format, and language preferences.

c. The analysis task

The tasks were the main points analyzed by the researcher and must be mastered by the students to achieve competence minimally.

d. The analysis concepts

The concepts were analyzed to arrange and teach. The steps are done rationally.

e. Classifying the instructional objectives .

In the developmental context of the teaching materials (worksheets, modules, and books), the stage of defining is carried out as:

a. The analysis of curriculum

At the stage of the initial, the curriculum needs to be reviewed by the researcher as the time effect. The competencies and the teaching materials are in the curriculum to be developed.

b. The analysis of students' characteristics

The researcher needed to consider the students' characteristics that include; physical characteristics, ability, the skills of group work, the learning motivations, and the experiences of previous learning.

c. The material analysis

The researcher analyzed materials in the students' textbook to identify the main materials that should be put in the worksheets.

2. Designing

The purpose of this stage was to design prototype instructional material in the worksheets. The design stage was divided into three activities by Thiagarajan; they were; to construct the criterion reference tests, the selection media, initial design, and the selected format. The undertaken activities on this stage include;

a. Media selection; the researcher selected the media that appropriate for the presentation of the instructional content. This process involves matching the task and concept analyses.

b. Format selection

This step was closely related to media selection. The researcher chose the roper format to design the worksheets.

c. Initial design

The initial design was done by the researcher by using the result of need analysis, syllabus, and lesson plans to design the first product, which consisted of eight topics such as family members, hobby,

months of the year, days of the weeks, animals, classroom objects, the dates, public buildings. Each worksheet had the header contain the aim of lessons, vocabulary of the topics, and the topic's definition.

3. Developing

Thiagarajan categorized the steps of development into two activities; they are; the appraisal of experts and the testing of development. The first step that the researcher did was an appraisal of an expert is known as a technique to assess and validate the product design feasibility. The activity consists of the expert's evaluation in their fields. The researcher had three expert judgment from the school as the English teacher and two expert judges from IAIN Palopo. The experts gave the suggestions used to develop the materials of learning and designed to be prepared. The testing of development is the trial of product design based on the target subjects. In the learning model, the context of development has been carried out as follows.

a. The validation model is done by the experts. The matters were authorized based on the guidelines to use the model and a group of learning models. The experts were involved in the process of validation that consists of learning outcomes by the experts.

b. The model revision was based on the expert validation forms.

c. The trials were limited in the classroom learning, based on the actual situation to encounter.

d. The model revision was based on the trial results.

4. Disseminating

The last step the researcher did was a dissemination, this stage divided by Thiagarajan was into their activities; they are; the testing of validation, packaging, adoption, and diffusion. On the testing validation stage, the product revised the developmental stages and the implementation of the actual target. When it comes to an implementation, the objective achievements are measured.

After implementing the product, the results of achieving goals need to be seen by the researcher. The development state's last activity is about packaging, adoption, and diffusion. Thus, the stage is used in the product. The learning model packaging can be done by printing the guidebook to apply the model of learning. When the English vocabulary worksheets had already printed, the worksheets were distributed

The development context in the teaching materials was to carry out this dissemination stage by employing the socialization of the English vocabulary worksheets. The distribution was intended to gather the perceptions and feedbacks of the seventh-grade students. When the students responded to the teaching materials were acceptable, it was printed in great

amounts, and advertising was done to the broader target used in the teaching materials[47].

D. Subject an Object of the Research

1. Subject of the Research

Students of class VII.3 SMPN 1 Bajo were the population in this research contained twenty-two non-random sampling students comprising of eight men learners and fourteen women learners. The learners' periods of SMP Negeri 1 Bajo were eleven to thirteen years old.

2. Object of the Research

The object of the research was English Vocabulary Worksheets

E. Technique and Data Collection Instrument.

1. Questionnaire

   a. Questionnaire for students need analysis

   The questionnaire that had been disseminating consisted of target needs such as necessity, wants, and lack. The questionnaires were distributed in the class of VII. 3 (*It can bee seen in appendix 2*).

   b. Questionnaires for expert judgement

   The design of worksheets was validated through instrument validation sheets by two expert judgments (expert of content, material,

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[47] Sivasailam Thiagarajan, Ammel Dorothy a'., and Melvyn I. Semmel, *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*, *Journal of School Psychology*, 1976, XIV <https://doi.org/10.1016/0022-4405(76)90066-2>.

and layout). And then, the worksheets rerevised as a final draft of the product (*It can bee seen in appendix 1*).

c. Questionnaire for students' perception.

The data collection instrument for material try-out was the questionnaires sheets of students' perception. The questionnaires were about how feasible the worksheets for the students of class VII.3. These questionnaires evaluation was shared in class *(It can be seen in the appendix 6)*.

2. Documentation

In conducting the documentation, the researcher provided questionnaires, pictures, etc. The function of the documentation was to make credible the result of observation or interview.

F. Data Analysis Technique

1. Validation of the questionnaire

The questionnaire in the form of data from the results of a needs analysis questionnaire that were disseminated to students at the needs assessment stage was described based on the answers selected by students to reflect their needs.

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

X = the mean

$\sum x$ = the number of the students who have the same answer

N = the total number of the students[48].

The choice with the highest number would provide the most approval from the student. Much of the agreements represent the most student preference.

2. Validation of Experts Judgements.

The researcher used the Likert scale to calculate the results of expert validation. The researcher would analyze the data by measuring the average answers depended on the score of each expert using the following formula.

The number of answering *very Good* = VG x 5 =…

The number of answering *good* = G x 4 =…

The number of answering *fair* = F x 3 =…

The number of answering *poor* = P x 2 =…

The number of answering very *poor* = VP x 1 =…

Total score =…

VG = Very Good

G = Good

F = Fair

P = Poor

VP = Very Poor[49]

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[48] Nurvitasyari, 'The Use of Show & Tell (S&T) Method in Teaching Vocabulary at the Second Year Students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar. Universitas Islam Negeri Alauddin Makassar', *Uin-Alauddin.Ac.Id*, 2017.

[49] Ismawati, 'The Effect of Vocabulary Self-Collection Strategy on Vocabulary Mastery at Smp Muhammadiyah Palangka Raya', *IAIN PALANGKARAYA*, 2017.

After calculating the total score, the researcher would measure the mean score using the following formula.

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

M = mean score

B = total score

N = total number of material topics

Moreover, the researcher calculated the mean value using the following formulation after calculating the mean score,

$$x = \frac{M}{N} \, X \, 100\%$$

X = The value

M = Mean score

N = Total number of values

After the mean score of each material topic was calculated, the researcher defined it as vocabulary worksheets that were suitable for students of class VII.3.

Table 3.1 Data Conversion Table

Score	Percentage	Qualification	Classification
4.2 – 5.0	84% - 100%	Very Good	It can be used without any revision
3.4 – 4.1	68% - 82%	Good	It can be used with a little bit of revision
2.6 – 3.3	52% - 66%	Fair	It can be used with much revision
1.8 – 2.5	36% - 50%	Poor	It cannot be used yet
1.0 – 1.7	20% - 34%	Very Poor	It cannot be used need much more revision

3. Data analysis on materials try-out

The observation sheets of material try-out would be evaluated through the descriptive quantitative method as the following formulation.

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

M = Mean score

B = total score

N = total number of material topics

In the next step after the calculation of the mean score, the researcher would analyze the percentage that used the following formula.

$$x = \frac{M}{N} \; X \; 100\%$$

X   = The value

M   = Mean score

N   = Total number of students

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

The discussion in this area described the outcomes of the need analysis questionnaire consisting of target needs, and learning needs. The results of the needs analysis were following;

1. **The results of Need analysis questionnaires**

   a. Target Need

   1) Necessities

   The information received from the questionnaire indicated that the purposes for learners gaining knowledge of English at school could be shown within the chart below.
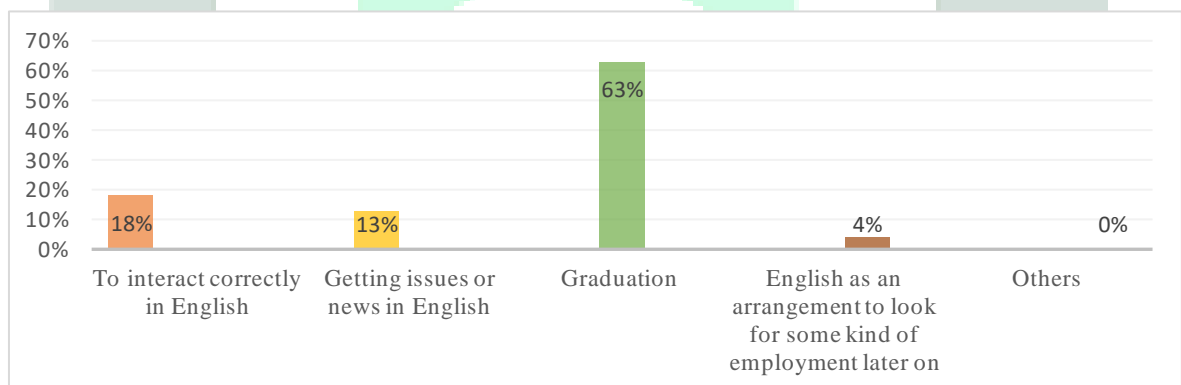

Figure 4.1 The students' goal in learning English at school

The provided chart represented information on the necessities of the students' purpose to study English at school. Overall, the highest number of the students' goal of learning English was graduation than a provision to find work in the future. It was clear from the chart that the learners selected to interact correctly in English, at 18%. Moreover, learners had chosen about getting issues or news in English at 13%, and learners selected English as a determinant of graduation at 63%. On the other hand, learners concurred at learning English as an arrangement to look for some kind of employment later on only for 4%.

2) Lack

The presented chart indicated the data on the extent of English vocabulary. Respondents' answers could be found in the accompanying chart.
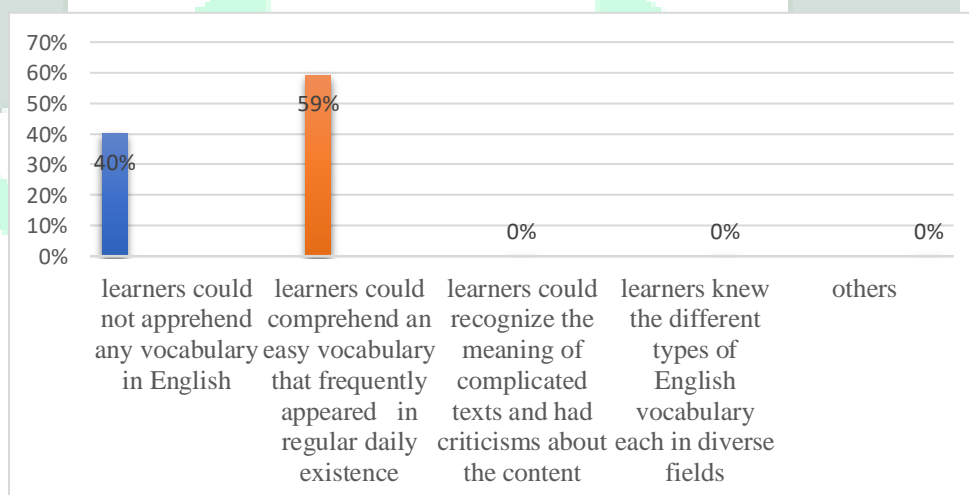
Figure 4.2 Students level in English

At first glance at the chart revealed that 59% of learners in the schools were not able to acknowledge simple vocabulary that shown regularly in everyday life, while 40% of students did not recognize any English words.

The diagram data clearly showed that learners could not apprehend any vocabulary in English at 40%. Also, learners could comprehend an easy vocabulary that frequently appeared in regular daily existence at 59%. However, 0% of learners could recognize the meaning of complicated texts and had criticisms about the content, knew the different types of English vocabulary each in diverse fields, and the others.

The given chart delineated the differences between four topics about English vocabulary mastery.
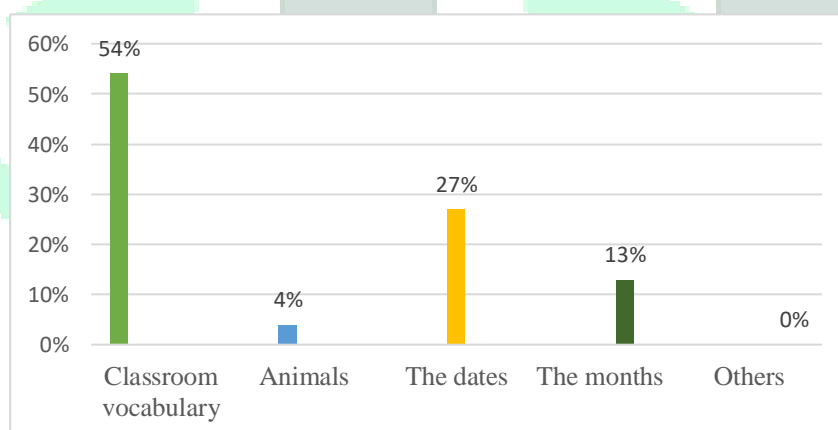

Figure 4.3 Vocabulary mastery

As was observed, the number of students who selected classroom vocabulary was higher than animal vocabulary.

The data clearly showed that learners dominated at classroom objects reached 54%. Besides, a tiny fraction of learners recognized the vocabulary of animals. Furthermore, 27% of learners chose the dates in English, and a small minority of students selected months of the year.

The following figure expressed the percentages of the expertise in English vocabulary reading skills.
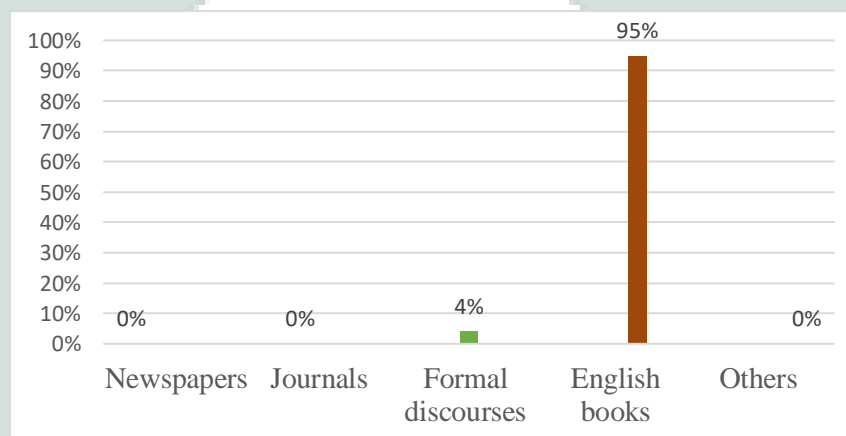

Figure 4.4 Vocabulary reading skill

In general, the learners replied a tiny fraction on formal discourse. Moreover, approximately 95% of students picked the English book.

The presented illustration enumerated the comparative data on the primary aspect that influenced articulating English vocabulary. Students' responses showed in the chart below.
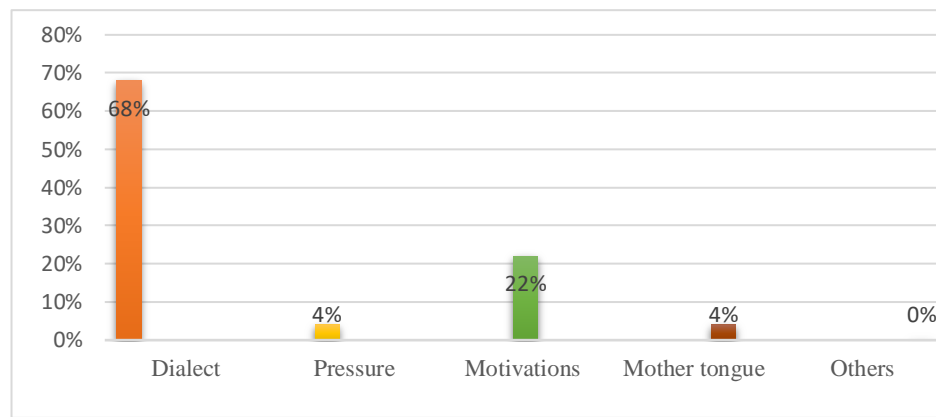
Figure 4.5 Factors in articulating a vocabulary

As is observed, it was clear that the factor that students face in pronouncing words roughly reached 68% better than other aspects.

It could be noticed that, a tiny fraction of learners selected pressure and native language. Nearly 68% of learners selected vernacular/dialect. However, 22% of students chose inspiration.

The next supplied presentation depicted the comparison of the aspects or factors that have an effect on learning inspiration.
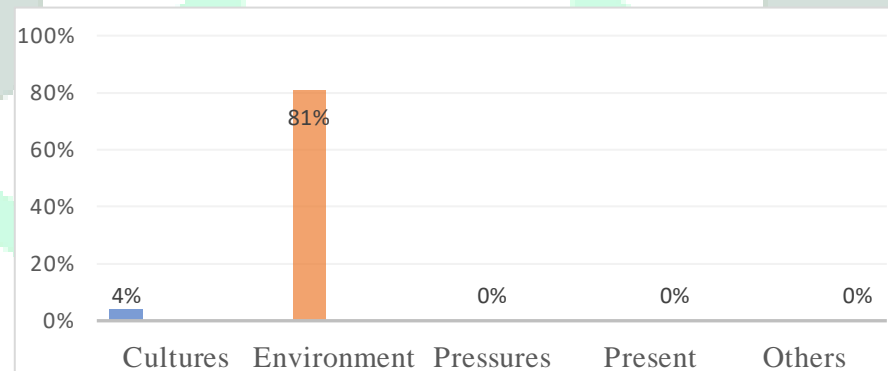

Figure 4.6 Factors on learning inspirations

As can be seen, the number of students selected environment higher than cultures.

It was interesting to note that students picked the environment around 81%. However, learners selected cultures a little less than 4%.

The next shown diagram illustrated how the learners encountered a few troubles in mastering English vocabulary.
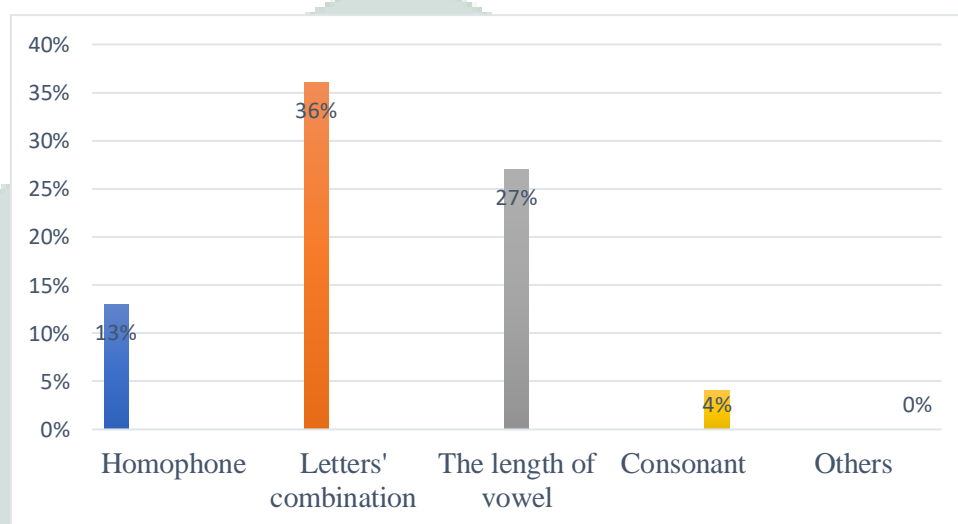
Figure 4.7 Problem in mastering English vocabulary

In common, it is clear that more percentages of learners got difficulties in the combination of letters than consonants.

As it was presented in the diagram, 13% of students were troublesome in vocabulary that has utterly different writing; however, it has a similar articulation, as an example, flour/flower and heard/here. Besides, nearly 36% of learners got difficulties becoming familiar with the combination of letters, as an example, CH (march) and EI (neighbor), and roughly one-quarter of learners had problems in vowel length such as beautiful and queue. On the other hand, learners

constrained on many consonants as an example of the word *address* at 4%.

The following provided chart gave the ratio of English grammar. As an overall trend, the figures for the problems that learners had in learning grammar had an increase in both singular, plural, and writing sentences.
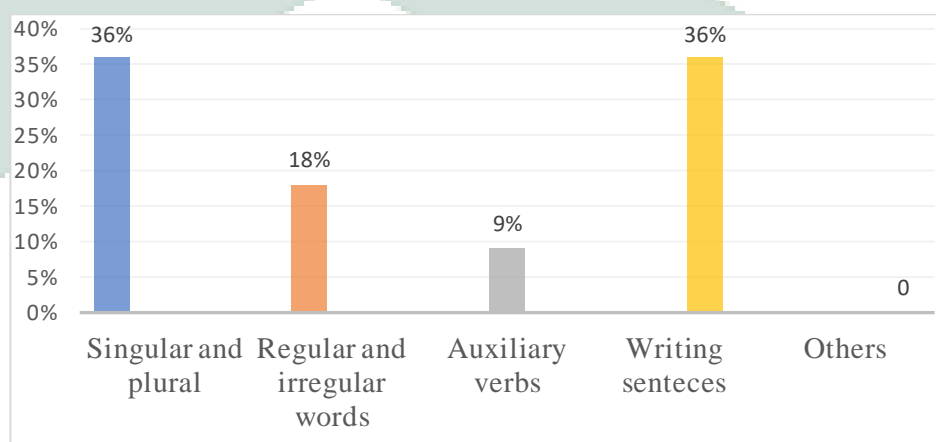
Figure 4.8 The difficulties of grammar

According to the chart above, learners found English grammar was tough to understand the forms of singular and plural vocabulary and learners did not know any concepts about the way to write English sentences stood precisely at 36%   decrease, learners confronted challenges in the utilization of regulars and irregular words just below 18%. However, it was two times lower; learners had no clue about the usage of auxiliary verbs such as; am, is, are,

The given diagram denoted the proportion of the components of English that had been hard to apprehend/translate the meaning.
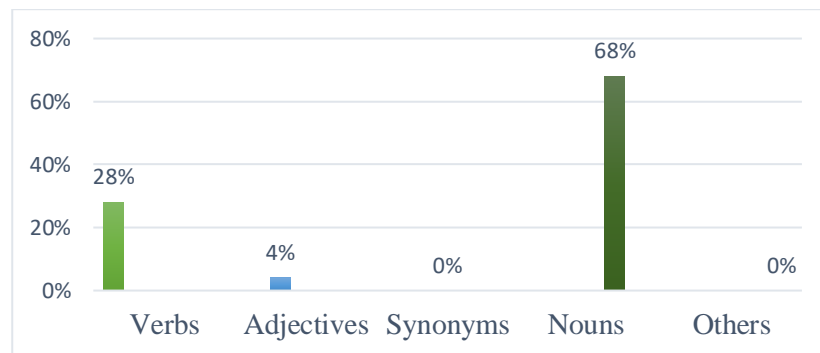
Figure 4.9 English words that tough to get the meaning

A glance at the graph revealed that nouns were problematic for learners to recognize the meaning was much higher than verbs.

As was presented in the diagram, the data increased almost 68% of the students were lack of noun. Nonetheless, roughly 28% of learners had been a loss of verbs, and a tiny fraction of learners had fewer adjectives vocabulary, wants station described the information on students' topic in learning vocabulary.

3) Wants
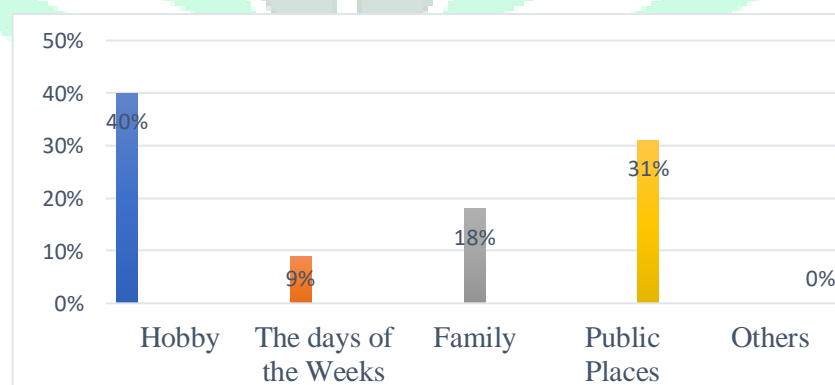
Figure 4.10 Students preferred topic

Overall, it was apparent that hobby was the highest choice for the students instead of the days of the week.

As can be seen in the graph that learners selected leisure activities at 40%. Moreover, nearly a third of learners needed to study the vocabulary of building. However, learners had chosen their own individual family just below 18%, and the lowest presentation was days of the week, a little less than 9%.

b. Learning need

1) Input

The following provided figure depicted the percentages of the topic that students needed to develop English vocabulary.
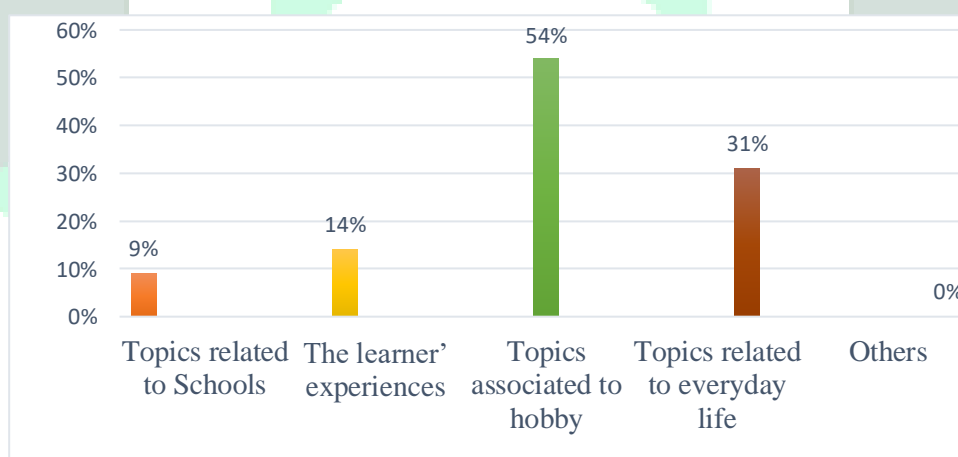
Figure 4.11 The topic of students' needs.

In common, the highest number of the chart that students selected was both the topic linked to hobbies and everyday life.

It was apparently seen that students chose interests or leisure activities around 54%. Furthermore, nearly 31% of students want the topic linked to everyday life. However, students selected the learner's experiences at 14%, and students who chose schools fell at 9%.

2) Procedures

The presented illustration denoted how the students learn at school. As it was observed, the overwhelming majority answered was visual learning style.
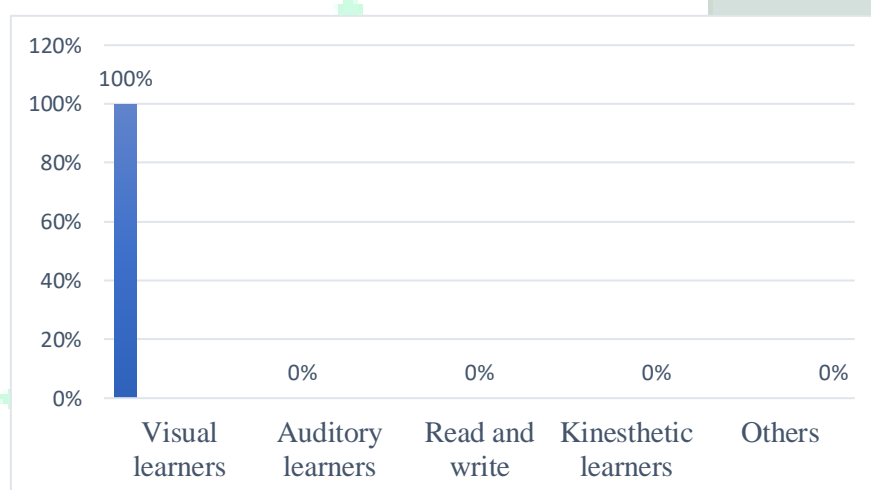
Figure 4. 12 Learning style

It was explicitly observed that the learners approximately preferred the visual learning style to the other.

The succeeding given diagram compared the amount of the exercise, which could assist learners to enhance vocabulary. It could be displayed in this organized chart;
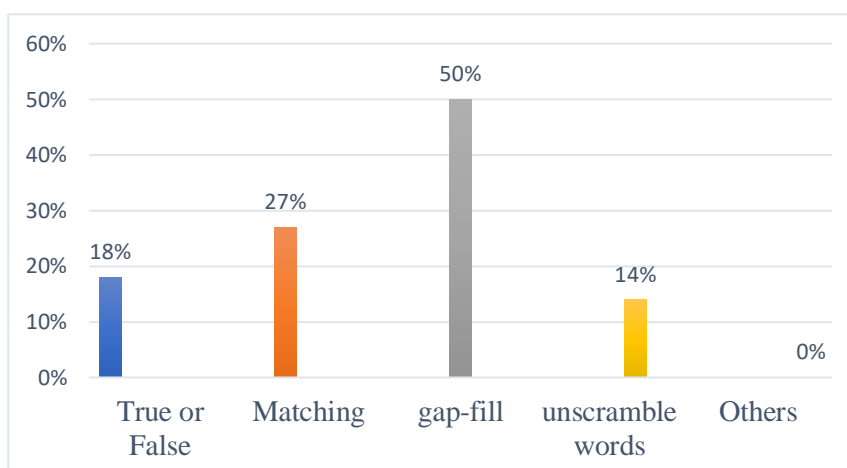
Figure 4. 13 Types of students' activities

As a general trend, the outcomes indicated that more learners would prefer matching and gap-fill worksheets rather than other types of worksheets.

The data suggested that exactly half of the students liked to fill in the blank activity. Moreover, roughly one-quarter of learners had selected matching activities. On the other hand, more or fewer learners had requested true or false and word scrambles.

The provided graph represented the data about in what way the students recognized unfamiliar vocabulary in English, the kinds of exercises that learners did, the result showed in the following chart.
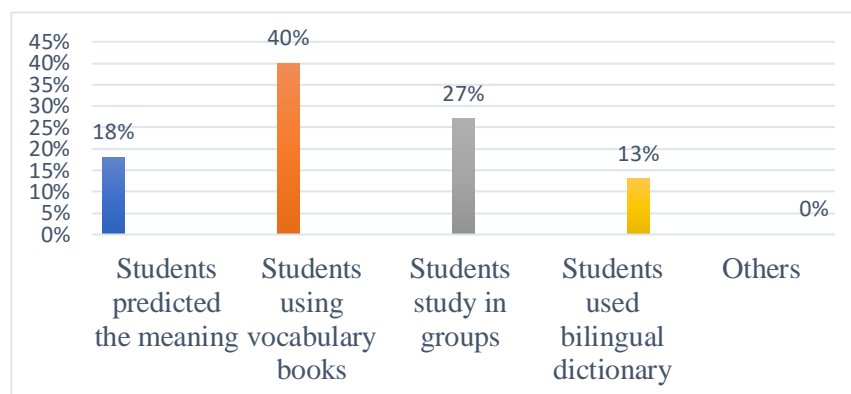
Figure 4. 14 How to acknowledge words

As can be seen, the researcher found the results which 40% of learners would rather use English vocabulary listing books than use a multi-lingual dictionary.

It could be plainly viewed that students utilized English vocabulary books at 40%. Furthermore, just under at 27% decrease of learners examined unfamiliar English words in the group. Nonetheless, learners guessed the meanings of words in the reading text just below at 18%

Furthermore, the supplied presentation compared the kinds of activities that learners liked to expand their English vocabulary were shown in the chart, as regards speaking learning questions:
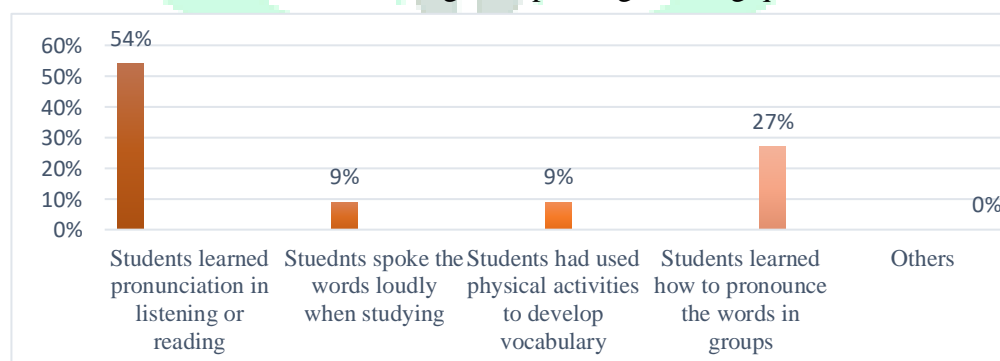
Figure 4.15 The students' preference activities in enhancing vocabulary

In common, the number of students who chose English pronunciation in listening and pronounced vocabulary in groups increased. However, practicing English words by speaking loudly and using physical activities sharply decreased.

It was apperantly showed that the result confirmed that learners studied about the pronunciation of the vocabulary that they got in reading or listening increased by 54%. Moreover, there was 27% of learners discussed with their groups the way to pronounce words. Nonetheless, learners spoke new words loudly during learning and utilized a physical activity to enhance English vocabulary by almost at 9% percent decrease.

3) Activities

The following shown chart provided the comparison of the vocabulary learning activity in writing.
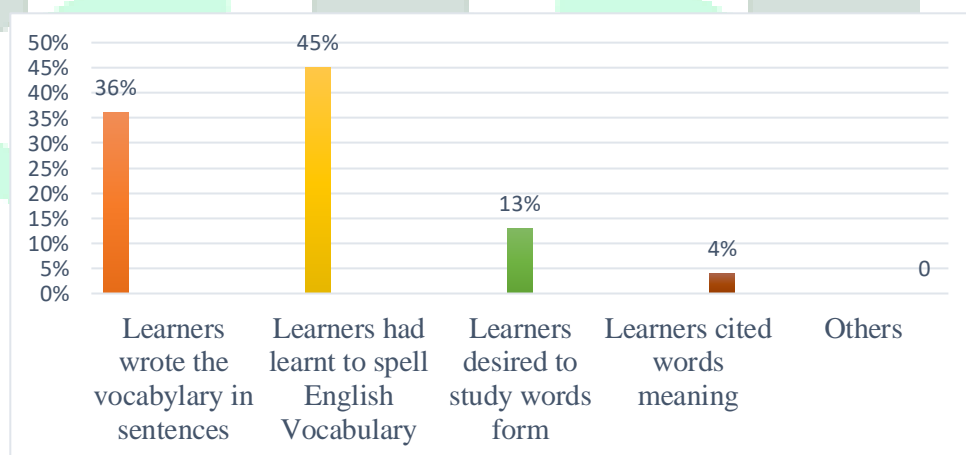
Figure 4. 16 The strategy in a vocabulary writing activity.

It was crystal clear that the strategies that learners used to assist them while mastering writing skills in English were higher on the choice of spelling English vocabulary instead of writing English sentences.

To begin with, the majority of students studied the ways to spell words, nearly 45%. Besides, the choice of writing new vocabulary in a sentence stood exactly at 36%. On the other hand, the percentage went down in learning the form of words and cited the meaning of the word.

The next presented figure enumerated the information on the activities that students liked to understand English vocabulary in listening.
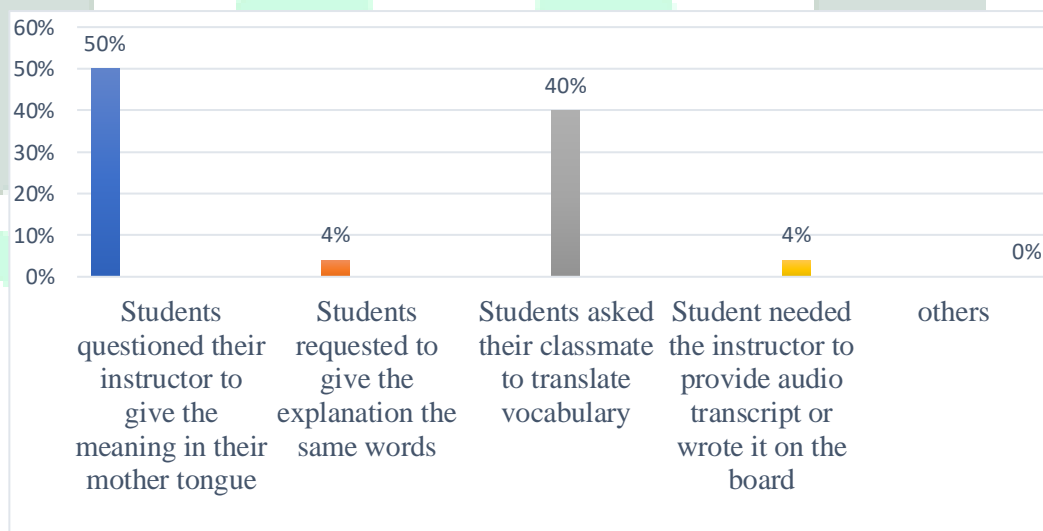
Figure 4. 17 Students' activities in listening to English vocabulary.

As an overall trend, it was clear that exactly a half of the students had a question on understanding the meaning of the word in their

native language, and nearly 40% of learners questioned their mates to interpret the meaning.

It was worth noticing that half of the learners asked their instructor to translate English vocabulary into their native language. Furthermore, learners had asked their schoolmates to interpret English vocabulary at 40%. However, an insignificant minority of students asked the teacher to present the equal of The word, and learners asked the teacher to have an audio transcript or wrote it on the whiteboard.

The succeeding provided diagram compared how the students utilized the strategy of remembering English vocabulary that students had learned.
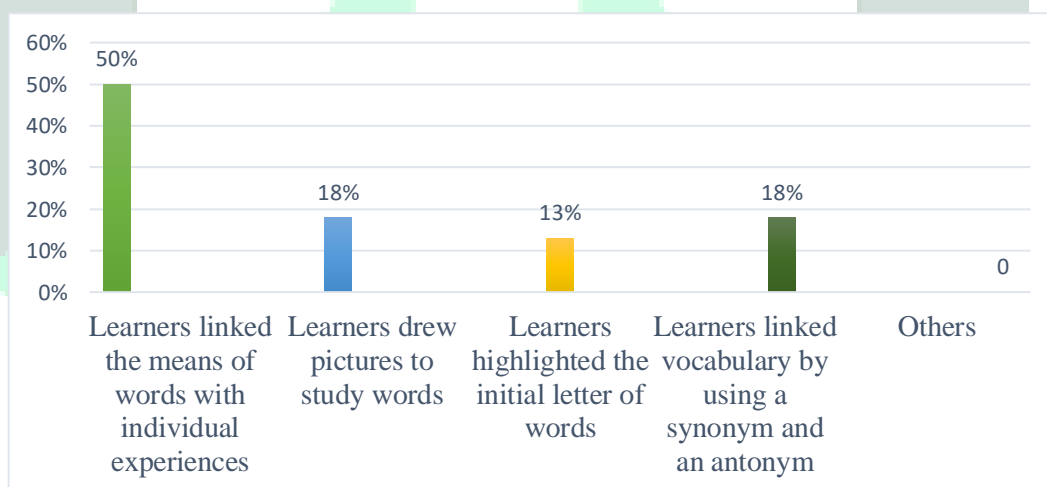
Figure 4. 18 strategies of recalling English vocabulary

To begin with, exactly half of the students connected words meaning according to their experiences.

It could be noticed that both drawing pictures and connecting vocabulary used synonyms and antonyms had similar percentages just below 18%, and it rapidly reduced on the choice of highlighting the initial letter of words. Nevertheless, learners linked the means of terms with individual experiences approximately 50 % increased.

The given data expressed the comparative data on learners' activities to enhance English vocabulary.
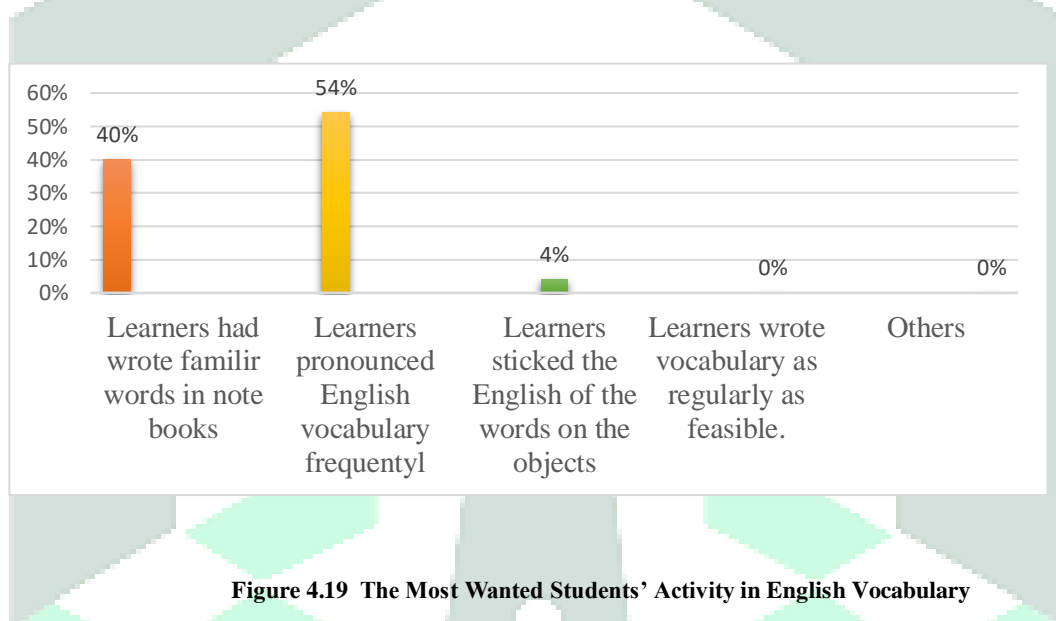
Figure 4.19 The Most Wanted Students' Activity in English Vocabulary

As it was observed, exactly half of the students had a resume where the teacher assisted. Nevertheless, learners preferred to watch English Videos and read English textbooks about 22%.

As the diagram suggested that the information collected from the questionnaire confirmed that 9% of learners did the task from the English book that was shared by the teacher, learners wrote a resume given with the aid of the teacher at 50% increased. Nonetheless, just

below 22% of learners watched TV in English and read English textbooks.

The following shown illustration was a way to enhance English vocabulary.
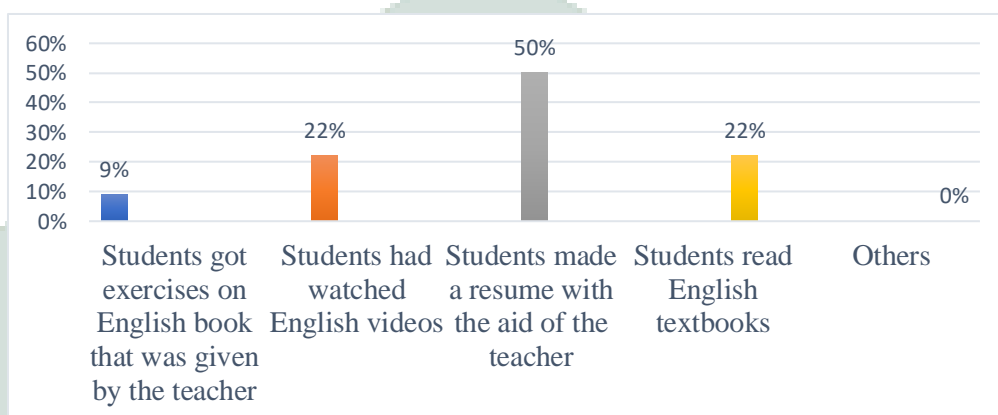
Figure 4.20 How to Increase Vocabulary In English

It was obvious that the highest number of increasing vocabulary in English was pronouncing English words regularly. However, a significant proportion of learners put English words on objects.

According to the chart, there had been 40% of learners wrote new words in a pocketbook. Moreover, learners repeated English words pronunciation nearly 54%, and a tiny fraction of them pasted vocabulary to objects.

4) Setting

The supplied chart gave the ratio of the teaching material to assist learners in mastering English vocabulary.
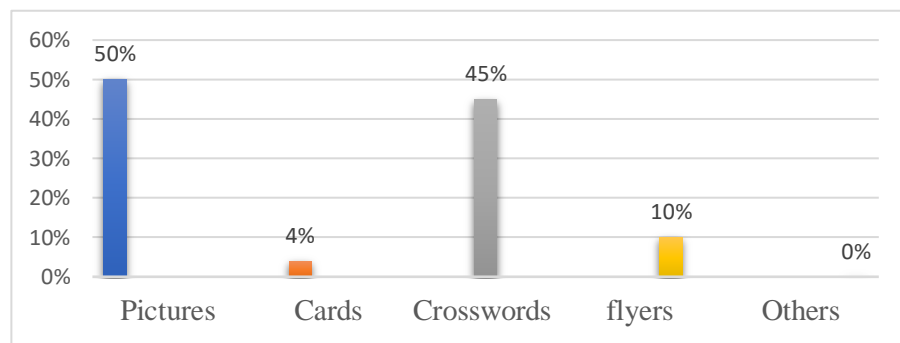
Figure 4. 21 Vocabulary Teaching Material.

 A glance at the graph revealed that exactly half of the learners would prefer using pictures rather than utilizing other teaching material.

It was apparently seen that the more students adored pictures at approximately 50%, and for the teaching, material crosswords dropped slightly 45%. However, a little less than learners had chosen flyers and a significant minority for cards.

The presented presentation compared the information on the favorite places to learn English. As an overall trend, a significant majority of students liked studying at a library better than studying at different places.
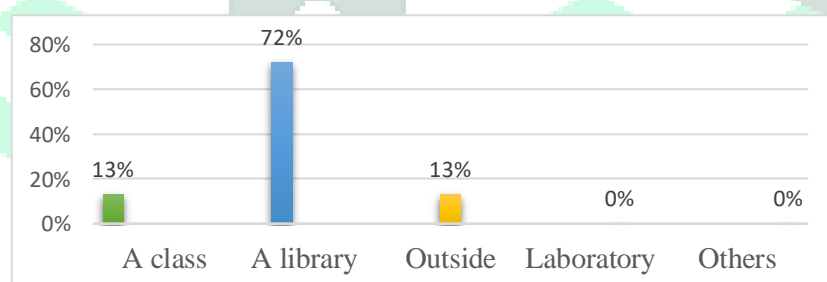
Figure 4. 22 Place to Learn English Vocabulary

We can see that the diagram indicated that nearly 72% of students were fond of a library, just below 13% of learners enjoyed studying

in class and outside. Nevertheless, the laboratory had a downfall at 10%.

5) Students' Role

The subsequently provided diagram showed how the students of class VII.3 learned English vocabulary. As can be seen, the school learners would prefer learning individually rather than learning role plays.
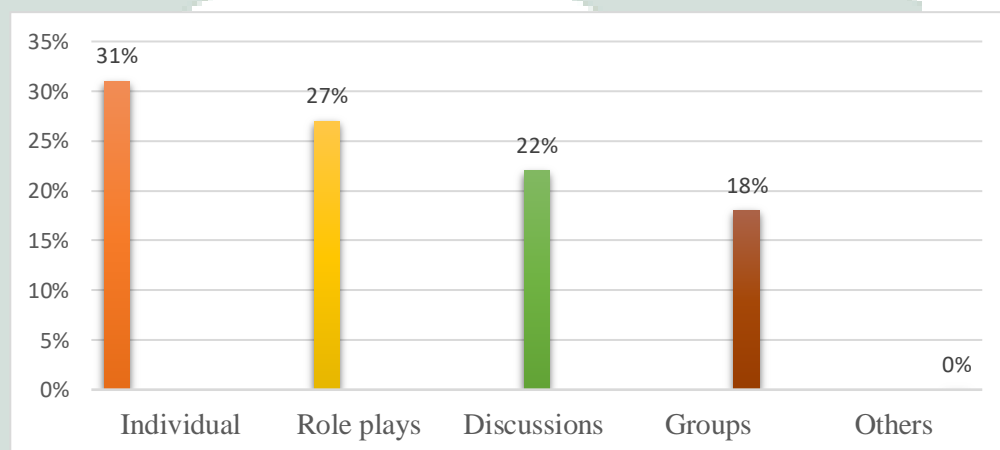
Figure 4.23 Students' Role

According to the chart, the researcher could infer which 31% of learners liked to study individually, learners preferred role play around 27%, just below 22% of learners wanted the discussions. However, learners who wanted to study in groups (4-6 people) reduce by 18%.

The given figure delineated the data about English language learners' role at school that students needed in learning vocabulary.

At a first glance, the majority of learners wanted to listen to the teacher's explanations and instructions than others.
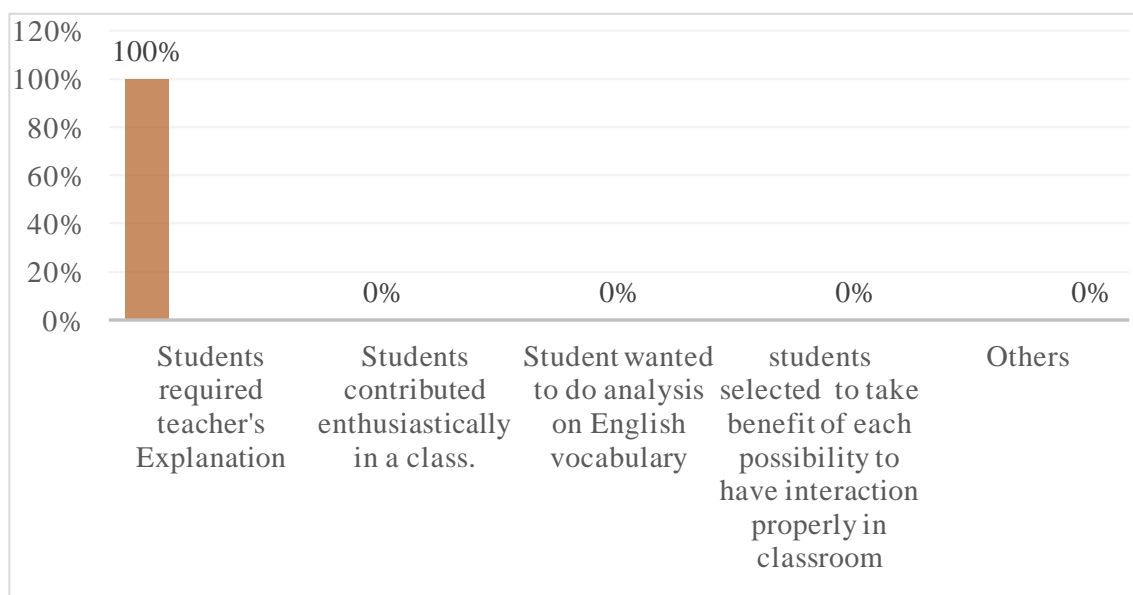
Figure 4.24 Students' Role.

It could be plainly viewed that the chart had an improvement on the teacher's clarifications and instructions that students desired at school, which showed at 100%. Nonetheless, there were no learners selected additional students' role.

6) Teacher's Role

The provided presentation expressed the proportion of teacher's role required by learners during the English learning process. Overall, it was clear that the highest percentage was the teacher as the planner and as an implementer. However, the presentation reduced on discussing learning goals.
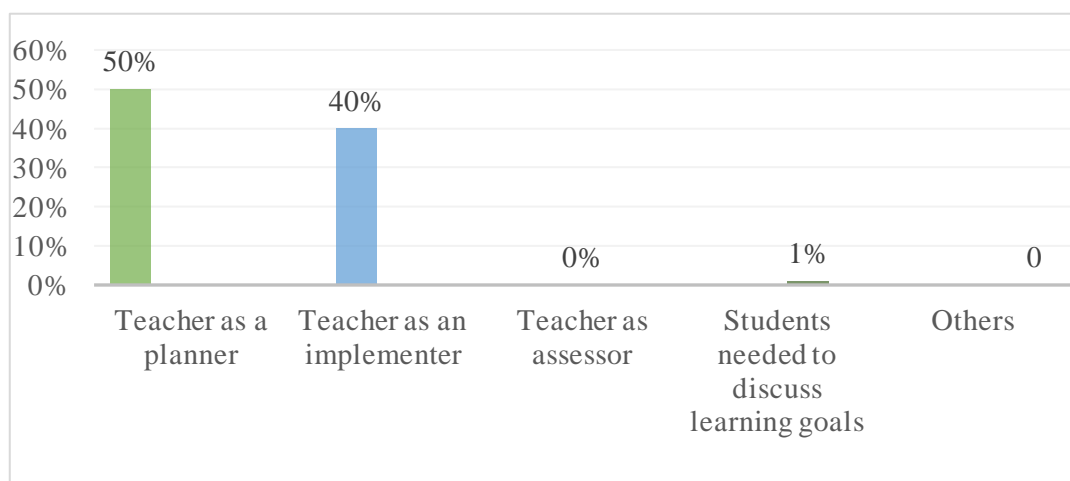
Figure 4. 25 Teacher's Role

It was clear from the data that learners had chosen the teacher as a planner to prepare well what would be achieved in the teaching and learning phase, learners wanted the teacher as an implementer; that is, the teacher should build scenarios, guided, transfer, and directed teaching and learning process based on plans just over 40%. Nevertheless, students chose the instructor to discuss studying goals to describe and inspire learners to engage in a learning activity on 1% percentage.

2. The Results of Expert Judgements

a. Expert Judgements on Instruments

In this part, the researcher put some validations on instruments by providing questionnaires to the experts based on related aspects such as; languages, materials, and design. The questionnaires provided to the experts had involved twelve questions about the instruments. The experts were two English lecturers

from IAIN Palopo meanwhile an English teacher from SMP Negeri 1 Bajo; was one of the expert judgment on the instrument.

The results of expert judgment on the instruments can be shown as follows:

1) The Language Expert

The results of judgment from the language expert as seen on the table below could be described that the language on the instrument provided by the researcher got 44 scores with the total mean of 3,66 and the value score reached 73,2% or can be categorized as **'Good'** category as a result of the judgment. Therefore, it is shown that the language on the instrument could properly be used for the research.

Table 4.2 Average Score by the Language's Expert

Question Number	Score	Question Number	Score
1.	3	7.	4
2.	3	8.	3
3.	4	9.	4
4.	4	10.	3
5.	3	11.	3
6.	4	12.	3
Total Score			**44**

$$\text{M} = \frac{44}{12} = \textbf{3,66} \; or \; \text{X} = \frac{3,66}{5} X \; 100\% = \textbf{73,2}\%$$

2) The Material Expert

The supplied table represented the information on the result of the material expert. As an overall trend, it was clear that the expert of material gave the

score '4' and '5' on the instrument.

To begin with, the researcher had 54 scores based on the total mean of 4,5 and 90% the score of value increased; in other words, it could classify as **'Very Good,'** it was apparently seen that the material on the instrument could appropriately be utilized for the research.

Table 4.3 Average Score by the Material's Expert

Question Number	Score	Question Number	Score
1.	4	**7.**	5
2.	5	**8.**	4
3.	4	**9.**	4
4.	5	**10.**	5
5.	4	**11.**	4
6.	5	**12.**	5
	Total Score		**54**

$$M = \frac{54}{12} = \textbf{4,5} \ or \ X = \frac{4,5}{5} X \ 100\% = \textbf{90\%}$$

3) The lay-out expert

The provided table illustrated the data about the layout expert result on the instruments. At the onset, score '4' on the instrument was the highest choice while score '5' was the least once.

It was worth noticing that the total scores were 47 through the total mean of 3,91, and the value score had a growth of 78,2%; this indicated as 'Good';

it was obvious that the layout on the instrument could also be used properly for research purposes.

Table 4.4 Average Score by the Design's Expert

Question Number	Score	Question Number	Score
1.	4	7.	4
2.	4	8.	4
3.	5	9.	4
4.	3	10.	4
5.	4	11.	4
6.	3	12.	4
	Total Score		47

$$M = \frac{47}{12} = 3,91 \ or \ X = \frac{3,91}{5} X \ 100\% = 78,2\%$$

b. **Expert Judgment on Product.**

Throughout this section, by providing experts with questionnaires derived from existing aspects such as languages, materials, and design, the researcher placed some validations on resources. The questionnaires provided to the experts had involved fourteen questions about the instruments. The expert judgement of language and lay-out from English lecturers at IAIN Palopo. Moreover, one of the expert judgments on the instrument was an

English teacher from SMP Negeri 1 Bajo as the material expert judgement. . The outcomes of expert judgment on the products could be seen as follows:

At the onset, score '4' on the instrument was the highest choice while score '5' was the least once.

1) The layout expert

The presented table delineated the data on the expert layout outcome on the validation of the product. A glance at the graphs revealed that the highest score was '5'. It was crystal clear that the total score was sixty-two with the total mean of 4,42 and the value score improved 88,4%; this represented as 'very good.'

Table 4.5 Average Score of the Product by the lay-out expert

Question Number	Score	Question Number	Score
1.	5	8.	5
2.	5	9.	5
3.	4	10.	5
4.	3	11.	4
5.	5	12.	5
6.	4	13.	4
7	5	14.	3
Total Score			**62**

$$M = \frac{62}{14} = \mathbf{4,42} \; or \; X = \frac{4,42}{5} X \; 100\% = \mathbf{88,4}\%$$

2) The language expert

The shown table expressed the information on the result of the expert language product. Generally speaking, the number of score '5' was the highest score on the validation of the product.

The data table showed that fifty-four was the total score with the total mean of 3,85 and 77% for the value score this identified as **'Good."**

Table 4.6 Average Score of the Product by the Language's Expert

Question Number	Score	Question Number	Score
1.	4	**8.**	4
2.	4	**9.**	4
3.	4	**10.**	4
4.	4	**11.**	4
5.	4	**12.**	4
6.	4	**13.**	4
7	3	**14.**	3
Total Score			**54**

$$M = \frac{54}{14} = \textbf{3,85 } or \text{ X} = \frac{3,85}{5} X \text{ } 100\% = \textbf{77,14}\%$$

3) The material Expert

The given table depicted the data about the result of the material expert judgment on the product. In general, the highest number of the score was

'5' to 'the score of '3'.

As was presented on the table, the total score was sixty-three with the total mean 4,5, and the value score had an improvement of 90%, it implied as **'very good.'**

Table 4.7 Average Score of the Product by the Material's Expert

Question Number	Score	Question Number	Score
1.	5	8.	5
2.	5	9.	5
3.	5	10.	5
4.	5	11.	4
5.	4	12.	4
6.	4	13.	4
7	5	14.	3
		Total Score	63

$$M = \frac{63}{14} = \textbf{4,5} \text{ } or \text{ } X = \frac{4,5}{5} X \text{ } 100\% = \textbf{90\%}$$

c. The Results of Try-out

The try-out was conducted throughout the students by giving them questionnaires asking about their perceptions or thoughts on the product developed by the researcher. The technique of the try-out done by the researcher focused on gathering the students' perception towards the product. There were

twenty two students asked through paper questionnaires that comprised sixteen agreement questions. Apparently, the students' perception is a significant part of the research to prove that the materials on the product had been applied appropriately to the students and good for their learning needs. Therefore, the result of try-out on the students' perception is shown on the table and a pie-chart below.

Table 4.8 The Result of Try-Out

No.	Statements	Number of Agreements				
		SA	A	F	D	SD
1.	The overall content of the worksheets is suitable for beginners.	14	8	0	0	0
2.	The overall material of the worksheets is in accordance with the fields and needs of the VII grade students of SMPN 1 Bajo.	16	6	0	0	0
3.	The input material for the entire worksheets varies.	13	9	0	0	0

4.	The input material for the entire worksheets is interesting and easy to understand.	10	12	0	0	0
5.	The topic of input material for the entire worksheets is in accordance with the needs of students, namely grade VII students.	8	13	1	0	0
6.	Length and source of text input of all worksheets according to the needs of grade VII students.	11	11	0	0	0
7.	The activities of the entire worksheets vary	12	10	0	0	0
8.	The exercises are well organized, from the easy to the more difficult ones.	11	10	1	0	0

No.	Statement					
9.	The commands in the entire worksheets are easy to understand.	14	8	1	0	0
10.	Exercises for the entire worksheets include exercises done alone, in pairs, and in groups.	16	5	1	0	0
11.	The activity of the entire worksheets encourages students to actively participate in class.	14	8			
12.	The material display on each worksheet is interesting.	12	10			
13.	Each worksheet effectively provides an overview of the topics to be covered.	13	9			
14.	The activities in the worksheets are easy to understand and keep	11	10	1		

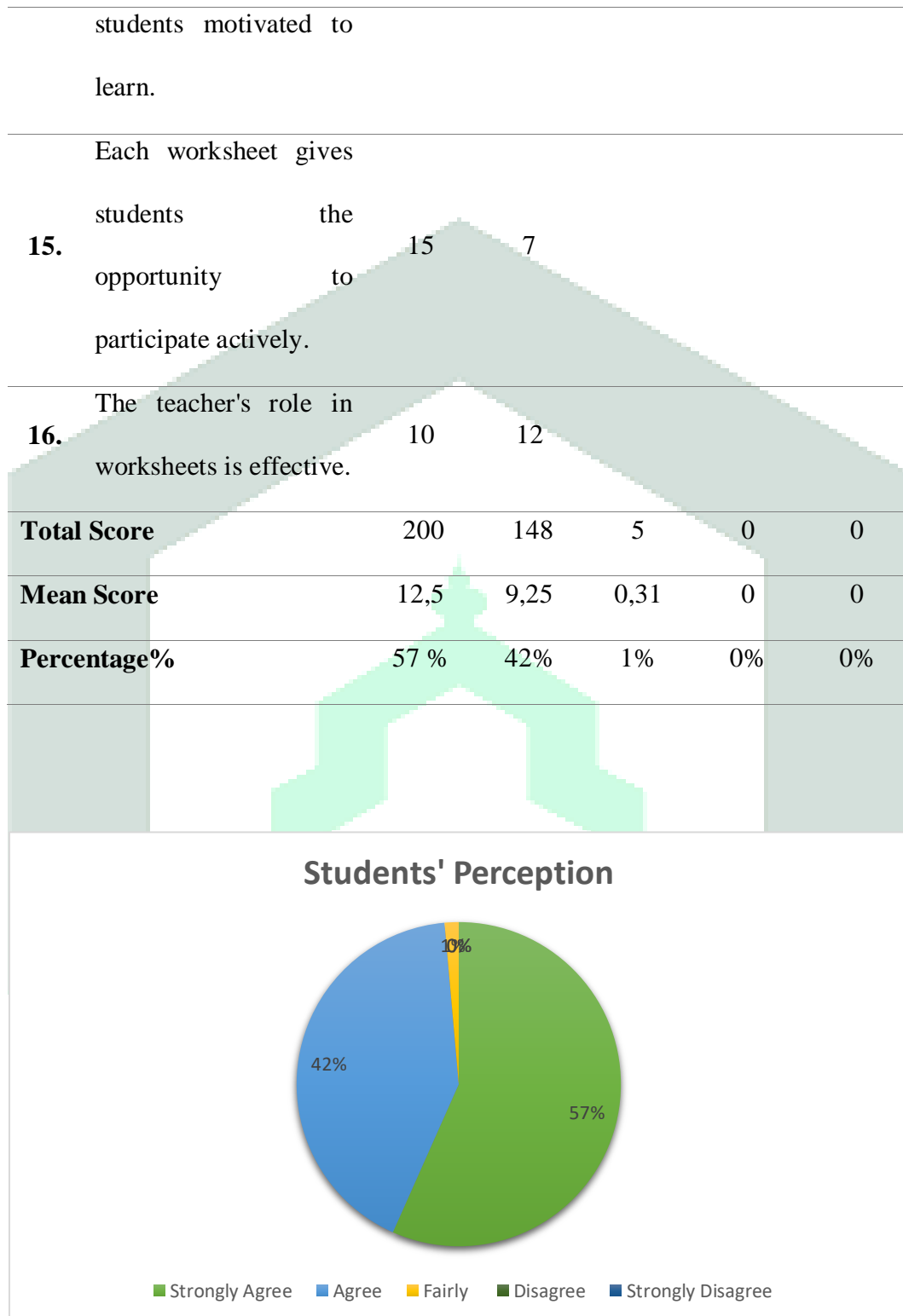|					
15.	Each worksheet gives students the opportunity to participate actively.	15	7		
16.	The teacher's role in worksheets is effective.	10	12		
Total Score		200	148	5	0	0
Mean Score		12,5	9,25	0,31	0	0
Percentage%		57 %	42%	1%	0%	0%

Students' Perception

Figure 4.26 The result of students' perception

The provided data above indicated that the vocabulary worksheets developed by the researcher had been qualified to use as 57% of the students totally agree, 42% of them agree with the statements on questionnaires, and 1% of students have fairly answers. It is proved that the product is genuinely appropriate to the students and they enjoy of using it. Therefore, this product is categorized as 'very good,' which means that the product can be used appropriately without revisions.

B. Discussions

When it came to studying a foreign language, most students felt bored of doing tasks or assignments from their teachers because they did not quite understand or unfamiliar with some of the new words. With vocabulary worksheets, students could become more enthusiastic and motivated to learn or do the tasks, and the learning became more enjoyable. This research aimed to develop the appropriate English vocabulary worksheets for the seventh-grade student at SMP Negeri 1 Bajo. The vocabulary worksheets were developed by using the 4D model. It consists of four types; define, design, develop and disseminate.

Firstly, the researcher defined the activities carried out to establish the development requirements; this model is frequently called the need analysis. Generally, the development and need analysis are required for the product's development which covered the user's need, the researcher, and the developmental model (RnD), which appropriate to develop the products. According to

Thiagarajan, the analysis could be done through primary research and literature studies. Hence, this research's analysis consists of learning needs and target needs shown in questionnaires validated by an expert. The need analysis questionnaire was done on August 31th 2020, disseminate in the class of VII.3, there were twenty-two students as the sample of this research.

Secondly, the researcher used the design in this research was divided into four types by Thiagarajan; to construct the tests of the criterion references, initial designs, selected format, and media selections.

The third step was developing. In this research, the appraisal of experts and the testing of development were used to measure and validate the product design consists of the expert's evaluation in their fields and the trial of product design based on the subject target. The suggestion given was used to develop the material of learning and design to be prepared.

The last step was disseminating the dissemination stage to be carried out by using the socialization of teaching materials by distribution to a small group of students and teachers. The dissemination aims to collect feedback and responses on the teaching materials that will be produced. When the participants' reactions to the instructional materials are positive, they were printed in large quantities and advertising to the wider target used in the teaching materials[50]. The product development on this research was considered appropriate for the students because

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[50] Sivasailam Thiagarajan, Ammel Dorothy a'., and Melvyn I. Semmel, *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*, *Journal of School Psychology*, 1976, XIV <https://doi.org/10.1016/0022-4405(76)90066-2>.

the results of this research showed that regarding the tryout agreed and most of the students enjoyed using the products. This statement is supported by Karen in A. Riskawati Hajis stated that learning foreign languages through worksheets could become easier and more memorable rather than learning without worksheets[51]. Moreover, the students responded to the vocabulary worksheets had clear instructions for each activites. This argument was verified by Darusman in M Khairi Usman declared that the students' worksheets should have guidelines to the activities to expand their knowledge in learning material[52]. Therefore, the product categorized as 'very good' according to the data gained from the students.

In addition, the findings of this research were the same as the previous study written by Nita Pujiana, the teacher had some responses towards the English worksheets they were desired to have worksheets that were appropriate with the learning materials. Also, the types of worksheets had fill in the blank with colorful pictures so the students could do the exercise easily. On the other hand, the differences between this research and the research done by Nita Pujiana was the subject of the research, previous research chose tenth-grade student however in this research the researcher selected the seventh-grade students. The previous research applied ADDIE model[53]. Nonetheless, this research utilized the 4-D model.

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[51] A. Riskawati Hajis, '"Improving Students' Vocabulary by Using Visual Media at SMP Negeri 10 Makassar"', 2014.

[52] M Khairi Ikhsan and Handayani, 'The Development of Students ' Worksheet Using Scientific Approach on Curriculum Materials', *Fourth International Seminar OnEnglish Language and Teaching (ISELT-4)*, 2016, 74–87.

[53] Nita Pujiana, 'Developing Student ' S Worksheet For The Tenth Grade Of SMK Karsa Mulya', 2015.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions.

Based on the findings and discussions, the researcher concluded that the students at junior high school 1 Bajo had a confident result and improvements after the appliance of vocabulary worksheets for teaching and learning.

The implementation of vocabulary worksheets in teaching and learning the vocabulary had a positive influence for students to increase their desires to learn the vocabulary, they could be more focused on doing the tasks or assignments from the teacher due to the worksheets contain interesting and fun activities with visual pictures on every unit so it made the students would understand the meaning of the words easily.

Based on the students' need analysis and try-out, most of the students found learning vocabularies through worksheets developed by the researcher encouraging and fun because the vocabulary worksheets had great advantages, the activities in the worksheets could be done in pairs, small groups or individual also it could be completed in a fairly short space of time therefore; the teacher had a lot of interesting ways of teaching vocabulary not just following the activities form the textbook. Especially when it came to teaching and learning, the students were more motivated to do the tasks from their teacher and no longer being sleepy in the

classroom. Moreover, the activities and the lesson topics in the worksheets were suitable for the students based on their level in English.

The vocabulary worksheet was denoted and based on the Indonesian 2013 Curriculum, the need analysis, and try-out results. As the product of this research, eight vocabulary topics were developed through the students' vocabulary worksheets. The topics include family members, hobbies, classroom objects, dates, animals, days of the week, public buildings, months of the year. The results showed that regarding the experts' validation and the try-out on the students' perception, the product of this research was appropriate to implement for the seventh-grade students at SMPN 1 Bajo.

B. **Suggestion**

   1. For the Students

The students should put more attention and study hard to be able to comprehend or understand the topics or materials carried out by the teachers to increase the vocabulary skills throughout the worksheets.

   2. For English Teachers

The teacher should be more creative in delivering the vocabulary topics in such interesting and fun ways in order to give the best for the students, and they could follow the class well. Moreover, the teacher is expected to use the English vocabulary worksheets for the seventh-grade students that been developed by researcher in order to increase students' vocabulary skill and to assist learning process.

3. For other Researchers

Other researchers are expected to develop more vocabulary worksheets to assist both teachers and students in learning and teaching activities; therefore, the learning motivation could increase in a good way.

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APPENDICES

EXPERTS VALIDATION OF INSTRUMENTS

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK AHLI
~~MATERI~~ BAHASA

Pengembangan Lembar Kerja Kosakata Bahasa Inggris Untuk Siswa Kelas Tujuh Di SMPN 1 Bajo

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 kuestioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.			✓		
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam 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

Kuesimer need analysis hyn masih perlu diperbaiki / dirupih

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D. Saran

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut (lihat naskah kuesioner)

....
....
....
....
....

Palopo, 14 Februari 2020
Penilai Kelayakan

Magfirah Thayyib

KUESIONER UNTUK ANALISIS KEBUTUHAN

UNTUK MENGEMBANGKAN LEMBAR KERJA *(WORKSHEET)* KOSAKATA BAHASA INGGRIS PADA SISWA KELAS VII DI SMPN 01 BAJO

A. Data Pribadi Siswa

Nama   :

Umur   :

Jenis Kelamin   : L / P (lingkari yang sesuai)

Alamat   :

B. Kebutuhan Belajar Bahasa Inggris

Pilihlah jawaban dengan memberi tanda silang (X) pada jawaban yang teman-teman pilih. Apabila teman-teman memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisioner ini, teman-teman diperkenankan menulis jawaban milik teman-teman secara singkat.

1. Alasan Anda belajar Bahasa Inggris di sekolah adalah:
    a. Agar dapat berkomunikasi menggunakan Bahasa Inggris
    b. Agar dapat menempuh Ujian Nasional dengan baik
    c. Agar dapat menunjang hobby untuk membaca buku atau menonton film berbahasa Inggris
    d. Sebagai bekal untuk mencari kerja dikemudian hari
    e. Lainnya (sebutkan bila ada)………………………………
2. Apa manfaat Bahasa Inggris bagi Anda setelah lulus nanti?
    a. Untuk dapat mengakses informasi-informasi berbahasa Inggris yang berkaitan dengan profesi Anda
    b. Untuk dapat mempermudah Anda dalam mengakses berita yang berbahasa Inggris.
    c. Untuk bisa berkomunikasi dalam bahasa Inggris dengan baik di dunia kerja.
    d. Untuk mendapat skor *TOEFL* yang tinggi.
    e. Lainnya (sebutkan bila ada)……………………………
3. Kemampuan kosakata Bahasa Inggris saya saat ini berada pada level ………
    a. Saya tidak dapat memahami kosakata apapun dalam bahasa Inggris
    b. Pemula (*beginner*): dapat memahami kosakata sederhana yang sering muncul dalam kehidupan sehari-hari.
    c. Menengah (*intermediate*): dapat memahami arti/makna kosakata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.
    d. Mahir (*advance*): dapat memahami berbagai macam bentuk kosakata baik secara lisan maupun tulisan.
    e. Lainnya (sebutkan bila ada)……………………………

4. Kesulitan apa yang Anda jumpai saat belajar kosakata dalam Bahasa Inggris ?
   a. Kesulitan dalam melafalkan kosakata dalam Bahasa Inggris
   b. Kesulitan mengingat makna/arti dari kosakata baru
   c. Kesulitan dalam memahami kosakata baru yang dibicarakan karena media yang digunakan saat belajar kosakata tidak meanarik
   d. Sulit dalam membedakan *verb, adjective, noun and adverb*
   e. Lainnya (sebutkan bila ada)……………………………….

5. Pelajaran Bahasa Inggris seharusnya dapat membuat Anda ….
   a. Dapat beriteraksi secara lisan menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
   b. Dapat beriteraksi secara tertulis menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak.
   c. Menguasai kosakata yang berkaitan dengan kehidupan sehari-hari.
   d. Dapat meggunakan tata bahasa (*structure*) dengan benar.
   e. Lainnya (sebutkan bila ada)……………………………….

6. Dalam belajar *reading* (membaca) untuk meningkatkan kosakata input yang Anda inginkan berupa ...
   a. Materi otentik, yang dengan mudah dapat dijumpai dalam keseharian (contohnya, majalah, surat kabar, label, resep, iklan, jadwal, dll)
   b. Teks yang menggambarkan konteks yang berkaitan dengan bidang mata pelajaran
   c. Teks yang disertai daftar kosakata baru yang terkait degan tema pembelajaran.
   d. Teks disertai gambar.
   e. Lainnya (sebutkan bila ada)……………………………….

7. Menurut Anda, seberapa banyak kosakata yang anda hafal dalam menunjang penguasaan kosakata Anda setiap harinya?
   a. Sebanyak 1-10 kata
   b. Sebanyak 20-50 kata
   c. Sebanyak 50-100 kata
   d. Sebanyak 100-150 kata
   e. Lainnya (sebutkan bila ada)……………………………….

8. Berapa jumlah kosakata yang Anda kuasai saat ini?
   a. Kurang dari 100 kata
   b. 150-200 kata
   c. 250-500 kata
   d. Lebih dari 500 kata

9. Menurut Anda, topik apa yang Anda sukai dalam pembelajaran bahasa Inggris untuk meningkatkan penguasaan kosakata Anda …..
   a. Topik yang berhubungan dengan Pendidikan/sekolah
   b. Topik yang berkaitan dengan isu terkini
   c. Topik yang berkaitan dengan *hobby*
   d. Topik yang berkaitan kehidupan sehari-hari
   e. Lainnya (tuliskan bila ada)……………………………….

10. Menurut Anda, kelas kosakata apa yang harus anda kuasai terlebih dahulu….
    a. *Noun*

b. *Verb*

c. *Adjective*

d. *Adverb*

e. Lainnya (sebutkan bila ada)……………………………..

11. Menurut Anda, pokok bahasan (materi) yang paling Anda sukai ketika belajar kosakata bahasa Inggris adalah

   a. *Hobby*

   b. *Days of the week*

   c. *Family member*

   d. *Public building*

   e. Lainnya (sebutkan bila ada)……………………………..

12. Pengetahuan kebahasaan apa yang Anda butuhkan dalam meningkatkan kemampuan bahasa Inggris anda ?

   a. *Grammar*

   b. *Vocabulary*

   c. *Pronounciation*

   d. *Speaking*

   e. Lainnya (sebutkan bila ada)……………………………..

13. Aktivitas yangAnda sukai dalam meningkatkan kemampuan kosakata adalah ?

   a. Menggunakan lembar kerja

   b. Tanya jawab

   c. Menggunakan kamus

   d. Membuat dialog percakapan

   e. Lainnya (sebutkan bila ada)……………………………..

14. Aktivitas/kegiatan apa yang Anda lakukan dalam menguasai kosakata baru…..

   a. Membagi kelas kata tersebut *(adjective, noun, verb, adverb)*.

   b. Bermain sambil belajar

   c. Menulis kata-kata tersebut dalam sebuah kartu

   d. Selalu mengulang-ulang kosakata yang dikuasai agar mudah dalam mengungkapkan bahasa Inggris

   e. Belajar dan langsung praktek

15. Menurut Anda, aktivitas seperti apa yang Anda inginkan pada saat belajar Bahasa Inggris untuk meningkatkan kosakata anda ….

   a. Menonton siaran televisi yang menggunakan bahasa Inggris

   b. Mendengarkan teks bacaan dan mengulangi kembali

   c. Mendengarkan musik

   d. Membaca teks yang berbahasa Inggris

   e. Lainnya (sebutkan bila ada)……………………………..

16. Aspek kosakata yang ingin Anda kuasai nanti adalah…

   a. Menghafal daftar kosakata yang sesuai dengan materi pembelajaran Bahasa Inggris dan kehidupan sehari-hari

   b. Memahami arti kosakata di kehidupan sehari-hari

   c. Penggunaan kata-kata yang sesuai dengan kontennya

   d. Lebih mengembangkan Jenis-jenis kata (kata benda, sifat,dsb)

e. *Spelling* (pengejaan) kata-kata yang tepat

17. Penyajian materi pembelajaran bahasa Inggris yang ideal menurut Anda adalah......
    a. Halaman dan sampulnya berwarna –warni.
    b. Dilengkapi dengan gambar dan ilustrasi sesua idengan topic yang akan dibahas.
    c. Banyak penjelasan tentang kata yang sulit .
    d. Memiliki lembar latihan soal yang mudah dipahami
    e. Lainnya (sebutkan bila ada)…………………………..

18. Jenis kegiatan dalam pelajaran bahasa Inggris yang Anda harapkan dapat memperkaya kosakata Anda adalah ….
    a. Mencocokkan kata-kata atau ungkapan bahasa Inggris dengan maknanya yang telah disediakan
    b. Mencocokkan kata-kata atau ungkapan bahasa Inggris dengan gambar
    c. Melengkapi kalimat atau paragraph dengan kata-kata yang telah disediakan sebelumnya
    d. Melengkapi kalimat atau paragraph dengan kata-kata sendiri berdasarkan pengetahuan.
    e. Lainnya (sebutkan bila ada)…………………………..

19. Media pengajaran apa yang dapat mendukung proses pembelajaran Anda? (Boleh memilih lebih dari satu)
    a. Audio (rekaman, *podcast*, dll)
    b. Visual (gambar, tulisan, LCD, Model,dll)
    c. Audio visual (siaran berita *Video, Talkshow, film,* dll)
    d. Media cetak (buku teks , koran,modul, dll)
    e. Lainnya (sebutkan bila ada)…………………………..

20. Tempat pembelajaran Bahasa Inggris yang Anda sukai adalah…
    a. Ruang kelas
    b. Perpustakaan
    c. Ruangan terbuka
    d. Laboratorium bahasa *(listening)*
    e. Lainnya (sebutkan bila ada)…………………………..

21. Peran Anda dalam kelas Bahasa Inggris…
    a. Mendengar penjelasan dosen dan melaksanakan instruksi dari guru
    b. Berpartisipasi aktif secara komunikatif dikelas
    c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris
    d. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas
    e. Lainnya (sebutkan bila ada)…………………………..

22. Dalam pembelajaran Bahasa Inggis, Anda lebih suka mengerjakan dengan cara…
    a. Individu
    b. Pasangan
    c. Kelompok kecil (2-3 orang)
    d. Kelompok besar (5-8 orang)
    e. Lain-lain (sebutkan bila ada)………………………………….

23. Dalam pembelajaran kosakata, Anda lebih senang apabila guru bertindak?
   a. Menggunakan Bahasa Inggris sebagai Bahasa pengantar
   b. Sebagai *organizer* yang melibatkan siswa dan mengukur aktivitas belajar
   c. Sebagai *promter* yaitu hendaknya memberi *chunks* (melibatkan kata-kata yang sering muncul dalam percakapan)
   d. Melibatkan siswa dalam mengatur aktivitas belajar
   e. Sebagai *resources* yaitu membantu memberi fasilitas untuk meningkatkan kinerja siswa.

V

hangsung komornya 20 ss atau sehalia 25 nomor

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI DESAIN

Judul   : *Developing English Vocabulary Worksheets for the Seventh*

   Grade Students at SMP Negeri 1 Bajo"

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 dimohon kesediaanya 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 di pahami					✓
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.				✓	

No		1	2	3	4	5
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.			✓		
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				✓	
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan 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

Analisa kebutuhan dilakukan untuk membantu dalam mendesai produk maka masukkan kebutuhan di dalam analisis kebutuhan .

1. Macam-macam tasknya
2. Macam-macam aktivitasnya
3. Role play
4. Role students
5. Role teacher
6. Topik
7. Materi dan lain-lain

D. Saran

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E. Kesimpulan
    Instrument kuesioner ini (lingkari salah satu pilihan):
    1. Tidak dapat digunakan
    2. Dapat digunakan
    (3) Dapat digunakan dengan perbaikan sebagai berikut
    ....
    ....
    ....
    ....
    ………………………………………………………………………….

Palopo 4 Januari 2020

Penilai Kelayakan

Fadliyah Rahma Muin, S.Pd., M.Pd

NEEDS ANALYSIS QUESTIONNAIRE

For Developing English Vocabulary Worksheet for the Seventh Grade
Students at SMPN 01 BAJO

A. Data Pribadi Siswa

Nama   :

Umur   :

Jenis Kelamin   : L / P (lingkari yang sesuai)

Alamat   :

[handwritten note, right margin:] ◦ Target needsnya Mengacu ke kurikulum (Baca Kurikulum yg diterapkan di sekolah dan sesuaikan). (CPL)

B. Kebutuhan Belajar Bahasa Inggris

Pilihlah jawaban dengan memberi tanda silang (X) pada jawaban yang teman-teman pilih. Apabila teman-teman memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisioner ini, teman-teman diperkenankan menulis jawaban milik teman-teman secara singkat.

[handwritten left margin:] Goal Necessities ←

1. Alasan saya belajar Bahasa Inggris di sekolah adalah:

[handwritten note, right margin:] Q/o disekolah sdh wajib bs ganti Dik br nta

① a. Agar dapat berkomunikasi menggunakan Bahasa Inggris
   b. Agar dapat menempuh Ujian Nasional dengan baik
   c. Agar dapat menunjang hobby untuk membaca buku atau menonton film berbahasa Inggris
   d. Sebagai bekal untuk mencari kerja dikemudian hari
   e. Lainnya (sebutkan bila ada)……………………………..

[handwritten left margin:] Necessta

② Apa manfaat bahasa Inggris bagi anda setelah lulus nanti?

   a. Untuk dapat mengakses informasi-informasi berbahasa Inggris yang berkaitan dengan profesisaya.
   b. Untuk dapat mempermudah saya dalam mengakses berita yang berbahasa Inggris.

[handwritten note:] (butik ~~soal~~ disesuaikan)

c. Untuk bisa berkomunikasi dalam bahasa Inggris dengan baik di dunia kerja.

d. Untuk mendapat skor TOEFL yang tinggi.

e. Lainnya (sebutkan bila ada)…………………………………

3. Apa kesulitan Anda belajar Bahasa Inggris saat ini ?   *kosakata*

) Spesifikkan ke Vocab

a. Kurangnya pengetahuan mengenai grammar (tata bahasa) yang dimiliki

b. Strategi atau metode pembelajaran yang kurang menarik   *kurang pembelajaran kosakat*

c. Kurangnya jumlah vocabulary (kosak kata) yang dimiliki

d. Media pembelajaran yang kurang variatif

e. Dan lain-lain (sebutkan bila ada)…………………………

Lock

4. Kemampuan bahasa Inggris saya saat ini berada pada level ….

) Level Vocab

a. Saya tidak dapat memahami apapun dalam bahasa Inggris.

b. Pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana   *kosakata*
yang sering muncul dalam kehidupan sehari-hari.

c. Menengah (*intermediate*): dapat memahami inti/maksud dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.

d. Mahir (*advance*): dapat memahami berbagai macam bentuk teks dan memahami makna tersirat yang terdapat dalam sebuah teks.

e. Lainnya (sebutkan bila ada)…………………………………

Lock

5. Urutan belajar bahasa Inggris yang paling anda butuhkan menurut anda adalah……

) dibutuhkan?

a. Listening, Speaking, Reading, Writing

b. Listening, Reading, Speaking, Writing

c. Speaking, Listening, Reading, Writing

d. Speaking, Reading, Writing, Listening

e. Lainnya (sebutkan bila ada)…………………………………

6. Menurut anda, media pembelajaran kegiatan apa yang anda sukai untuk meningkatkan kosakata anda….

) dibutuhkan ?

a. Informasi ringkas

b. Tabel-tabel

c. Grafik

d. Symbol –symbol

e. gambar   ↑ DIKSI   (AKTIVITAS/ Kegiatan /_____)   menguasai
                                                         kosakata

7. Hal apa yang anda lakukan dalam menguasai kosakata baru….. → Dalam Pembelajaran
                                                                  bahasa inggris
                                                                  Jenis Kegiatan
                                                                  Yang saya sukai

a. Membagi kelas kata tersebut (adjective, noun, verb, adverb).   M₁ me

b. Bermain sambil belajar

c. Menulis kata-kata tersebut dalam sebuah kartu

d. Selalu mengulang-ulang kosakata yang dikuasai agar mudah dalam
   mengungkapkan bahasa Inggris

e. Belajar dan langsung praktek _____   Konsisten, Mau pakai
                                           Vocab / kosakata?

8. Kesulitan apa yang anda jumpai saat belajar kosakata dalam Bahasa Inggri ?
                             AJ

a. Kesulitan dalam melafalkan kosakata dalam bahasa Inggris

b. Kesulitan mengingat makna/arti dari kosakata baru

c. Kesulitan dalam memahami kosakata baru yang dibicarakan karena media
   yang digunakan saat belajar kosakata tidak menarik

d. Sulit dalam membedakan verb, adjective, noun and adverb   → semua kata asin
                                                               HURUF MIRING

e. Lainnya (sebutkan bila ada)…………………………………

9. Aktivitas yang saya sukai dalam meningkatkan kemampuan *vocabulary* adalah
   ?

a. Menggunakan lembar kerja
b. Tanya jawab
c. Menggunakan kamus
d. Membuat dialog percakapan
e. Lainnya (sebutkan bila ada)…………………………………   Mau Menggunakan
                                                        saya / Anda ?

10.   Pelajaran bahasa Inggris seharusnya dapat membuat saya …

a. Dapat beriteraksi secara lisan menggunakan bahasa Inggris dengan
   mahir dalam dunia kerja kelak

b. Dapat beriteraksi secara tertulis menggunakan bahasa Inggris dengan
   mahir dalam dunia kerja kelak.

c. Menguasai kosa kata (*vocabulary*) yang berkaitan dengan kehidupan
   sehari-hari.

d. Dapat meggunakan tata bahasa (*structure*) dengan benar.

e. Lainnya (sebutkan bila ada)…………………………………

11. Menurut anda, seberapa banyak kosakata yang anda hafal dalam menunjang penguasaan vocabulary anda setiap harinya?

    a. Sebanyak 1-10 kata

    b. Sebanyak 20-50 kata

    c. Sebanyak 50-100 kata

    d. Sebanyak 100-150 kata

    e. Lainnya (sebutkan bila ada)……………………………….

12. Berapa jumlah *Vocabulary* yang saya kuasai saat ini?

    a. Kurang dari 100 kata

    b. 150-200 kata

    c. 250-500 kata

    d. Lebih dari 500 kata

13. Dalam belajar *reading* (membaca) untuk meningkatkan kosakata input yang saya inginkan berupa …

    a. Materi otentik, yang dengan mudah dapat dijumpai dalam keseharian (contohnya, majalah, surat kabar, label, resep, iklan, jadwal, dll)

    b. Teks yang menggambarkan konteks yang berkaitan dengan bidang mata pelajaran

    c. Teks yang disertai daftar kosakata baru yang terkait.

    d. Teks disertai gambar.

    e. Lainnya (sebutkan bila ada)……………………………….

14. Menurut anda, aktivitas seperti apa yang anda inginkan pada saat belajar Bahasa Inggris untuk meningkatkan kosakata anda ….

    a. Menonton siaran televisi yang menggunakan bahasa Inggris

    b. Mendengarkan teks bacaan dan mengulangi kembali

    c. Mendengarkan music

    d. Membaca teks yang berbahasa Inggris

    e. Lainnya (sebutkan bila ada)……………………………….

15. Menurut kamu, topik apa yang kamu sukai dalam pembelajaran bahasa Inggris untuk meningkatkan penguasaan kosakata anda …..

    a. Topik yang berhubungan dengan greetings and leave taking

b. Topik yang berkaitan dengan ~~ruang tamu~~ (living room) *kitchen* Pendidkan / sekolah

c. Topik yang berkaitan dengan ~~hobby~~ Isu (terkini dengan aktivitas)

d. Topik yang berkaitan kehidupan sehari-hari (daily activity)

e. Lainnya (tuliskan bila ada)………………………………..

16. Menurut anda, kelas kosakata apa yang harus anda kuasai terlebih dahulu….

    a. *Noun*

    b. *Verb*

    c. *Adjective*

    d. *Adverb*

    e. Lainnya (sebutkan bila ada)………………………………..

17. Pengetahuan kebahasaan apa yang anda butuhkan dalam meningkatkan kemampuan bahasa Inggris anda ?

    a. *Grammar*

    b. *Vocabulary*

    c. *Pronounciation*

    d. *Speaking*

    e. Lainnya (sebutkan bila ada)………………………………..

18. Aspek *vocabulary* yang ingin anda kuasai nanti adalah…

    Prosedures

    a. Menghafal daftar kosakata yang sesuai dengan materi pembelajaran Bahasa Inggris dan kehidupan sehari-hari

    b. Memahami arti kosa kata di kehidupan sehari-hari

    c. Penggunaan kata-kata yang sesuai dengan kontennya

    d. Lebih mengembangkan Jenis-jenis kata (kata benda, sifat,dsb)

    e. *Spelling* (pengejaan) kata-kata yang tepat

19. Menurut anda, pokok bahasan (materi) yang paling anda sukai ketika belajar kosakata bahasa Inggris adalah

    a. ~~Kitchen~~ *hobby* vocabulary

    b. Days of the week

    c. Family member

    d. ~~Bathroom vocabulary~~ aktion Verb Public buildings

    e. Lainnya (sebutkan bila ada)………………………………..

20. Penyajian materi pembelajaran bahasa Inggris yang ideal menurut saya adalah......

    a. Halaman dan sampulnya berwarna –warni.

    b. Dilengkapi dengan gambar dan ilustrasi sesua idengan topic yang akan dibahas.

    c. Banyak penjelasan tentang kata yang sulit .

    d. Memiliki lembar latihan soal yang mudah dipahami

    e. Lainnya (sebutkan bila ada)……………………………..

21. Jenis kegiatan dalam pelajaran bahasa Inggris yang saya harapkan dapat memperkaya kosa kata (*vocabulary*) saya adalah ....

    a. Mencocokkan kata-kata atau ungkapan bahasa Inggris dengan maknanya yang telah disediakan

    b. Mencocokkan kata-kata atau ungkapan bahasa Inggris dengan gambar

    c. Melengkapi kalimat atau paragraph dengan kata-kata yang telah disediakan sebelumnya

    d. Melengkapi kalimat atau paragraph dengan kata-kata sendiri berdasarkan pengetahuan.

    e. Lainnya (sebutkan bila ada)……………………………..

22. Media pengajaran apa yang dapat mendukung proses pembelajaran anda? (Boleh memilih lebih dari satu)

    a. Audio (rekaman, *phone banking*, dll)

    b. Visual (gambar, tulisan, LCD, Model,dll)

    c. Audio visual (siaran berita Video, Talkshow, film, dll)

    d. Media cetak (buku teks*banking*, koran,modul, dll)

    e. Lainnya (sebutkan bila ada)……………………………..

23. Tempat pembelajaran bahasa Inggris yang anda sukai adalah...

    a. Ruang kelas

    b. Perpustakaan

    c. Ruangan terbuka

    d. Laboratorium bahasa *(listening)*

    e. Lainnya (sebutkan bila ada)……………………………..

24. Peran anda dalam kelas mata kuliah bahasa Inggris…

    a. Mendengar penjelasan dosen dan melaksanakan instruksi dari guru

    b. Berpartisipasi aktif secara komunikatif dikelas

    c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris

    d. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas

    e. Lainnya (sebutkan bila ada)………………………………..

[handwritten margin note: learner' role]

25. Dalam pembelajaran bahasa Inggis, anda lebih suka mengerjakan dengan cara…

    a. Individu

    b. Pasangan

    c. Kelompok kecil (2-3 orang)

    d. Kelompok besar (5-8 orang)

    e. Lain-lain (sebutkan bila ada)...

[handwritten margin note: Setting]

26. Dalam pembelajaran *Vocabulary*, saya lebih senang apabila guru bertindak?

    a. Menggunakan Bahasa Inggris sebagai Bahasa pengantar

    b. Sebagai *organizer* yang melibatkan siswa dan mengukur aktivitas belajar

    c. Sebagai *promter* yaitu hendaknya memberi chunks(melibatkan kata-kata yang sering muncul dalam percakapan)

    d. Melibatkan siswa dalam mengatur aktivitas belajar

    e. Sebagai *resources* yaitu membantu memberi fasilitas untuk meningkatkan kinerja siswa.

[handwritten margin note: Teachers' role]

[handwritten: ambi]

[handwritten notes:]

Analisa kebutuhan dilakukan Y membantu dalam mendesain PRoduk, Maka masukkan kebutuhan di dalam analisa kebutuhan.

- Macam² tasknya
- Macam² aktivitasnya
- Role play
- Role student
- Role teacher
- topik
- materi
- dll

LEMBAR VALIDASI INSTRUMEN EVALUASI UNTUK AHLI MATERI

Judul : *Developing English Vocabulary Worksheets for the Seventh Grade Students at SMP Negeri 1 Bajo"*

A. PetunjukPengisian

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 dimohon kesediaanya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. PenilaianKelayakan

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 di pahami				✓	
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 aktifitas pembelajaran memadai.					✓
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.				✓	
III	AspekBahasa					
	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 ini sudah cukup baik, bahasa yang disajikan cukup jelas dan mudah dipahami.
- Tata bahasa dan struktur bahasa yg digunakan sudah baik.

D. Saran

- Semoga lebih baik kedepannya dalam pembuatan kuesioner dan pemilihan materi perlu untuk dikembangkan lagi.

E. Kesimpulan
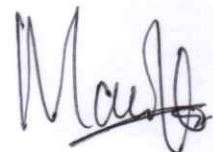
Instrument kuesioner ini (lingkari salah satu pilihan):

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

- Beri tanda tulisan miring (Italic)
pada kosa kata bahasa Inggris yang
terdapat dalam kuesioner

Bajo 6 Januari 2021

Penilai Kelayakan

MARDIANA S·Pd

BLUEPRINT OF QUESTIONNAIRES

BLUE PRINT OF NEED ANALYSIS QUESTIONNAIRES

Dimensions		Theory	Questions
Target need	**Needs**	According to Widdowson (1981), needs refers to the present or future requirement of learners, and what they expect to learn when they finish the language course.	1. Alasan Anda belajar Bahasa Inggris di sekolah adalah: a. Agar dapat berkomunikasi menggunakan Bahasa Inggris. b. Agar dapat mempermudah dalam mengakses berita yang berbahasa Inggris. c. Sebagai penentu kelulusan. d. Sebagai bekal mencari kerja dikemudian hari. e. Lainnya (sebutkan bila ada)……………………………..
	Lacks	Beck et al. (2002) stated that there are four types of vocabulary's level; a. **Level I Words (beginner)** these are words that are used over and over in everyday speech. b. **Level II Words (intermediate)** these are words that are likely to be learned only through reading or through instruction. c. **Level III** Words (advance) these are words associated with a particular field of study or profession. d. **Level IV Words** These are words that are interesting but so	2. Pemahaman kosakata Bahasa Inggris saya saat ini … a. Saya tidak dapat memahami kosakata apapun dalam bahasa Inggris. b. Dapat memahami kosakata sederhana yang sering muncul dalam kehidupan sehari-hari. c. Dapat memahami arti/makna kosakata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut. d. Dapat memahami berbagai macam bentuk kosakata Bahasa Inggris baik dalam berbagi bidang. e. Lainnya (tuliskan bila ada)…………………………….

rare and esoteric that they are probably not useful even in most educational environments, and they are not associated with a field of study or profession.

Paul Nation (2008) a long-term exponent of this approach, breaks vocabulary into four categories:

1. High-frequency words (beginner)

High frequency words are words that occur very frequently in all kinds of language uses. They are used frequently in formal or informal situation, written and spoken text such as newspapers, conversation, novels, and academic texts (Nation, 2008). Besides that, 169 words from the list are function words such as conjunction (and, or, but), pronoun (I, you, she, it), number (one, two, three) and so on. The rests out of the function words on the list are content words such as nouns, verbs, adjectives, and adverbs. They are also very common words in which even a very young native speaker of English seems to know them (Nation, 2008).

2. Academic words (intermediate)

Academic words are the words that occur very frequently in academic texts. These words occur quite often in newspaper, very formal conversation, children's books, academic writing, and other kinds of special purpose text. This

3. Penguasaan kosakata Bahasa inggris saya hanya berada pada lingkup …
   a. Ruang kelas
   b. Hewan
   c. Tanggal
   d. Bulan
   e. Lainnya (tuliskan bila ada)……………………………..

4. Pemahaman kosakata Bahasa Inggris saya telah berada pada bacaan yang terdapat di…
   a. Koran
   b. Jurnal
   c. Percakapan formal
   d. Buku
   e. Lainnya (tuliskan bila ada)……………………………..

5. Hal utama yang mempengaruhi anda dalam mengucapkan sebuah kosakata adalah ….
   a. Logat/dialek
   b. Tekanan
   c. Motivasi
   d. Bahasa ibu
   e. Lainya (tuliskan bila ada)………

6. Faktor yang menghambat motivasi belajar anda adalah…
   a. Budaya
   b. Lingkungan Masyarakat
   c. Tekanan
   d. Tidak ada stimulus/hadiah yang mendorong untuk belajar bahasa Inggris

group of words consist of 570 word families and are arranged in a list called Academic Word List (AWL) by Coxhead (2000). the 570 of academic words are very important for those who are using English for academic study like in universities, vocational institutes, or in schools.

3. Technical words

Academic words are found in every kind of academic subject areas such as In Linguistics, Biology, Physics, etc. Instead of those words, there are words that are even more special to each subject area.

4. Low frequency words

Low frequency words are the rest of the words in a language. They consist of a big number of word families, and even the biggest compared to the other vocabulary levels, but they rarely appear in most texts. Even the native speakers themselves may not know all of them. but it actually depends on their education level and how many readings they do in their subject areas or their interests (Nation, 2013).

The difficulties in Learning Vocabulary
The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that

e. Lainya (tuliskan bila ada)………

7. Hambatan apa saja Anda temui dalam mempelajari pengejaan kosakata ….?
   a. Hambatan pada kosakata yang memiliki penulisan yang berbeda namun memliki pelafalan yang sama contohnya *Than / Then dan Weather / Whether*
   b. Hambatan pada Kombinasi huruf, Misalnya, CH, EI, IE yang terdapat pada kata *Receive.*
   c. Hambatan pada huruf vokal yang Panjang .misalnya *Queue* dan *Beautiful*
   d. Hambatan pada Konsonan ganda misalnya *Address.*
   e. Lainya (tuliskan bila ada)……

8. Kesulitan yang anda temui saat belajar *grammar* (tata bahasa) adalah….
   a. Kesulitan memahami perubahan bentuk pada kata tunggal dan jamak.
   b. Kesulitan memahami pengunaan kata kerja beraturan dan tidak beraturan
   c. Kesulitan dalam pengunnan kata kerja bantu *(am is are)*
   d. Kesulitan dalam menyusun kalimat dalam Bahasa Inggris
   e. Lainya (tuliskan bila ada)……

9. Kosakata Bahasas Inggris yang sulit dipahami/diterjemahkan artinya adalah…
   a. Kata kerja

		make some words more difficult as follows:	b. Kata sifat
			c. Sinonim (persamaan kata)
		1. Pronunciation	d. Kata benda
		Research shows that words that are difficult to pronounce are more difficult to learn. Factors affecting the learning of pronunciation They are as follows:	e. Lainya (tuliskan bila ada)……

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Factors affecting the learning of pronunciation They are as follows:

a. Accent

An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3)

b. Stress, intonation, and rhythm

Pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro & Derwing, 1999).

c. Motivation and exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English

can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005; Marinova-Todd et al., 2000; Masgoret & Gardner, 2003)

d. Mother tongue influence

Avery and Ehrlich (1992) claim that the sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language.

1) **Spelling**;

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

2) **Length and complexity**

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often.

3) **Grammar**

Also problematic is the grammar associated with the word, especially if this

| | | differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

4) Meaning

Range, connotation and idiomaticity. Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide range verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch). | |
| **Wants** | According to Hutchinson and Waters (1987) definition of wants is perceived of subjective needs of learners. Wants also means that the students need to know what they want to be learned. From that | 10. Topik yang ingin saya pelajari dalam Bahasa Inggris adalah….

a. Hobi

b. Nama-nama hari

c. Anggota keluarga |

		situation, students will do some efforts to achieve their willing.	d. Nama-nama bangunan. e. Lainnya (tulisakan bila)………..
Learning needs	**Input**	Hutchinson and Waters (1987: 108-109) said that Input can be in the form of text, dialogue, video-recording, diagram or any piece of communication data. It depends on the needs the writer has defined in the analysis. The input provides: a) Stimulus materials for activities b) New language items c) Correct models of language use d) Topic for communication e) Opportunities for learners to use their information processing skill f) Opportunities for learners to use their existing knowledge of the language and the subject matter.	11. Topik apa yang Anda perlukan dalam pembelajaran Bahasa Inggris untuk meningkatkan penguasaan kosakata Anda ….. a. Topik yang berhubungan dengan Pendidikan/sekolah b. Topik yang berkaitan dengan pengalaman pribadi. c. Topik yang berkaitan dengan hobi d. Topik yang berkaitan kehidupan sehari-hari. e. Lainnya (tuliskan bila ada)………
		The VARK model There are four types of learning styles Neil Fleming (1987): 1. *Visual learners* learn best from visual images that do not include writing. 2. Aural or auditory learners do well with hearing information. 3. *Read/Write,* someone who always read and write the information love to collect the note from their teachers, textbooks friends and webpages.	12. Manakah dibawah ini yang merupakan gaya belajar anda… a. Gaya belajar visual yaitu belajar dari gambar, grafik dan sebagainya. b. Gaya belajar auditori yaitu mengandalkan pada pendengaran untuk bisa memahami dan mengingatnya c. Baca / tulis yaitu suka mengumpulkan catatan dari guru, teman, buku teks dan sebagainya.

| | | 4. *Kinesthetic learners* learn by doing or learners do best by touching and moving. **Vocabulary Learning Strategy** According to Schmitt and McCarthy (as cited Alqahtani, 2015), propose strategies to learn vocabulary as follows: 1. Guessing from context, Using word parts and mnemonic techniques to remember words, and 2. Using vocabulary cards to remember foreign language-first language word pairs. According to Schmitt (2000) Vocabulary Learning Strategies were classified into; **1. Discovery Strategy** a. Determination Strategy : they are individual learning strategies. b. Social Strategy; they are learners learn new words through interaction with others **2. Consolidation Strategy** a. **Social Strategies** refer to interaction between learners and their partners from whom they learn, like asking their classmate and their teacher for the meaning of a word. b. **Memory Strategies**; they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words c. **Cognitive Strategies** are mechanical actions in learning new words of | d. Gaya belajar kinestetik yaitu belajar dengan menyentuh dan bergerak. e. Lainnya (sebutkan bila ada)………………… 13. Dalam mengerjakan soal bahasa Inggris aktivitas apa yang dapat membantu anda memperkaya kosakata …. a. *True or false* yaitu True or false yaitu menentukan benar atau salah mengenai pertayaan/pernyataan b. *Matching task* yaitu mencocokkan kata atau ungkapan bahasa Inggris dengan makna atau gambar yang telah disediakan. c. *Gap-fill* yaitu melengkapi kalimat atau paragraf yang kosong dengan kata yang telah di sediakan. d. *Word scramble* yaitu menyusun kata-kata atau huruf-huruf yang telah diacak lalu menempatkannya dalam urutan yang tepat misalnya; nemluis menjadi menulis. e. Lainya ………… 14. Bagaimana cara anda memahami kosakata baru dalam Bahasa Inggris … a. Menebak arti kata dari teks/konteks. b. Menggunakan buku daftar kosakata Bahasa Inggris. c. Mempelajari kosakata baru secara berpasangan / kelompok. d. Menggunakan kamus dua bahasa. e. Lainnya (tuliskan bila ada)…….. 15. Dalam pembelajaran bahasa Inggris *speaking* (berbicara) strategi yang saya |

Procedures And Activities (row label, left column)

		learners such as repeating the pronunciation of new words or keeping vocabulary notebook.	sukai untuk meningkatkan kosakata adalah ….
		d. **Metacognitive Strategies** are related to the ability of learners in controlling and assessing their own learning new words. Thus, this helps learners decide appropriate vocabulary.	a. Mempelajari pengucapan dari kosakata yang didapat. b. Mengucapkan kata baru dengan suara lantang saat belajar. c. Menggunakan tindakan fisik untuk mempraktekan kata tersebut seperti *Jump*: melompat. d. Berdiskusi dengan teman sebangku/kelompok mengenai cara pengucapan kosakata. e. Lainya (tuliskan bila ada)…………… 16. Strategi belajar kosakata yang saya gunakan dalam pembelajaran *writing* (menulis) yaitu …………… a. Menulis kosakata baru dalam bentuk kalimat. b. Mempelajari penulisan ejaan kata tersebut. c. Mempelajari bentuk-bentuk kata. d. Mengutip makna kata. e. Lainnya (tuliskan bila ada). 17. Strategi yang saya sukai untuk memahami kosakata Bahasa Inggris dalam kegiatan *listening* (menyimak) adalah ……... a. Meminta guru untuk menerjemahkannya dalam bahasa ibu (bahasa Indonesia)

			b. Meminta guru untuk memberikan persamaan dari kata tersebut.
			c. Meminta teman sekelas untuk menerjemahkan kata tersebut.
			d. meminta guru untuk memberikan transkrip dari audio pembelajaran.
			e. Lainnya (tuiskan bila ada)…..
			18. Strategi yang saya gunakan untuk mengingat kembali kosakata yang pernah saya pelajari adalah…..
			a. Menghubungkan arti kata dengan pengalaman pribadi,
			b. Mempelajari kata dengan membentuk gambarnya
			c. Menggaris bawahi huruf awal kata.
			d. Menghubungkan kata dengan mengingat sinonim dan antonym.
			e. Lainnya (tuliskan bila ada)……….
			19. Aktivitas seperti apa yang Anda inginkan pada saat belajar Bahasa Inggris untuk meningkatkan kosakata anda ….
			a. Latihan mengerjakan soal pada buku Bahasa Inggris yang dibagikan oleh guru.
			b. Menonton siaran televisi yang menggunakan bahasa Inggris
			c. Membuat resume yang diberikan oleh guru
			d. Membaca teks yang berbahasa Inggris
			e. Lainnya (tuliskan bila ada)…………………………….

			20. Bagaimana cara anda meningkatkan/mengembangkan kosakata dalam Bahasa Inggris ?
			a. Menulis kosakata baru di buku catatan
			b. Mengulang pengucapan suatu kata dalam Bahasa inggris
			c. Menempelkan kosakata Bahasa Inggris pada setiap object.
			d. Menulis kosakata sesering mungkin
			e. Lainnya (tuliskan bila ada)………..

	Setting	**Types of Teaching Materials**
		
		1. Media
		Teaching materials can be divided into 2 forms, namely, print and non-print materials.
		
		a. Lestari (2013: 30)
		Lestari suggests that teaching materials have various types, both print, and non-printed.
		    1) Handouts
		    2) Books
		    3) Modules
		    4) Students worksheets
		    5) Teaching materials, and
		    6) Interactive multimedia teaching materials.
		
		b. Krieder (1968: 3)
		According to Krieder "There are many Kinds of Visual Aids That
			21. Media pembelajaran yang mendukung anda belajar kosakata Bahasa Inggris adalah…
			  a. Gambar
			  b. Kartu
			  c. Teka-teki silang
			  d. Poster
			  e. Lainya (tuliskan bila ada)………
			22. Tempat pembelajaran kosakata Bahasa Inggris yang Anda sukai adalah…
			  a. Ruang kelas
			  b. Perpustakaan
			  c. Ruangan terbuka
			  d. Laboratorium bahasa *(listening)*
			  e. Lainnya (sebutkan bila ada)……………………………..
			
			23. Dalam pembelajaran kosakata Bahasa Inggis, Anda lebih suka mengerjakan dengan cara…
			  a. Individu/mandiri.
			  b. Bermain peran.

| | | Can Be Used by teacher in teaching and learning process, for example word cards, picture, puzzles, etc.

Types of Learning Facilities
According to Wina Sanjaya, learning facilities are divided into two kinds,

    1. Facilities
        a. Buildings
            1) Classrooms
            2) Library, and
            3) Laboratory.
        b. Learning tools
            1) books,
            2) Stationeries and
            3) Practical tools) | c. Diskusi.
d. Kelompok (4-6 orang).
e. Lainnya (tuliskan bila ada)…… |
| **Students' Role** | **Roles of Students in Classroom Management**
(Student-centered learning)

   Gibbs (1995) draws on similar concepts when he describes student–centred courses as those that emphasise: learner activity rather than passivity; students' experience on the course outside the institution and prior to the course; process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher. | 24. Peran Anda dalam kelas Bahasa Inggris…
a. Mendengar penjelasan guru dan melaksanakan instruksi dari guru
b. Berpartisipasi aktif secara komunikatif dikelas
c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris
d. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas
e. Lainnya (sebutkan bila ada)………………………… |

	Teacher's Roles	Abin Syamsuddin by quoting the ideas of Gage and Berliner, suggests the role of the teacher in the learning process of students, which includes: 1. The teacher as a planner 2. The teacher as an organizer 3. The teacher as an evaluator	25. Dalam pembelajaran kosakata, Anda lebih senang apabila guru bertindak? a. Guru sebagai perencana yaitu mempersiapkan dengan baik apa yang akan dilakukan di dalam proses belajar mengajar. b. Guru sebagai pelaksana yaitu guru dapat menciptakan situasi, memimpin, , menggerakkan, dan mengarahkan kegiatan belajar mengajar sesuai dengan rencana, selama proses pembelajaran berlangsung. c. Guru sebagai penilai)yaitu mengumpulkan, menganalisa, dan memberikan pertimbangan atas tingkat keberhasilan proses pembelajaran. d. Guru membahas tujuan pembelajaran mendeskripsikan dan memotivasi anak didik agar terlibat dalam kegiatan pembelaaran. e. Lainnya (tuliskan bila ada)……

KUESIONER UNTUK ANALISIS KEBUTUHAN

UNTUK MENGEMBANGKAN LEMBAR KERJA *(WORKSHEETS)* KOSAKATA
BAHASA INGGRIS PADA SISWA KELAS VII DI SMPN 01 BAJO

A. Data Pribadi Siswa

Nama : Reyhank 2uL adindra

Umur : 11 (tahun)

Jenis Kelamin : Ⓛ / P (lingkari yang sesuai)

Alamat : kampung baru

B. Kebutuhan Belajar Bahasa Inggris

Pilihlah jawaban dengan memberi tanda silang (X) pada jawaban yang teman-teman pilih. Apabila teman-teman memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisioner ini, teman-teman diperkenankan menulis jawaban milik teman-teman secara singkat.

1. Alasan Anda belajar Bahasa Inggris di sekolah adalah:

    a. Agar dapat berkomunikasi menggunakan Bahasa Inggris.

    b. Agar dapat mempermudah dalam mengakses berita yang berbahasa Inggris.

    x. Sebagai penentu kelulusan.

    d. Sebagai bekal mencari kerja dikemudian hari.

    e. Lainnya (sebutkan bila ada)………………………………..

2. Pemahaman kosakata Bahasa Inggris saya saat ini …

    a. Saya tidak dapat memahami kosakata apapun dalam bahasa Inggris.

    x. Dapat memahami kosakata sederhana yang sering muncul dalam kehidupan sehari-hari.

    c. Dapat memahami arti/makna kosakata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.

    d. Dapat memahami berbagai macam bentuk kosakata Bahasa Inggris baik dalam berbagi bidang.

    e. Lainnya (tuliskan bila ada)……………………………

3. Penguasaan kosakata Bahasa inggris saya hanya berada pada lingkup …

    a. Ruang kelas

    b. Hewan

    c. Tanggal

    d. Bulan

    e. Lainnya (tuliskan bila ada)……………………………..

4. Pemahaman kosakata Bahasa Inggris saya telah berada pada bacaan yang terdapat di…

    a. Koran

    b. Jurnal

    c. Percakapan formal

    d. Buku

    e. Lainnya (tuliskan bila ada)……………………………..

5. Hal utama yang mempengaruhi anda dalam mengucapkan sebuah kosakata adalah ….

    a. Logat/dialek

    b. Tekanan

    c. Motivasi

    d. Bahasa ibu

    e. Lainya (tuliskan bila ada)………

6. Faktor yang menghambat motivasi belajar anda adalah…

    a. Budaya

    b. Lingkungan Masyarakat

    c. Tekanan

    d. Tidak ada stimulus/hadiah yang mendorong untuk belajar bahasa Inggris

    e. Lainya (tuliskan bila ada)………

7. Hambatan apa saja Anda temui dalam mempelajari pengejaan kosakata ….?

    a. Hambatan pada kosakata yang memiliki penulisan yang berbeda namun memliki pelafalan yang sama contohnya *Than / Then dan Weather / Whether*

    b. Hambatan pada Kombinasi huruf, Misalnya, CH, EI, IE yang terdapat pada kata *Receive.*

    c. Hambatan pada huruf vokal yang Panjang .misalnya *Queue* dan *Beautiful*

    d. Hambatan pada Konsonan ganda misalnya *Address.*

    e. Lainya (tuliskan bila ada)……

8. Kesulitan yang anda temui saat belajar *grammar* (tata bahasa) adalah….

    a. Kesulitan memahami perubahan bentuk pada kata tunggal dan jamak.

b. Kesulitan memahami pengunaan kata kerja beraturan dan tidak beraturan

c. Kesulitan dalam pengunnan kata kerja bantu *(am is are)*

d. Kesulitan dalam menyusun kalimat dalam Bahasa Inggris

e. Lainya (tuliskan bila ada)……

9. Kosakata Bahasas Inggris yang sulit dipahami/diterjemahkan artinya adalah…

a. Kata kerja

b. Kata sifat

c. Sinonim (persamaan kata)

d. Kata benda

e. Lainya (tuliskan bila ada)……

10. Topik yang ingin saya pelajari dalam Bahasa Inggris adalah….

a. Hobi

b. Nama-nama hari

c. Anggota keluarga

d. Nama-nama bangunan.

e. Lainnya (tulisakan bila)………..

Input

11. Topik apa yang Anda perlukan dalam pembelajaran Bahasa Inggris untuk meningkatkan penguasaan kosakata Anda …..

a. Topik yang berhubungan dengan Pendidikan/sekolah

b. Topik yang berkaitan dengan pengalaman pribadi.

c. Topik yang berkaitan dengan hobi

d. Topik yang berkaitan kehidupan sehari-hari.

e. Lainnya (tuliskan bila ada)………

12. Manakah dibawah ini yang merupakan gaya belajar anda…

a. Gaya belajar visual yaitu belajar dari gambar, grafik dan sebagainnya.

b. Gaya belajar auditori yaitu mengandalkan pada pendengaran untuk bisa memahami dan mengingatnya

c. Baca / tulis yaitu suka mengumpulkan catatan dari guru, teman, buku teks dan sebagainya.

d. Gaya belajar kinestetik yaitu belajar dengan menyentuh dan bergerak.

e. Lainnya (sebutkan bila ada)………………

13. Dalam mengerjakan soal bahasa Inggris aktivitas apa yang dapat membantu anda memperkaya kosakata ....

 a. *True or false* yaitu True or false yaitu menentukan benar atau salah mengenai pertayaan/pernyataan

 b. *Matching task* yaitu mencocokkan kata atau ungkapan bahasa Inggris dengan makna atau gambar yang telah disediakan.

 c. *Gap-fill* yaitu melengkapi kalimat atau paragraf yang kosong dengan kata yang telah di sediakan.

 d. *Word scramble* yaitu menyusun kata-kata atau huruf-huruf yang telah diacak lalu menempatkannya dalam urutan yang tepat misalnya; nemluis menjadi menulis.

 e. Lainya ....

14. Bagaimana cara anda memahami kosakata baru dalam Bahasa Inggris ...

 a. Menebak arti kata dari teks/konteks.

 b. Menggunakan buku daftar kosakata Bahasa Inggris.

 c. Mempelajari kosakata baru secara berpasangan / kelompok.

 d. Menggunakan kamus dua bahasa.

 e. Lainnya (tuliskan bila ada)........

15. Dalam pembelajaran bahasa Inggris *speaking* (berbicara) strategi yang saya sukai untuk meningkatkan kosakata adalah ....

 a. Mempelajari pengucapan dari kosakata yang didapat.

 b. Mengucapkan kata baru dengan suara lantang saat belajar.

 c. Menggunakan tindakan fisik untuk mempraktekan kata tersebut seperti *Jump*: melompat.

 d. Berdiskusi dengan teman sebangku/kelompok mengenai cara pengucapan kosakata.

 e. Lainya (tuliskan bila ada)..............

16. Strategi belajar kosakata yang saya gunakan dalam pembelajaran *writing* (menulis) yaitu ....

 a. Menulis kosakata baru dalam bentuk kalimat.

 b. Mempelajari penulisan ejaan kata tersebut.

 c. Mempelajari bentuk-bentuk kata.

 d. Mengutip makna kata.

 e. Lainnya (tuliskan bila ada).

17. Strategi yang saya sukai untuk memahami kosakata Bahasa Inggris dalam kegiatan *listening* (menyimak) adalah ....

a. Meminta guru untuk menerjemahkannya dalam bahasa ibu (bahasa Indonesia)

b. Meminta guru untuk memberikan persamaan dari kata tersebut.

c. Meminta teman sekelas untuk menerjemahkan kata tersebut.

d. meminta guru untuk memberikan transkrip dari audio pembelajaran.

e. Lainnya (tuiskan bila ada).....

18. Strategi yang saya gunakan untuk mengingat kembali kosakata yang pernah saya pelajari adalah.....

a. Menghubungkan arti kata dengan pengalaman pribadi,

b. Mempelajari kata dengan membentuk gambarnya

c. Menggaris bawahi huruf awal kata.

d. Menghubungkan kata dengan mengingat sinonim dan antonym.

e. Lainnya (tuliskan bila ada)..........

19. Aktivitas seperti apa yang Anda inginkan pada saat belajar Bahasa Inggris untuk meningkatkan kosakata anda ....

a. Latihan mengerjakan soal pada buku Bahasa Inggris yang dibagikan oleh guru.

b. Menonton siaran televisi yang menggunakan bahasa Inggris

c. Membuat resume yang diberikan oleh guru

d. Membaca teks yang berbahasa Inggris

e. Lainnya (tuliskan bila ada)...............................

20. Bagaimana cara anda meningkatkan/mengembangkan kosakata dalam Bahasa Inggris ?

a. Menulis kosakata baru di buku catatan

b. Mengulang pengucapan suatu kata dalam Bahasa inggris

c. Menempelkan kosakata Bahasa Inggris pada setiap object.

d. Menulis kosakata sesering mungkin

e. Lainnya (tuliskan bila ada)...........

21. Media pembelajaran yang mendukung anda belajar kosakata Bahasa Inggris adalah...

a. Gambar

b. Kartu

c. Teka-teki silang

d. Poster

e. Lainya (tuliskan bila ada).........

22. Tempat pembelajaran kosakata Bahasa Inggris yang Anda sukai adalah...

a. Ruang kelas

b. Perpustakaan

c. Ruangan terbuka

d. Laboratorium bahasa *(listening)*

e. Lainnya (sebutkan bila ada)…………………………..

23. Dalam pembelajaran kosakata Bahasa Inggis, Anda lebih suka mengerjakan dengan cara…

    a. Individu/mandiri.

    b. Bermain peran.

    c. Diskusi.

    d. Kelompok (4-6 orang).

    e. Lainnya (tuliskan bila ada)…….

24. Peran Anda dalam kelas Bahasa Inggris…

    a. Mendengar penjelasan guru dan melaksanakan instruksi dari guru

    b. Berpartisipasi aktif secara komunikatif dikelas

    c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris

    d. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas

    e. Lainnya (sebutkan bila ada)………………………….

25. Dalam pembelajaran kosakata, Anda lebih senang apabila guru bertindak?

    a. Guru sebagai perencana yaitu mempersiapkan dengan baik apa yang akan dilakukan di dalam proses belajar mengajar.

    b. Guru sebagai pelaksana yaitu guru dapat menciptakan situasi, memimpin, , menggerakkan, dan mengarahkan kegiatan belajar mengajar sesuai dengan rencana, selama proses pembelajaran berlangsung.

    c. Guru sebagai penilai)yaitu mengumpulkan, menganalisa, dan memberikan pertimbangan atas tingkat keberhasilan proses pembelajaran.

    d. Guru membahas tujuan pembelajaran mendeskripsikan dan memotivasi anak didik agar terlibat dalam kegiatan pembelaaran.

    e. Lainnya (tuliskan bila ada)……

KUESIONER UNTUK ANALISIS KEBUTUHAN

UNTUK MENGEMBANGKAN LEMBAR KERJA *(WORKSHEETS)* KOSAKATA BAHASA INGGRIS PADA SISWA KELAS VII DI SMPN 01 BAJO

A. Data Pribadi Siswa

Nama   : Nur Rahmadani Rasid A

Umur   : 13 tahun

Jenis Kelamin   : L /(P)(lingkari yang sesuai)

Alamat   : Balabatu

B. Kebutuhan Belajar Bahasa Inggris

Pilihlah jawaban dengan memberi tanda silang (X) pada jawaban yang teman-teman pilih. Apabila teman-teman memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisioner ini, teman-teman diperkenankan menulis jawaban milik teman-teman secara singkat.

1. Alasan Anda belajar Bahasa Inggris di sekolah adalah:

    a. Agar dapat berkomunikasi menggunakan Bahasa Inggris.

    b. ✗ Agar dapat mempermudah dalam mengakses berita yang berbahasa Inggris.

    c. Sebagai penentu kelulusan.

    d. Sebagai bekal mencari kerja dikemudian hari.

    e. Lainnya (sebutkan bila ada)……………………………..

2. Pemahaman kosakata Bahasa Inggris saya saat ini …

    a. ✗ Saya tidak dapat memahami kosakata apapun dalam bahasa Inggris.

    b. Dapat memahami kosakata sederhana yang sering muncul dalam kehidupan sehari-hari.

    c. Dapat memahami arti/makna kosakata dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.

    d. Dapat memahami berbagai macam bentuk kosakata Bahasa Inggris baik dalam berbagi bidang.

    e. Lainnya (tuliskan bila ada)……………………………

3. Penguasaan kosakata Bahasa inggris saya hanya berada pada lingkup …

    a. Ruang kelas

    ~~b.~~ Hewan

    c. Tanggal

    d. Bulan

    e. Lainnya (tuliskan bila ada)……………………………..

4. Pemahaman kosakata Bahasa Inggris saya telah berada pada bacaan yang terdapat di…

    a. Koran

    b. Jurnal

    c. Percakapan formal

    ~~d.~~ Buku

    e. Lainnya (tuliskan bila ada)……………………………..

5. Hal utama yang mempengaruhi anda dalam mengucapkan sebuah kosakata adalah ….

    ~~a.~~ Logat/dialek

    b. Tekanan

    c. Motivasi

    d. Bahasa ibu

    e. Lainya (tuliskan bila ada)………

6. Faktor yang menghambat motivasi belajar anda adalah…

    a. Budaya

    b. Lingkungan Masyarakat

    ~~c.~~ Tekanan

    d. Tidak ada stimulus/hadiah yang mendorong untuk belajar bahasa Inggris

    e. Lainya (tuliskan bila ada)………

7. Hambatan apa saja Anda temui   dalam mempelajari pengejaan kosakata ….?

    a. Hambatan pada kosakata yang memiliki penulisan yang berbeda namun memliki pelafalan yang sama contohnya *Than / Then dan Weather / Whether*

    b. Hambatan pada Kombinasi huruf, Misalnya, CH, EI, IE yang terdapat pada kata *Receive.*

    ~~c.~~ Hambatan pada huruf vokal yang Panjang .misalnya *Queue* dan *Beautiful*

    d. Hambatan pada Konsonan ganda misalnya *Address.*

    e. Lainya (tuliskan bila ada)……

8. Kesulitan yang anda temui saat belajar *grammar* (tata bahasa) adalah….

    ~~a.~~ Kesulitan memahami perubahan bentuk pada kata tunggal dan jamak.

b. Kesulitan memahami pengunaan kata kerja beraturan dan tidak beraturan

c. Kesulitan dalam pengunnan kata kerja bantu *(am is are)*

d. Kesulitan dalam menyusun kalimat dalam Bahasa Inggris

e. Lainya (tuliskan bila ada)……

9. Kosakata Bahasas Inggris yang sulit dipahami/diterjemahkan artinya adalah…

    a. Kata kerja

    b. Kata sifat

    c. Sinonim (persamaan kata)

    d. Kata benda ✗

    e. Lainya (tuliskan bila ada)……

10. Topik yang ingin saya pelajari dalam Bahasa Inggris adalah….

    a. Hobi

    b. Nama-nama hari ✗

    c. Anggota keluarga

    d. Nama-nama bangunan.

    e. Lainnya (tulisakan bila)………..

Input

11. Topik apa yang Anda perlukan dalam pembelajaran Bahasa Inggris untuk meningkatkan penguasaan kosakata Anda …..

    a. Topik yang berhubungan dengan Pendidikan/sekolah

    b. Topik yang berkaitan dengan pengalaman pribadi.

    c. Topik yang berkaitan dengan hobi ✗

    d. Topik yang berkaitan kehidupan sehari-hari.

    e. Lainnya (tuliskan bila ada)………

12. Manakah dibawah ini yang merupakan gaya belajar anda…

    a. Gaya belajar visual yaitu belajar dari gambar, grafik dan sebagainnya. ✗

    b. Gaya belajar auditori yaitu mengandalkan pada pendengaran untuk bisa memahami dan mengingatnya

    c. Baca / tulis yaitu suka mengumpulkan catatan dari guru, teman, buku teks dan sebagainya.

    d. Gaya belajar kinestetik yaitu belajar dengan menyentuh dan bergerak.

    e. Lainnya (sebutkan bila ada)………………

13. Dalam mengerjakan soal bahasa Inggris aktivitas apa yang dapat membantu anda memperkaya kosakata ….

   a. *True or false* yaitu True or false yaitu menentukan benar atau salah mengenai pertayaan/pernyataan

   b. *Matching task* yaitu mencocokkan kata atau ungkapan bahasa Inggris dengan makna atau gambar yang telah disediakan.

   c. *Gap-fill* yaitu melengkapi kalimat atau paragraf yang kosong dengan kata yang telah di sediakan.

   d. *Word scramble* yaitu menyusun kata-kata atau huruf-huruf yang telah diacak lalu menempatkannya dalam urutan yang tepat misalnya; nemluis menjadi menulis.

   e. Lainya …………

14. Bagaimana cara anda memahami kosakata baru dalam Bahasa Inggris …

   a. Menebak arti kata dari teks/konteks.

   b. Menggunakan buku daftar kosakata Bahasa Inggris.

   c. Mempelajari kosakata baru secara berpasangan / kelompok.

   d. Menggunakan kamus dua bahasa.

   e. Lainnya (tuliskan bila ada)……..

15. Dalam pembelajaran bahasa Inggris *speaking* (berbicara) strategi yang saya sukai untuk meningkatkan kosakata adalah ….

   a. Mempelajari pengucapan dari kosakata yang didapat.

   b. Mengucapkan kata baru dengan suara lantang saat belajar.

   c. Menggunakan tindakan fisik untuk mempraktekan kata tersebut seperti *Jump*: melompat.

   d. Berdiskusi dengan teman sebangku/kelompok mengenai cara pengucapan kosakata.

   e. Lainya (tuliskan bila ada)……………

16. Strategi belajar kosakata yang saya gunakan dalam pembelajaran *writing* (menulis) yaitu ……………

   a. Menulis kosakata baru dalam bentuk kalimat.

   b. Mempelajari penulisan ejaan kata tersebut.

   c. Mempelajari bentuk-bentuk kata.

   d. Mengutip makna kata.

   e. Lainnya (tuliskan bila ada).

17. Strategi yang saya sukai untuk memahami kosakata Bahasa Inggris dalam kegiatan *listening* (menyimak) adalah ……..

a. Meminta guru untuk menerjemahkannya dalam bahasa ibu (bahasa Indonesia)

b. Meminta guru untuk memberikan persamaan dari kata tersebut.

c. Meminta teman sekelas untuk menerjemahkan kata tersebut.

d. meminta guru untuk memberikan transkrip dari audio pembelajaran.

e. Lainnya (tuiskan bila ada).....

18. Strategi yang saya gunakan untuk mengingat kembali kosakata yang pernah saya pelajari adalah.....

a. Menghubungkan arti kata dengan pengalaman pribadi,

b. Mempelajari kata dengan membentuk gambarnya

c. Menggaris bawahi huruf awal kata.

d. Menghubungkan kata dengan mengingat sinonim dan antonym.

e. Lainnya (tuliskan bila ada).........

19. Aktivitas seperti apa yang Anda inginkan pada saat belajar Bahasa Inggris untuk meningkatkan kosakata anda ....

a. Latihan mengerjakan soal pada buku Bahasa Inggris yang dibagikan oleh guru.

b. Menonton siaran televisi yang menggunakan bahasa Inggris

c. Membuat resume yang diberikan oleh guru

d. Membaca teks yang berbahasa Inggris

e. Lainnya (tuliskan bila ada)................................

20. Bagaimana cara anda meningkatkan/mengembangkan kosakata dalam Bahasa Inggris ?

a. Menulis kosakata baru di buku catatan

b. Mengulang pengucapan suatu kata dalam Bahasa inggris

c. Menempelkan kosakata Bahasa Inggris pada setiap object.

d. Menulis kosakata sesering mungkin

e. Lainnya (tuliskan bila ada)...........

21. Media pembelajaran yang mendukung anda belajar kosakata Bahasa Inggris adalah...

a. Gambar

b. Kartu

c. Teka-teki silang

d. Poster

e. Lainya (tuliskan bila ada).........

22. Tempat pembelajaran kosakata Bahasa Inggris yang Anda sukai adalah...

a. Ruang kelas

b. Perpustakaan

C. ~~b.~~ Ruangan terbuka

    d. Laboratorium bahasa *(listening)*

    e. Lainnya (sebutkan bila ada)................................

23. Dalam pembelajaran kosakata Bahasa Inggis, Anda lebih suka mengerjakan dengan cara...

    a. Individu/mandiri.

    b. Bermain peran.

    ~~c.~~ Diskusi.

    d. Kelompok (4-6 orang).

    e. Lainnya (tuliskan bila ada).......

24. Peran Anda dalam kelas Bahasa Inggris...

    ~~a.~~ Mendengar penjelasan guru dan melaksanakan instruksi dari guru

    b. Berpartisipasi aktif secara komunikatif dikelas

    c. Melakukan analisis secara sistematis terhadap materi pelajaran bahasa Inggris

    d. Memanfaatkan setiap kesempatan untuk berinteraksi dengan baik di kelas

    e. Lainnya (sebutkan bila ada)............................

25. Dalam pembelajaran kosakata, Anda lebih senang apabila guru bertindak?

    a. Guru sebagai perencana yaitu mempersiapkan dengan baik apa yang akan dilakukan di dalam proses belajar mengajar.

    ~~b.~~ Guru sebagai pelaksana yaitu guru dapat menciptakan situasi, memimpin, , menggerakkan, dan mengarahkan kegiatan belajar mengajar sesuai dengan rencana, selama proses pembelajaran berlangsung.

    c. Guru sebagai penilai)yaitu mengumpulkan, menganalisa, dan memberikan pertimbangan atas tingkat keberhasilan proses pembelajaran.

    d. Guru membahas tujuan pembelajaran mendeskripsikan dan memotivasi anak didik agar terlibat dalam kegiatan pembelaaran.

    e. Lainnya (tuliskan bila ada)......

EXPERTS VALIDATION OF PRODUCTS

EXPERT JUDGMENT QUESTIONNAIRE

ANGKET EVALUASI ENGLISH VOCABULARY WORKSHEETS

Pengantar :

Kusioner ini merupakan instrument penilaian terhadap *English vocabulary worksheets*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas *English vocabulary worksheets* yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *English vocabulary worksheets* yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(√) pada salah satu kolom pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

Skor 1 : Sangat kurang baik

Skor 2 : Kurang baik

Skor 3 : Cukup baik

Skor 4 : Baik

Skor 5 : Sangat baik

Komentar Umum dan Perbaikan

- Copyright
- Tidak Kontekstual
- Punctuation
- Grammar   } Reading
- Pilihan Kata
- Kurang Contoh.

Kesimpulan :

English vocabulary worksheets yang dikembangkan dinyatakan :

1. Layak untuk digunakan ujicoba lapangan tanpa revisi
2. Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran
3. Tidak layak untuk digunakan ujicoba lapangan.

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama   : *Mustika, S.Pd., M.Pd.*

Umur   : 32

Jenis kelamin   : *Perempuan*

Pendidikan   : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun
                                   ☐ 4-6 tahun ☑ ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) 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 materi dalam bahan ajar *English vocabulary worksheets* berhubungan dengan kebutuhan siswa SMP Negeri 1 Bajo.		√			
2.	Kedalaman materi dalam bahan ajar *English vocabulary worksheets* memadai.		√			
3.	Keaslian isi materi dalam bahan ajar *English vocabulary worksheets* memadai.		√			
4.	Isu-isu terbaru di dalam bahan ajar *English vocabulary worksheets* menarik.		√			

Rangkuman kualitatif:					

B. Bahasa

1.	Bahasa yang digunakan dalam bahan ajar ajar *English vocabulary worksheets* sesuai dengan kemampuan siswa		✓			
2.	Bahasa yang disajikan komprehensif pada *English vocabulary worksheets* dan sesuai dengan tingkat perkembangan kognitif siswa		✓			
3.	Ekspresi yang digunakan pada *English vocabulary worksheets* sesuai dengan tata bahasa yang benar.			✓		
4.	Bahasa yang disajikan dalam bahan ajar *English vocabulary worksheets* mudah dipahami.		✓			

Rangkuman kualitatif:

C. Desain dan *Layout*

1.	Tampilan materi pada worksheet jelas.		✓			
2.	Tampilan materi *English vocabulary worksheets* menarik.		✓			
3.	Ukuran huruf sesuai.		✓			
4.	Jenis huruf sesuai.		✓			

				√		
5.	Jarak spasi sesuai.			√		
6.	Penggunaan tanda baca benar.				√	
Rangkuman kualitatif:						
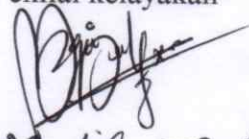
Kesimpulan:

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

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, 4 Januari 2021

Penilai kelayakan

Mustika,S.Pd., M.Pd.

EXPERT JUDGMENT QUESTIONNAIRE

ANGKET EVALUASI ENGLISH VOCABULARY WORKSHEETS

Pengantar :

Kusioner ini merupakan instrument penilaian terhadap *English vocabulary worksheets.* Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas *English vocabulary worksheets* yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *English vocabulary worksheets* yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(√) pada salah satu kolom pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

Skor 1 : Sangat kurang baik

Skor 2 : Kurang baik

Skor 3 : Cukup baik

Skor 4 : Baik

Skor 5 : Sangat baik

Komentar Umum dan Perbaikan

Buat lay-out yang bisa menunjukkan bahwa lembar kerja itu merupakan ciri khas dari lembar kerja yang peneliti buat.

Tambahkan sumber pada lembar kerja.

Kesimpulan :

English vocabulary worksheets yang dikembangkan dinyatakan :

1. Layak untuk digunakan ujicoba lapangan tanpa revisi

2. Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran

3. Tidak layak untuk digunakan ujicoba lapangan.

KUESIONER EVALUASI UNTUK AHLI DESAIN

A. Data Responden

Nama : Fadliyah Rahma Muin, S.Pd., M.Pd

Umur :

Jenis kelamin : Perempuan

Pendidikan : ☐ S1 ☑ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun

☐ 4-6 tahun ☐ ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) 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 materi dalam bahan ajar *English vocabulary worksheets* berhubungan dengan kebutuhan siswa SMP Negeri 1 Bajo.	✓				
2.	Kedalaman materi dalam bahan ajar *English vocabulary worksheets* memadai.	✓				
3.	Keaslian isi materi dalam bahan ajar *English*		✓			

	vocabulary worksheets memadai.					
4.	Isu-isu terbaru di dalam bahan ajar *English vocabulary worksheets* menarik.			✓		

Rangkuman kualitatif:

B. Bahasa						
1.	Bahasa yang digunakan dalam bahan ajar *English vocabulary worksheets* sesuai dengan kemampuan siswa	✓				
2.	Bahasa yang disajikan komprehensif pada *English vocabulary worksheets* dan sesuai dengan tingkat perkembangan kognitif siswa		✓			
3.	Ekspresi yang digunakan pada *English vocabulary worksheets* sesuai dengan tata bahasa yang benar.	✓				
4.	Bahasa yang disajikan dalam bahan ajar *English vocabulary worksheets* mudah dipahami.	✓				

Rangkuman kualitatif:

C. Desain dan *Layout*						
1.	Tampilan materi pada *worksheets* jelas	✓				
2.	Tampilan materi *English vocabulary worksheets* menarik.	✓				
3.	Ukuran huruf sesuai.		✓			

No.							
4.	Jenis huruf sesuai.	✓					
5.	Jarak spasi sesuai.		✓				
6.	Penggunaan tanda baca benar.			✓			

Rangkuman kualitatif:

Buat lay-out yang bisa menunjukkan bahwa lembar kerja itu merupakan ciri khas dari lembar kerja yang peneliti buat.
Tambahkan sumber pada lembar kerja.

Kesimpulan:

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

a. Layak

(b) Layak dengan perbaikan

c. Tidak layak

Palopo, 4 Januari 2020

Penilai kelayakan

Fadliyah Rahma Muin, S.Pd., M.Pd

EXPERT JUDGMENT QUESTIONNAIRE

ANGKET EVALUASI ENGLISH VOCABULARY WORKSHEETS

Pengantar :

Kusioner ini merupakan instrument penilaian terhadap *English vocabulary worksheets*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas *English vocabulary worksheets* yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *English vocabulary worksheets* yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(√) pada salah satu kolom pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

Skor 1 : Sangat kurang baik

Skor 2 : Kurang baik

Skor 3 : Cukup baik

Skor 4 : Baik

Skor 5 : Sangat baik

Komentar Umum dan Perbaikan

- Tampilan materi cukup menarik karena ~~baru~~ menggunakan gambar.
- Memiliki variasi materi dalam pengerjaan soal
- Isi worksheets sudah sesuai dengan kemampuan siswa kelas VII ; dan juga mencakup isi materi yang terdapat pada silabus dan RPP.

Kesimpulan :

English vocabulary worksheets yang dikembangkan dinyatakan :

1. Layak untuk digunakan ujicoba lapangan tanpa revisi
2. Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran
3. Tidak layak untuk digunakan ujicoba lapangan.

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama   : MARDIANA S.Pd

Umur   : 27

Jenis kelamin   : Perempuan

Pendidikan   : ☑ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun

           ☑ 4-6 tahun ☐ ≥ 6 tahun

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) 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 materi dalam bahan ajar *English vocabulary worksheets* berhubungan dengan kebutuhan siswa SMP Negeri 1 Bajo.	√				
2.	Kedalaman materi dalam bahan ajar *English vocabulary worksheets* memadai.	√	√			
3.	Keaslian isi materi dalam bahan ajar *English vocabulary worksheets* memadai.	√	√			
4.	Isu-isu terbaru di dalam bahan ajar *English vocabulary worksheets* menarik.	√				

Rangkuman kualitatif:

Isi dari materi yang disajikan dalam bahan ajar sadgbat ~~menarik~~ karena ma~~mpu~~ meningkatkan minat belajar siswa. ~~baik~~

	B. Bahasa					
1.	Bahasa yang digunakan dalam bahan ajar sesuai dengan kemampuan siswa		✓			
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa		✓			
3.	Ekspresi yang digunakan sesuai dengan tata bahasa yang benar.	✓				
4.	Bahasa yang disajikan dalam bahan ajar mudah dipahami. dalam English Vocabulary worksheets	✓				

Rangkuman kualitatif:

~~Bahasa dan~~ materi sudah sesuai dengan kemampuan siswa, materi ~~yang~~ tata bahasa yg digunakan mudah dipahami oleh siswa, dan bahasa yg digunakan sangat terstruktur.

	C. Desain dan *Layout*					
1.	Tampilan materi jelas.	✓				
2.	Tampilan materi menarik.	✓				
3.	Ukuran huruf sesuai.		✓			
4.	Jenis huruf sesuai.		✓			
5.	Jarak spasi sesuai.		✓			
6.	Penggunaan tanda baca benar.			✓		

Rangkuman kualitatif: Tampilan dari materi yg dipaparkan mudah dimengerti oleh siswa, dari segi materi & jenis huruf yg digunakan. namun perlu perbaikan dalam penggunaan tanda baca.

Kesimpulan:

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

a. Layak

b. Layak dengan perbaikan

c. Tidak layak

Palopo, 6 Januari 2021

Penilai kelayakan

MARDIANA S.Pd

THE FIRST PRODUCT

ENGLISH VOCABULARY WORKSHEETS

FOR THE SEVENTH GRADE STUDENTS

Hadiarah

TABLE OF CONTENT

TABLE OF CONTENT

CHAPTER I
HOBBIES

HOBBIES

A. The definition of Hobby

A hobby is activities that people like to do in their free time such as jogging, swimming, and so on.

B. The aim of the lessons

Students are expected to tell their hobbies in English.

C. Hobbies vocabulary.

Drawing, playing football, jogging, swimming, skateboarding, ice hokey, reading a book, cycling, camping, fashion, go bowling, taking pictures, playing volleyball, listening music, surfing the Net and fishing.
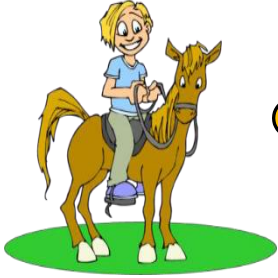
N

Horse riding

Doing exercise

Camping

Cycling

Running

Dancing

Fishing

Cooking

Rafting

Skateboarding

Swimming

Climbing

The Activities in Free Time (hobbies and sports)

Activity 2

Choose six correct words from the box based on the pictures follow the example of number one.

Reading books, dancing, football, gymnastics, films, swimming, drawing, listening to music, fashion, video games, basketball, skateboarding, board games, rollerblading, watching athletics, surfing the Net, running, taking photos, cycling, ice skating, ice skating, drama, and ice hockey.

1. Surfing the net

2.

3.

4.
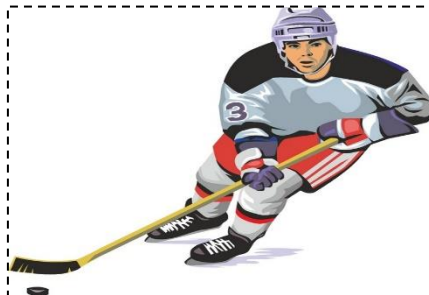
5.

6.

7.

Activity 3 :

Complete the sentences using the correct words below according to the s

Listening to music, swimming, reading books, playing video games, football, and fishing. Watching a movie.

1. Dima likes ………………………………. she goes to the cinema every Mondays.

2. My cousin is really into…………………………………………………. His favorite writer is Fiersa Besari.

3. Yogi enjoys…………………………………………………………………he always plays it at the field with his friends.

4. Arham is keen on …………………………………………………especially in the swimming pool.

5. Every weekends Dirham and his father go to the river because ………………………...………………………..is their favorite activity.

6. Nita likes……………………………………………………... she really loves to sing Justin Bieber's songs.

7. My friends does not like…………………………………………………………. They prefer outside such as playing football.

CHAPTER II
THE FAMILY MEMBERS

THE FAMILY MEMBERS

A. Family Members' Definition

Family is a collective of one or even more children who live together in the same family.

B. Lesson goals

- To teach about family members vocabulary
- Student will know the group of women, men and plural
- Students are able to recognize the possessive adjectives
- Student are able to tell about their family

C. Vocabulary of Family

Mother, niece, father, parents, children, cousin, son, daughter, wife, husband, sister-in-law, grand-mother, fiancé, fiancée, nephew, grandson, brother-in-law, uncle, granddaughter, sister, aunt, stepfather, grand-father, brother, stepmother, and father-in-law.
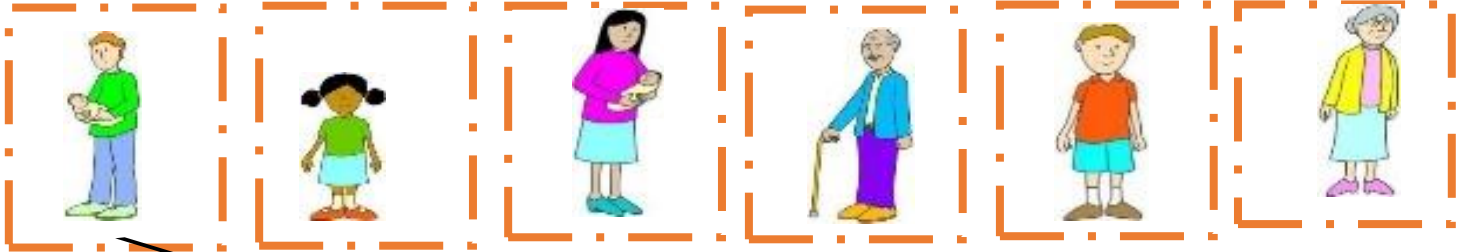
A sister	A mother	A father	A brother	A grandfather	A grandmother

Activity 2

Read the word on the box and put it in the best column.

Brother, nephew, cousins, grandparents, aunt, parents, sister, son, grandmother, husband, grandfather , mother, daughter, wife, grandchildren, father, brother, niece,

Men	Women	Plural

"My Lovely Family"

Hello, my name is Lia, I am eleven years old. I am from Bajo, I live in a small house not far from Belopa.

As you can see in the picture they are my family, I have got a good-looking brother, kind parents and wise grandparents, my mother's name is Darni she is a flight attendant , she has been flown to different places, she enjoys her job and so do I. after she had worked she never forgets to buy souvenirs for us, besides I have a gorgeous father called Masnur Kitu, he is forty-nine years old, he works as a seaman, he likes to share his food especially chocolates to children when he comes home. My pretty sister Aqila is four, she is a pleasant kid. Her favorite hobby is playing with her dolls and watching cartoon movies. Moreover, my grandfather is eighty-six and my grandmother is eight-one they are old and weak they always forget something. My grandfather always tells me jokes and ancient stories. We have the same favorite fruits such as; mangoes and durians. I really grateful to have a lovely family.

Activity 3 True or False?

Identify the statements as true or false. Read each sentences carefully and circle true (T) or false (F)

1. Lia is twelve years old   **T**   **F**

2. Lia lives in a small house   **T**   **F**

3. Lia's mother always forgets to buy souvenirs   **T**   **F**

4. Masnur Kitu is a chef   **T**   **F**

5. Aqila is a good girl.   **T**   **F**

6. Aqila does not like to watch cartoon movies   **T**   **F**

7. Lia's grandparents are strong and always go to garden   **T**   **F**

8. Lia's grandfather loves to tell a joke.   **T**   **F**

Activity 4

Tell about your family on the box.

CHAPTER III

DAYS OF THE WEEK

Days of the week

A. Definition of the Day

A duration of twenty-four hours as a unit of time, measured from one midnight to the next, equivalent to the movement of the Earth on its axis.

B. Lessons Aim

1. Students can recognize days in English.
2. Students can tell days in daily activities.

C. Days Vocabulary

a. Monday
b. Tuesday
c. Wednesday
d. Thursday
e. Friday
f. Saturday
g. Sunday
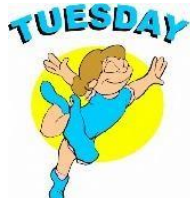
Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday
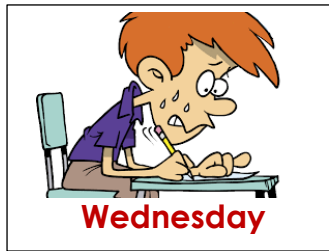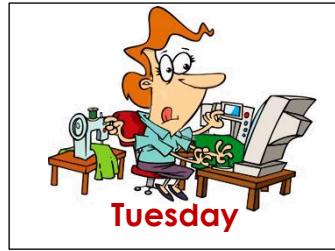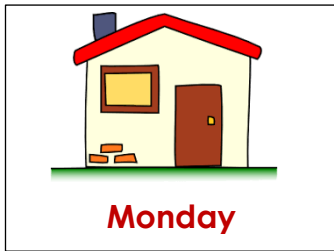
Activity 2; Write the correct day for these activities based on the pictures above

1.   He is very busy on _____.

2.   He is happy on _____

3.   We are at the party on _____.

4.   My football training is on _____.

5.   The exam is on _____.

6.   They are at home on _____.

7. Our shopping is on _____.

Activity 3

Match the activities with the pictures.

1. Camping is on Saturday.

2. Music practice is on Thursday.

3. Cleaning is on Friday .

4. Gardening is on Monday.

5. Painting is on Tuesday.

6. Washing on Monday
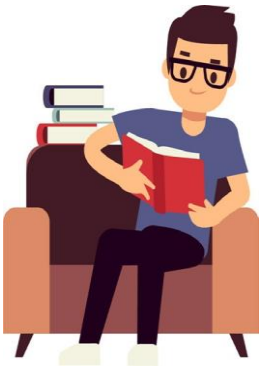
Hello my name is Hanif I am seventeen, I am tall I have straight short black hair also I have black eyes, I have a sister called Shakira, every Sundays we love cooking together. Also, Every Mondays I have painting class, every Saturdays I plant flowers at the garden, besides on Tuesday I play basketball with my friends, and I have online class every Thursday.

Activity 4 Read the passage and write the days on the pictures on the box according to the passage

1.

2.

3.

4.

5.

Activity 5 read the sentences then chose and circle the true (T) or false (F) based on the text.

1. Hanif does not have painting class on Monday   **(T)**   **(F)**

2. He plants flowers on Wednesday.   **(T)**   **(F)**

3. Hanif does not like to cook with his sister on Sunday.   **(T)**   **(F)**

4. Every Thursday he has online class.   **(T)**   **(F)**

5. Hanif plays basketball on Tuesday with his friends.   **(T)**   **(F)**

CHAPTER IV
THE DATES

The Dates in English

A. The Date Definition

Date is the numbered day of a month, sometimes given in connection with the days of the week, months, and years.

B. The Objectives

1. Students are able to recognize the dates in English
2. Students can understand about ordinal number
3. Students are able to use dates either in writing or in speaking.
4. Students can identify important vocabulary such as labor day and earth day.

C. Vocabulary of Dates

The First, the second, the third, the fourth, the fifth, the sixth, the seventh, the eight, the ninth, the tenth, the eleventh, the twelfth, the thirteenth, the fourteenth, the fifteenth, the sixteenth, the seventeenth, the eighteenth, the nineteenth, the twentieth, the twenty first, the twenty second, the twenty third, the twenty fourth, the twenty fifth, the twenty sixth, the twenty seventh, the twenty eight, the twenty ninth, the thirtieth, the thirty first.

Activity 1

The Ordinal Numbers

Complete the pictures with the suitable words in the box following the example

The thirteenth, the tenth, the twelfth the twenty fourth, the second, the twenty third, the eight, the third, the fourth ,the sixteenth, the twenty fifth, the thirty one, the twenty eight, the sixth, the fifth, the seventh, the seventeenth, the first, the twentieth, the eighteenth, the twenty second, the thirtieth, the fifteenth, the twenty-first, the ninth, the eleventh, the twenty seventh, the twenty ninth, the fourteenth, and the nineteenth.

1

The first

2

3

4

fifth

5

6

7

8

9

10

HOW to Read Dates

The Dates in Writing	The Dates in Speaking
1. 15th/04/1995	The fifteenth of March, nineteen ninety five.
2.	The first of August, two thousand and three.
3. 14th/04/2003	
4.	The twenty-seven of November two thousand and twenty.
5. 23rd/09/2020	
6.	The thirteenth of January, nineteen sixty four.
7. 17/07/1974	

Activity 3

Connect the suitable words to the correct pictures.

CHAPTER V
Months in English

A. Months' Definition.

A month is any of the twelve parts, as March or April, into which the calendar year is divided

B. The Objectives

1. To review ordinal numbers
2. To learn about months of the year in English
3. To recognize how to write dan tell the dates and months in British and American.

Activity 1

Find the names of months in the word puzzles and circle the word.

o	o	h	n	t	c	j	a	n	u	a	r	y	z	o
w	c	d	y	s	s	z	n	h	m	r	c	k	c	i
y	t	b	n	x	e	l	k	m	g	t	t	q	x	u
n	o	v	m	a	p	r	i	l	o	p	u	f	g	f
k	b	b	h	s	t	n	o	v	e	m	b	e	r	a
u	e	y	v	c	e	b	m	f	m	a	k	b	d	i
o	r	l	b	e	m	d	r	j	x	y	s	r	m	a
k	y	w	s	q	b	z	j	u	n	e	t	u	a	j
q	d	e	k	s	e	z	s	l	y	p	q	a	r	t
u	n	x	m	t	r	p	v	y	h	p	j	r	c	n
s	z	i	d	y	u	f	m	n	z	h	g	y	h	k
m	c	i	q	v	x	c	g	h	a	c	c	q	l	c
o	w	j	w	d	e	c	e	m	b	e	r	n	o	o
o	c	a	g	l	t	x	v	x	h	t	x	b	z	j
t	k	a	u	g	u	s	t	n	u	j	z	l	n	r

Activity 2 Rearrange the months of the year and give numbers to each suitable pictures.

1. hamrc
   March

2. ryrfbeua

3. yma

4. jylu

5. mepstereb

6. nuajary

7. erbovmen

8. riapl

9. becdreem

10. ujne

11. astguu

12. cotbroe

Writing and Telling The Dates In English

BRITISH ENGLISH

Day + Month + Year

You write:

1st February 2004

You say:

The first of February two thousand and four.

AMERICAN ENGLISH

Month + Day + Year

You write:

February 1st, 2004

You say:

February the first two thousand and four.

Use ordinal numbers to tell the dates:

1st = first

2nd = second

3rd = third

4th = fourth

5th = fifth

6th = sixth

7th = seventh

8th = eight

9th = ninth

10th = tenth

Use capital letter at the first letter of months such as;

January

February

March

April

May

June

July

August

September

October

November

December

Activity 2

Write the dates in American and British style, look at the pictures to decide whether American or British.

 1. 24/05/2007

The second of March, two thousand and seven

 2. 09/8/1985

 3. 27/7/2020

 4. 4/10/2003

 5. 30/06/1992

 6. 9/01/2006

 7. 12/04/1950

 8. 22/02/2021

Activity 3

Look at the pictures and answer the next question according to the calendar.

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1. What date is today ?

   _____

2. What date was yesterday?

   _____

3. What date is tomorrow?

   _____

Activity 4

Fill in the blank. Complete the sentences using the words below;

| The seventeenth | The thirtieth | Thursday | Thirty | The fourteenth |

1. There are ……………………………………………….days in October.

2. …………………………….....................................is the date after the sixteenth of October.

3. On …………………………………………………...is the third of October 2020.

4. Seven days before the………………………………………….of September is the twenty-first of October 2020.

5. …………………………………………………is the last day in October 2020.
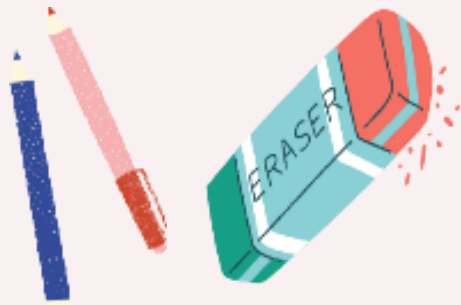
CHAPTER VI
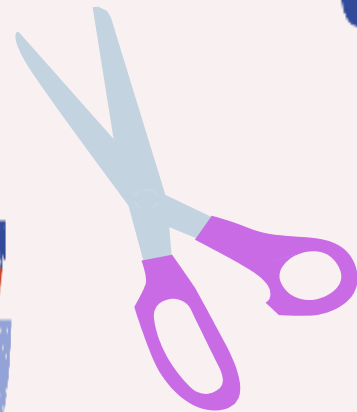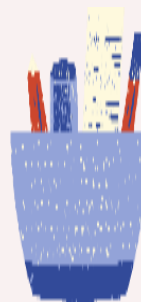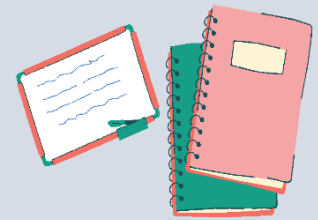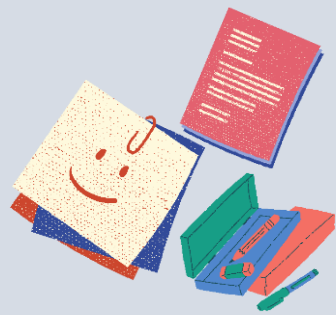
THINGS IN CLASSROOM

A. Classroom Objects' Definition

Classroom object means things in a classroom for instance bags, books, pens, crayons, and so on which assist student to study.

B. Objectives

1. To recognize the things in a classroom.
2. To study demonstrative pronouns.

C. Classroom Objects Vocabulary

Pencil case, calendar, board, rubber, computer, crayon, table, sharpener, clock, ruler, and book.

Activity 1

Match the correct words to suitable pictures

Pen

Sharpener
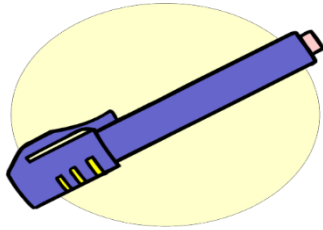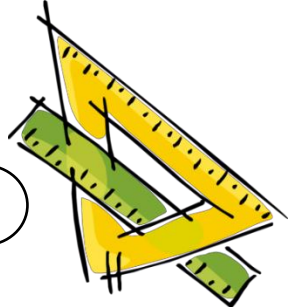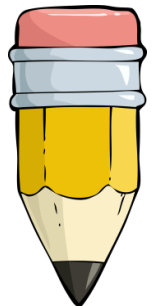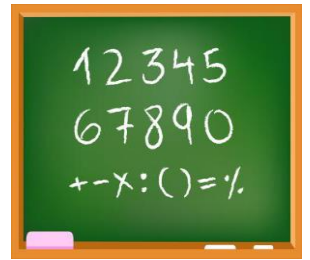
Ruler

Clock

Board

Calendar

Pencil

Eraser

globe

Pencil case

Bag

1

2

3

4

5

6

7

8

9

10

Activity 2 Demonstrative Pronoun

This/that, these/those.

Complete the sentences by using this, these, that and those to the blank sentences.

| This (near) | That (far) | | These (near) | Those (far) |

Singular

Plurar

This is my friend's math book.
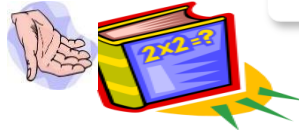
1……………………… are Dina's crayons.
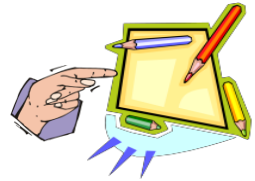
2……………………… is Ibrahim's favorite schoolbag.

3……………………are our teacher's book.

4……………………are my classmate's rulers.

5……………………is our world map hanging in the class.

6……………………………are Afif's colored pencils.

7……………………………is Ipa's nice computer.

8……………………………is my English teacher.

9……………………………are our enjoyable chairs.
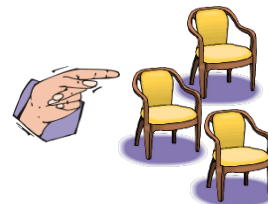
10……………………………are our teacher's calendars.

Hello, I am Wahyuni, I am ten years old. I am in the 4th grade in school. There are twenty-two students in my class twelve girl and ten boys. I have big and clean classroom. My teacher's name is Hamriah, she loves decorating our class with cute and educated pictures such as alphabet, fruit, numbers vegetables and so on. I have a pink table and chair. I have a lot of stationary in my bag they are sharpener, a blue pencil case, one pen, twelve beautiful crayons, and a small book.

I usually go to school by motorbike with my neighbor, Sukma she is my best friend. We enjoy our school because it has playgrounds, a superior music classroom, and great teachers.

Activity 3

Circle T (true) and F (false) to the sentences according to the text above.

1. Wahyuni is in the 5th grade at school. **T** **F**

2. Wahyuni's chair is pink. **T** **F**

3. She has twelve crayons. **T** **F**

4. Her book is big and white. **T** **F**

5. She has a blue pencil case. **T** **F**

CHAPTER VII
PUBLIC BUILDINGS

Public Buildings

A. Public building's Definition

Public buildings are structures identical to public services centers, whether they relate to the need of governments, economies, security, or other needs.

B. Objectives

1. Student recognize the words of public buildings
2. Students are able to use preposition of places

C. Public places' vocabulary

airport, pet shop, clothes shop, bank, hospital, school, barber shop, butchers', park, restaurant, supermarket, bakery, dentist', hotel, book shop, school, zoo, music shop, and library.

Activity 1; Match the words on the box below with the appropriate pictures.

Pet shop, supermarket, bank, restaurant, music shop, clothes shop, airports, butcher, dentist's, zoo, bakery, park, school, cinema, barber shop, book shop,

1

2

3

4

5

6

7

8

9

10

Activity 2

Fill in the blank of the sentences by using the words bellow. Each number has one word.

Airport   library   dentist   bank

cinema   restaurant   school   zoo,

Supermarket   barber shop

1. My best friend and his cousin had watched the Spiderman movie at…………………………………
   .
2. I go to a ………………………………….to borrow English Speaking skills' book.

3. A………………………………………….is a place to keep or protect money.

4. Hamdan is waiting at the Hasanuddin …………………………..because he will go to Jakarta.

5. We bought some fruits and vegetables at………………………because our aunt wanted to visit our house.

6. Aulia has a toothache so she wants to visit a …………………………..

7. A………………………………is a place to order food and drink.

8. My teacher teaches me math at …………………………………….every Wednesday.

9. We visit a …………………………… to introduce types of animals to our lovely kids.

10. Aknil has got a long hair therefore he wants to cut his hair at……………………………

Activity 3 complete to each dialogues below using the words in the box .

Hospital   in front of   where are you going

Mila   : Hello Indri! 1._____   ?

Indri   : Hello Mila, I am going to the 2._____

          because my cousin is sick, but I   have no idea where to go.

Mila   : I am sorry to hear that! I could show you the way to the hospital. It is   on Jendral
          Sudirman street 3. _____

          the Indian Restaurant.

Indri   : Thank you Mila! See you!

Mila   : No worries! See you!

Biology book   Library   Glad to help!

Kadri :   Hello Sahrul, I am looking for a 1._____

          however I don't see any library here.

Sahrul : Hi Kadri! I know the library here, when you see the

          supermarket you can turn right and the 2._____

          is next to a clothes shop.

Kadri :   It is very kind of you Sahrul!

Sahrul : 3._____

Hotel   Turn left   I really appreciate sir!

Lusi :   Excuse me sir, how can I get to a 1._____

          around here.

Man : Go straight until you find a traffic light then 2._____

Lusi :   Is it far from here?

Man :   no, it isn't! you just walk about seven minutes.

Lusi : 3._____

Man :   yes, my pleasure!

CHAPTER VIII
ANIMALS

The Animals

A. Animals' definition

Animals means living creatures that all part of its life on land, water, and air both nurtured or in their natural habitat.

B. Objectives

1. to identify types of animals

2. to teach modals especially for the word showing ability.

C. Vocabulary

Horse, dog, cow, hen, chicken, duck, monkey, rabbit, sheep, cow, tiger, rooster, and fish.

Activity 1

Drag arrows to match the pictures and the words.

Rooster

1

Goat

5

Horse

Dog

6

2

Duck

3

Cow

7

Rabbit

4
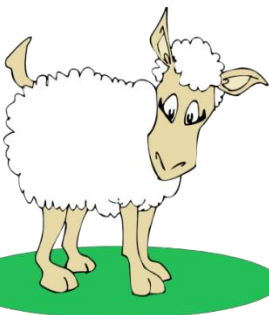
Sheep
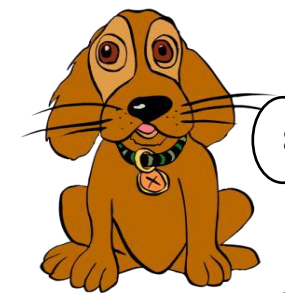
8

Hen

Activity 2 write the proper words in the blank sentences.

Can   meat   cannot   Tiger

This is a _____

It _____ fly but _____

run quickly also likes to eat _____

Brown,   monkey,   this is,   can   bananas

_____ a monkey. It _____

Climb trees and his favorite food is _____

His has _____ feathers.

Land   fins   swim   this   have   legs

_____ is a fish. It can _____

and it cannot live on _____ it does not _____

but it has _____

45

REFERENCES

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THE FINAL PRODUCTS

ENGLISH VOCABULARY WORKSHEETS
FOR THE SEVENTH GRADE STUDENTS
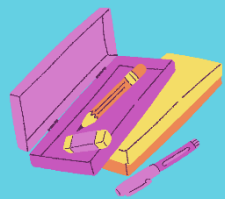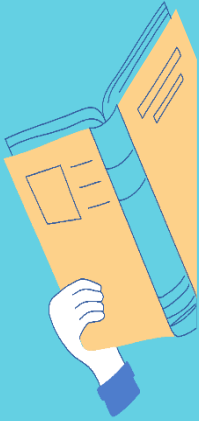
Hadiarah

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, to Almighty Allah (Subhanahu Wa Taalaa), who allowed the writer courage and patience to carry out this work, all praise and glory. Furthermore, may the prophet Muhammad SAW, who has taken all human beings from darkness to lightness, be granted peace and greeting.

These worksheets are presented to the English Education Department of the Faculty of Tarbiyah and Teachers Training State Islamic Institute (IAIN) PaLopo as a partial fulfillment for the Degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.) in English Education Program.

It is harder than I thought to create the worksheets and more satisfying than I could have ever expected. There have been plenty of individuals who help the writer complete the worksheets.

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If you like these worksheets the credit goes to Allah SWT, my supervisors and my friends. Enjoy!

TABLE OF CONTENT

TABLE OF CONTENT

CHAPTER I

HOBBY

HOBBY

A. The Definition of Hobby

A hobby is activities that people like to do in their free time such as jogging, swimming, and so on.

B. The aim of the lessons

Students are expected to tell their hobbies in English.

C. Hobbies Vocabulary.

Drawing, playing football, jogging, swimming, skateboarding, ice hokey, reading a book, cycling, camping, fashion, go bowling, taking pictures, playing volleyball, listening to music, surfing the Net and fishing.

Activity 1

Match the words with pictures.
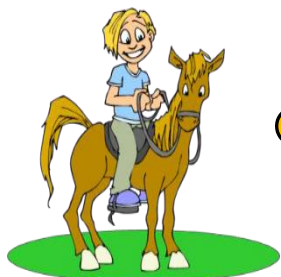
Horse riding

Doing exercise

Camping

Cycling

Running

Dancing

Fishing

Cooking

Rafting

Skateboarding

Swimming

Climbing
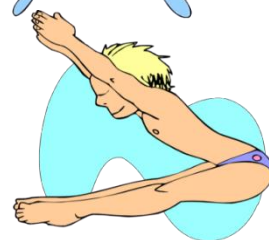
The Activities in Free Time (hobbies and sports)

Activity 2

Choose six correct words from the box based on the pictures follow the example of number one.

Reading books, dancing, playing football, gymnastics, films, swimming, drawing, listening to music, fashion, playing video games, basketball, skateboarding, board games, watching a movie, athletics, surfing the Net, running, taking photos, cycling, ice skating, ice skating, drama, and playing ice hockey.

1. **Surfing the net**

2.

3.

4.
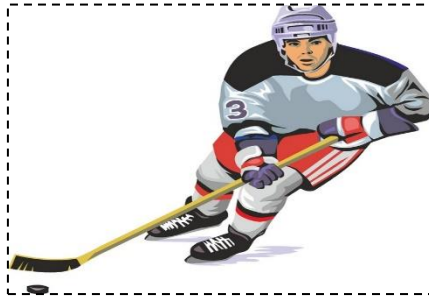
5.

6.

7.

Activity 3 Grouping:

Divide students into two groups then complete the sentences using the words below according to the sentences. After doing the activity each group make two lines in front of a board. Moreover, each students from the groups who stands in front will be the first write the answer on the board and give the chance for the other students.

Listening to music, swimming, reading books, playing video games, playing football, fishing, playing chess, and watching a movie.

1. My grand father loves playing chess in the morning with his grand son.

2. Dima likes …………………………………. she goes to the cinema every Mondays.

3. My cousin is really into…………………………………………………. His favorite writer is Fiersa Besari.

4. Yogi enjoys……………………………………………………………………he always plays it at the field with his friends.

5. Arham is keen on ………………………………………………especially in the swimming pool.

6. Every weekends Dirham and his father go to the river because …………………..………………………..is their favorite activity.

7. Nita likes…………………………………………….. she really loves to sing Justin Bieber's songs.

8. My friends does not like……………………………………………………. They prefer outside such as playing football.

CHAPTER II
THE FAMILY MEMBERS

The Family Members

A. Family members' Definition

Family is a collective of one or even more children who live together in the same family.

B. Lesson Goals

1. To teach about family members vocabulary
2. Student will know the group of women, men and plural
3. Students are able to recognize the possessive adjectives
4. Student are able to tell about their family

C. Vocabulary of Family

Mother, niece, father, parents, children, cousin, son, daughter, wife, husband, sister-in-law, grand-mother, fiancé, fiancée, nephew, grandson, brother-in-law, uncle, granddaughter, sister, aunt, stepfather, grand-father, brother, stepmother, and father-in-law.

Activity 1

Match the pictures and the words below.
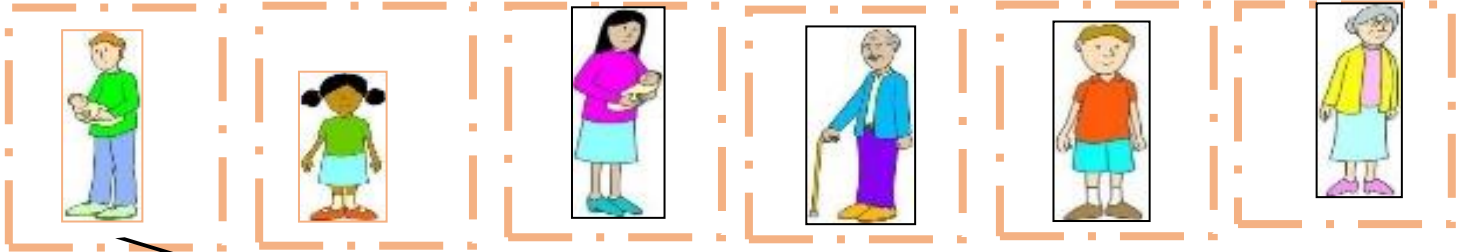
A sister	A mother	A father	A brother	A grandfather	A grandmother

Activity 2 Grouping

Read the word on the box and put it in the best column. Do this exercise with your friends next to you and match your answer with another students.

Brother, nephew, cousins, grandparents, aunt, parents, sister, son, grandmother, husband, grandfather, mother, daughter, wife, grandchildren, father, brother, niece,

Men	Women	Plural
Brother		

"My Lovely Family"

Hello, my name is Lia, I am eleven years old. I am from Bajo, I live in a small house not far from Belopa.

As you can see in the picture they are my family, I have got a good-looking brother, kind parents and wise grandparents, my mother's name is Darni she is a flight attendant , she has been flown to different places, she enjoys her job and so do I. after she had worked she never forgets to buy souvenirs for us, besides I have a gorgeous father called Masnur Kitu, he is forty-nine years old, he works as a seaman, he likes to share his food especially chocolates to children when he comes home. My pretty sister Aqila is four, she is a pleasant kid. Her favorite hobby is playing with her dolls and watching cartoon movies. Moreover, my grandfather is eighty-six and my grandmother is eight-one they are old and weak they always forget something. My grandfather always tells me jokes and ancient stories. We have the same favorite fruits such as; mangoes and durians. I really grateful to have a lovely family.

Activity 3

True or False?

Identify the statements as true or false. Read each sentences carefully and circle true (T) or false. (F)

1. Lia is twelve years old	T	(F)
2. Lia lives in a small house	T	F
3. Lia's mother always forgets to buy souvenirs	T	F
4. Masnur Kitu is a chef	T	F
5. Aqila is a good girl.	T	F
6. Aqila does not like to watch cartoon movies	T	F
7. Lia's grandparents are strong and always go to garden	T	F
8. Lia's grandfather loves to tell a joke.	T	F

MY FAMILY TREE

Hadoriah			
GRANDMOTHER	GRANDFATHER	GRANDMOTHER	GRANDFATHER

MOTHER FATHER

ME

Activity 5

Complete the text below based on your family.

Hello everyone! My name is ……………………………I would like to tell you about my family. There are …………………………………………………………..people in my family. I have …………………………….sister and ………………………………………….brother. My father's name is ………………………..he is ……………………………years old, he works as ……………………… . Besides, my mother's name is …………………..she is a ………………………………………. now she is ……………………………..years old. She works as a ………………………………….

My father likes …………………………………………………..and my mother loves ……………………………………………………………………

CHAPTER III
DAYS OF THE WEEK

Days in English

A. Day's Definition

A duration of twenty-four hours as a unit of time, measured from one midnight to the next, equivalent to the movement of the Earth on its axis.

B. Lessons Aim

1. Students can recognize days in English.
2. Students can tell days in daily activities.

C. Vocabulary of Dates

a. Monday
b. Tuesday
c. Wednesday
d. Thursday
e. Friday
f. Saturday
g. Sunday

Activity 1 : Grouping

Look the days and activities. Tell your partner what is happening on each day.

Monday

Sunday

Wednesday

Thursday

Friday

Saturday

Tuesday
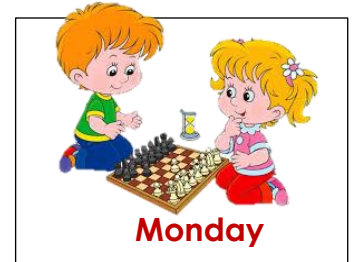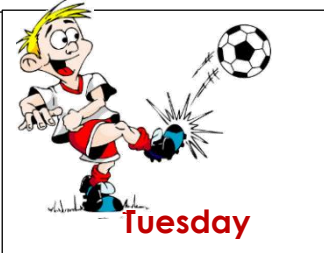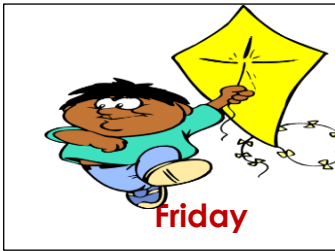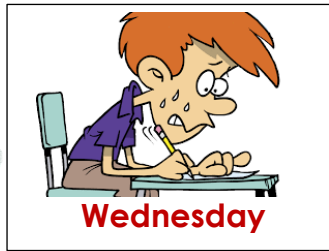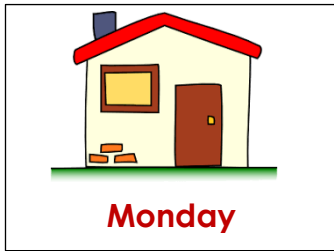
Monday

Activity 2

Write the correct day for these activities based on the pictures above.

1. Keyla and Renaldi play chess on Monday

2. Fathir feeds animals at zoo on _____.

3. Erik will fly a kite on _____.

4. We are at the party on _____.

5. My football training is on _____.

6. The exam is on _____.

7. They are at home on _____.

Activity 3

Match the activities with the pictures.

1. Camping is on Saturday.

2. Music practice is on Thursday.

3. Cleaning is on Friday .

4. Gardening is on Monday.
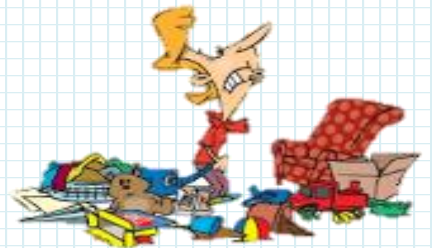
5. Painting is on Tuesday.

6. Washing on Monday

Activity 4

Read the passage above and write the days on the pictures on the box according to the passage.
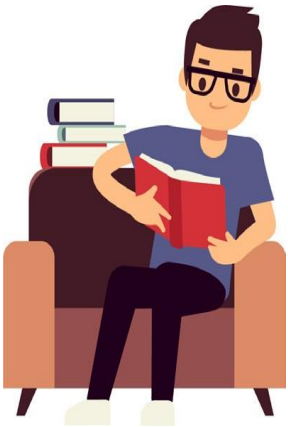
Hello my name is Hanif I am seventeen, I am tall I have straight short black hair also I have black eyes, I have a sister called Shakira, every Sundays we love cooking together. Also, Every Mondays I have painting class, every Saturdays I plant flowers at the garden, besides on Tuesday I play basketball with my friends, and I have online class every Thursday.

1.

2.

3.

4.

5.

Activity 5

Read the sentences then chose and circle the true (T) or false (F) based on the text.

Hanif has black eyes	**(T)**	**(F)**
1. Hanif does not have painting class on Monday	**(T)**	**(F)**
2. He plants flowers on Wednesday.	**(T)**	**(F)**
3. Hanif does not like to cook with his sister on Sunday.	**(T)**	**(F)**
4. Every Thursday he has online class.	**(T)**	**(F)**
5. Hanif plays basketball on Tuesday with his friends.	**(T)**	**(F)**

CHAPTER IV
THE DATES

The Dates in English

A. The Date Definition

Date is the numbered day of a month, sometimes given in connection with the days of the week, months, and years.

B. The Objectives

1. Students are able to recognize the dates in English.
2. Students can understand about ordinal number.
3. Students are able to use dates either in writing or in speaking.
4. Students can identify important vocabulary such as labor day and earth day.

C. Vocabulary of Dates

The First, the second, the third, the fourth, the fifth, the sixth, the seventh, the eight, the ninth, the tenth, the eleventh, the twelfth, the thirteenth, the fourteenth, the fifteenth, the sixteenth, the seventeenth, the eighteenth, the nineteenth, the twentieth, the twenty first, the twenty second, the twenty third, the twenty fourth, the twenty fifth, the twenty sixth, the twenty seventh, the twenty eight, the twenty ninth, the thirtieth, the thirty first.

Activity 1

The Ordinal Numbers

Complete the pictures with the suitable words in the box following the example.

The thirteenth, the tenth, the twelfth the twenty fourth, the second, the twenty third, the eight, the third, the fourth ,the sixteenth, the twenty fifth, the thirty one, the twenty eight, the sixth, the fifth, the seventh, the seventeenth, the first, the twentieth, the eighteenth, the twenty second, the thirtieth, the fifteenth, the twenty-first, the ninth, the eleventh, the twenty seventh, the twenty ninth, the fourteenth, and the nineteenth.

1 — The first

2 —

3 —

4 —

5 — fifth

6 —

7 —

8 —

9 —

10 —

11

12

13

14

15

16

17

z

18

19

20

21

22

23

24

25

26

27

28

29

30

31

HOW to Read Dates

The Dates in Writing

The Dates in Speaking

1. 15th/04/1995

The fifteenth of March, nineteen ninety five.

2.

The first of August, two thousand and three.

3. 14th/04/2003

4.

The twenty-seven of November two thousand and twenty.

5. 23rd/09/2020

6.

The thirteenth of January, nineteen sixty four.

7. 17/07/1974

Activity 3 : Grouping

1. Divide students into two groups, called odd and even
2. Each students who born on odd group will be in the same group and vice versa for even group
3. Connect the words with the pictures in your group
4. Discuss why those dates are important.

CHAPTER V
MONTHS IN ENGLISH

Months of The Year

A. Months' Definition

A month is any of the twelve parts, as March or April, into which the calendar year is divided

B. The Objectives

1. To review ordinal numbers
2. To learn about months of the year in English
3. To recognize how to write dan tell the dates and months in British and American.

C. Months in English

January, February, March, April, May, June, July, August, September, October, November, and December.

www.collinsdictionary.com

Activity 1

Rearrange the months of the year and give numbers to each suitable pictures.

1. h-a-m-r-c : March

2. r-y-r-f-b-e-u-a :

3. y-m-a :

4. j-y-l-u :

5. m-e-p-s-t-e-r-e-b :

6. n-u-a-j-a-r-y :

7. e-r-b-o-v-m-e-n :

8. r-i-a-p-l :

9. b-e-c-d-r-e-e-m :

10. u-j-n-e :

11. a-s-t-g-u-u :

12. c-o-t-b-r-o-e :

Activity 2; Grouping

"Looking Into My Eyes

1. Choose ten students to participate in the first round, the others can gather around the edges and watch.
2. Besides, form the students into two groups
3. Have the students to set their chairs into two lines.
4. After the students have a sit on the chairs, the first person on each group will stare each other for 60 seconds.
5. The student who won the game of look into my eyes will answer the question by finding the names of months in the word puzzles and circle the words and the winner will get a point if he/she answered correctly
6. The next player will be the second person of group and so on.

o	o	h	n	t	c	j	a	n	u	a	r	y	z	o
w	c	d	y	s	s	z	n	h	m	r	c	k	c	i
y	t	b	n	x	e	l	k	m	g	t	t	q	x	u
n	o	v	m	a	p	r	i	l	o	p	u	f	g	f
k	b	b	h	s	t	n	o	v	e	m	b	e	r	a
u	e	y	v	c	e	b	m	f	m	a	k	b	d	i
o	r	l	b	e	m	d	r	j	x	y	s	r	m	a
k	y	w	s	q	b	z	j	u	n	e	t	u	a	j
q	d	e	k	s	e	z	s	l	y	p	q	a	r	t
u	n	x	m	t	r	p	v	y	h	p	j	r	c	n
s	z	i	d	y	u	f	m	n	z	h	g	y	h	k
m	c	i	q	v	x	c	g	h	a	c	c	q	l	c
o	w	j	w	d	e	c	e	m	b	e	r	n	o	o
o	c	a	g	l	t	x	v	x	h	t	x	b	z	j
t	k	a	u	g	u	s	t	n	u	j	z	l	n	r

Activity 3

Answer the question based on the calendar.

1. What date is today ?

   _____

2. What date was yesterday?

   _____

3. What date is tomorrow?

   _____

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Activity 4

Fill in the blank. Complete the sentences using the words below;
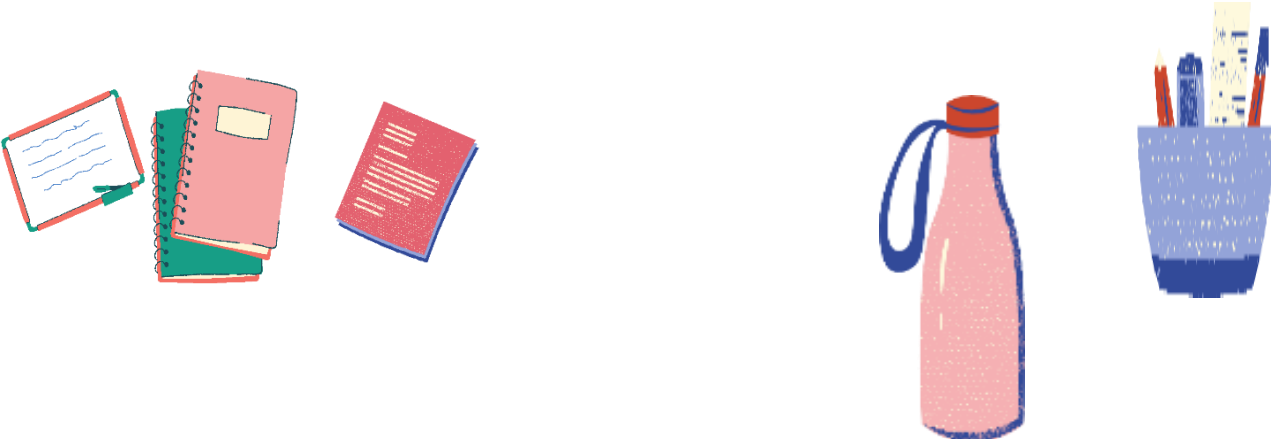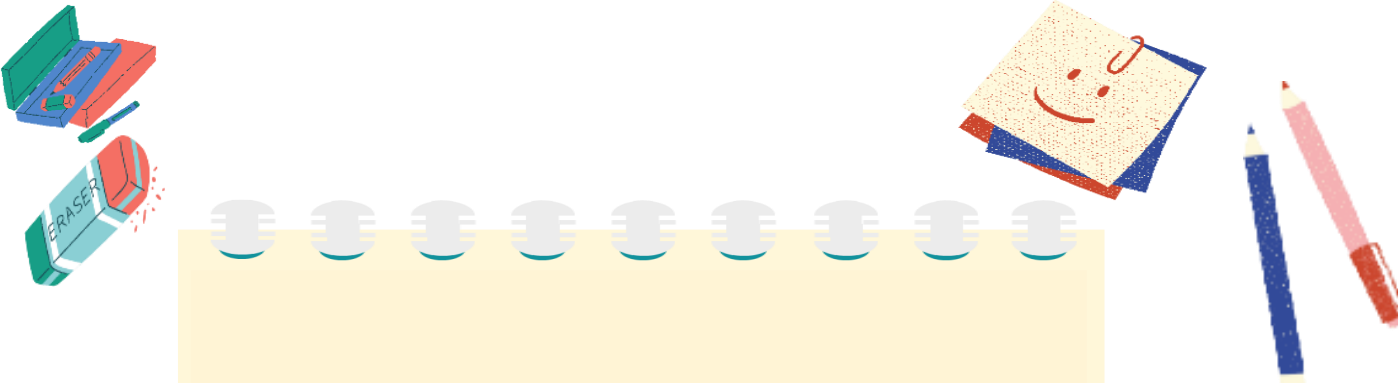
The first

The thirty-first

The seventeenth

Saturday

Thirty

The fourteenth

The first of October is the first date in 2020.

1. There are ……………………………………………………….days in October.

2. …………………………….......................................is the date after the sixteenth of October.

3. On ………………………………………………...is the third of October 2020.

4. Seven days before the…………………………………………….of October is the twenty-first of October 2020.

5. ……………………………………………….is the last date in October 2020.

CHAPTER VI
THINGS IN CLASSROOM

Things in Classroom

A. Classroom Objects' Definition

Classroom object means things in a classroom for instance bags, books, pens, crayons, and so on which assist student to study.

B. The Objectives

1. To recognize the things in a classroom.
2. To study demonstrative pronouns.

C. Vocabulary of Dates

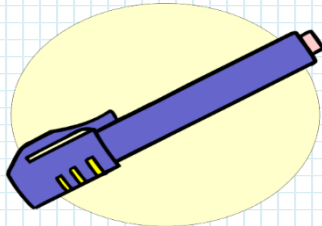Pencil case, calendar, board, rubber, computer, crayon, table, sharpener, clock, ruler, and book.
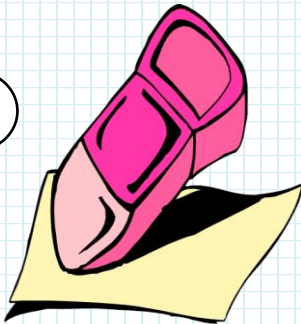
ESL.COM

Activity 1

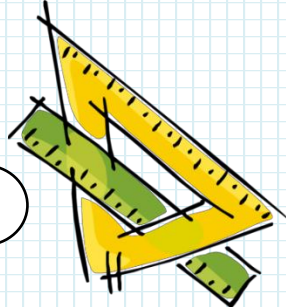## Match the correct words to the pictures
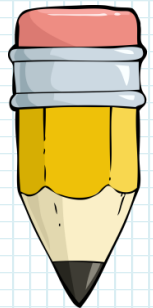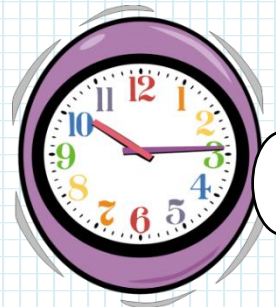
Pen

Sharpener
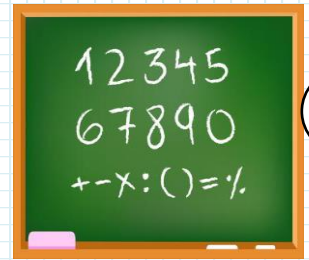
Ruler

Clock

Board

Calendar

Pencil

Eraser

Globe

Pencil case

Bag

1

2

3

4

5

6

7

8

9

10

Activity 2 Demonstrative Pronoun

This/that, these/those.

Complete the sentences by using this, these, that and those to the blank sentences.

This is my book

This are my books

That is my pencil

Those are my pencils

| This | That | These | Those |

Singular   Plurar

This is a math book.

1………………… are Dina's crayons.

2……………… is Ibrahim's favorite schoolbag.

3……………………are our teacher's book.

4……………………are my classmate's rulers.

5……………………is our world map hanging in the class.
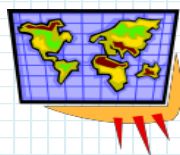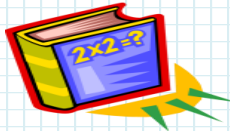
6……………………are Afif's colored pencils.

7……………………is Ipa's nice computer.

8…………………….is my English teacher.

9…………………….are our enjoyable chairs.

10……………………are our teacher's brushes.
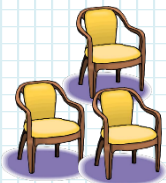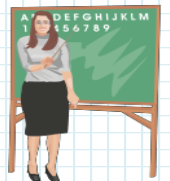
Activity 3
Reading Section

Hello, I am Wahyuni, I am ten years old. I am in the 4th grade in school. There are twenty-two students in my class twelve girl and ten boys. I have big and clean classroom. My teacher's name is Hamriah, she loves decorating our class with cute and educated pictures such as alphabet, fruit, numbers vegetables and so on. I have a pink table and chair. I have a lot of stationary in my bag they are sharpener, a blue pencil case, one pen, twelve beautiful crayons, and a small book.

I usually go to school by motorbike with my neighbor, Sukma she is my best friend. We enjoy our school because it has playgrounds, a superior music classroom, and great teachers.

Activity 4, Grouping (True or False)

1. Prepare one chair in the middle of class.
2. Pair students into five teams and have the students to read the text.
3. After reading the text, each person from groups has to make a circle in the chair.
4. Teacher will read sentences and the students will race to sit on the chair.
5. The students who sits on the chair will decide if the statement *True* or *False*.
6. After the first statement had finished the second student from each group will do the same.

		T	F
Wahyuni has a best friend called Sukma		T	(F)
1.	Wahyuni is in the 5th grade at school.	T	F
2.	Wahyuni's chair is pink.	T	F
3.	She has twelve crayons.	T	F
4.	Her book is big and white.	T	F
5.	She has a blue pencil case.	T	F

CHAPTER VII
PUBLIC BUILDINGS

Public Buildings

A. Public Building's Definition

Public buildings are structures identical to public services centers, whether they relate to the need of governments, economies, security, or other needs.

B. Objectives

1. Student recognize the words of public buildings.
2. Students are able to use preposition of places.

C. Public Places' Vocabulary

Airport, pet shop, clothes shop, bank, hospital, school, barber shop, butchers', park, restaurant, supermarket, bakery, dentist', hotel, book shop, school, zoo, music shop, and library.

Activity 1

Match the words on the box below with the appropriate pictures.

Pet shop, supermarket, bank, restaurant, music shop, clothes shop, airports, butcher, dentist's, zoo, bakery, park, school, cinema, barber shop, book shop,

1

2

3

4

5

6

7

8

O

10

O

O

O

O

O

O

Activity 2 : Grouping

1. Split your class into two teams, then select a student to stand at the front of the class and think of a word related to the lesson (speaking is not allowed).
2. The rest of the class must then guess what the student is attempting to portray.
3. Other students can put their hands to guess the word, whoever guesses correctly can act out the next word.

| Barbershop | Library | Dentist's | Bank | Cinema |

| Airport | | zoo | Restaurant | School | Supermarket |

1. My best friend and his cousin had watched the Spiderman movie at…………………………………
.
2. I go to a ………………………………….to borrow English Speaking skills' book.

3. A……………………………………………….is a place to keep or protect money.

4. Hamdan is waiting at the Hasanuddin …………………………..because he will go to Jakarta.

5. We bought some fruits and vegetables at……………………….because our aunt wanted to visit our house.

6. Aulia has a toothache so she wants to visit a …………………………..

7. A…………………………………is a place to order food and drink.

8. My teacher teaches me math at …………………………………….every Wednesday.

9. We visit a …………………………… to introduce types of animals to our lovely kids.

10. Aknil has got a long hair therefore he wants to cut his hair at…………………………….

Activity 3 complete to each dialogues below using the words in the box .

Hospital   **in front of**   **where are you going**

Mila   : Hello Indri! 1._____   ?

Indri   : Hello Mila, I am going to the 2._____

because my cousin is sick, but I   have no idea where to go.

Mila   : I am sorry to hear that! I could show you the way to the hospital. It is   on Jendral Sudirman street 3._____

the Indian Restaurant.

Indri   : Thank you Mila! See you!

Mila   : No worries! See you!

Biology book   **Library**   **Glad to help!**

Kadri :   Hello Sahrul, I am looking for a 1._____

however I don't see any library here.

Sahrul : Hi Kadri! I know the library here, when you see the

supermarket you can turn right and the 2._____

is next to a clothes shop.

Kadri :   It is very kind of you Sahrul!

Sahrul : 3._____

Hotel   **Turn left**   **I really appreciate sir!**

Lusi :   Excuse me sir, how can I get to a 1._____

around here.

Man : Go straight until you find a traffic light then 2._____

Lusi :   Is it far from here?

Man :   no, it isn't! you just walk about seven minutes.

Lusi : 3._____

Man :   yes, my pleasure!

CHAPTER VIII
ANIMALS

The Animals

A. Animals' Definition

Animals means living creatures that all part of its life on land, water, and air both nurtured or in their natural habitat.

B. The Objectives

1. To identify types of animals.
2. To teach modals especially for the word showing ability.

C. Vocabulary of Dates

Horse, dog, cow, hen, chicken, duck, monkey, rabbit, sheep, cow, tiger, rooster, and fish.

Activity 1

Drag arrows to match the pictures and the words.

Rooster

1

Goat

Horse

5

Dog

6

2

Duck

3

Cow

7

Rabbit

4

Sheep

8

Hen
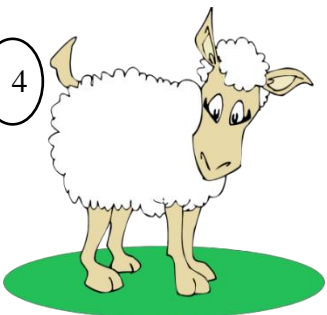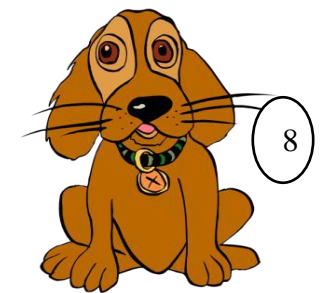
Activity 2 ; Grouping

"A gap in my memory"

1. Split the learners into three teams.
2. Have the learners from each group pick a piece of paper that contains numbers.
3. The student who gets number one will read their dialogues loudly to the group who get number two.
4. Then, the group who get number two will pay attention and answer the blank sentences on the dialogues.

| Can | meat | cannot | Tiger |

This is a _____

It _____ fly but _____

run quickly also likes to eat _____

| Brown, | monkey, | this is, | can | bananas |

_____

_____ a monkey. It _____

Climb trees and his favorite food is _____

His has _____ feathers.

| Land | fins | swim | this | have | legs |

_____ is a fish. It can _____

and it cannot live on _____ it does not _____

but it has _____

English Vocabulary List

English	Pronunciation	Indonesia
Airport	/ˈerˌpôrt/	bandara
Animal	/ˈæn.ɪ.məl/	Hewan
April	/ˈeɪ.prəl/	Bulan April
August	/ɔːˈgʌst/	Bulan Agustus
Bakery	/ˈbeɪ.kər.i/	Toko roti
Bag	/bæg/	Tas
Barbershop	/ˈbɑː.bə.ʃɒp/	Tukang potong rambut
Book	/bʊk/	Buku
Bookshop	/ˈbʊk.ʃɒp/	Toko buku
Bank	/bæŋk/	Bank
Butcher	/ˈbʊtʃ.ər/	Pedagang daging
Board	/bɔːd/	Papan tulis
Brother	/ˈbrʌð.ər/	Saudara laki-laki
Building	/ˈbɪl.dɪŋ/	Bangunan
Calendar	/ˈkæl.ən.dər/	Kalender
Cinema	/ˈsɪn.ə.mə/	Bioskop
Classroom	/ˈklɑːs.ruːm/	Kelas
Clock	/klɒk/	Jam dinding
Cow	/kaʊ/	Sapi
Cousin	/ˈkʌz.ən/	Sepupu

English	Pronunciation	English
Climbing	/ˈklaɪ.mɪŋ/	Memanjat
Camping	/ˈkæm.pɪŋ/	Berkemah
Cycling	/ˈsaɪ.klɪŋ/	Bersepada
Dog	/dɒg/	Anjing
Duck	/dʌk/	Bebek
Daughter	/ˈdɔː.tər/	Anak perempuan
Cooking	/ˈkʊk.ɪŋ/	Memasak
Date	/deɪt/	Tanggal
Dentist	/ˈden.tɪst/	Dokter gigi
Dance	/dɑːns/	Menari
December	/dɪˈsem.bər/	Bulan Desember
Family	/ˈfæm.əl.i/	Keluarga
February	/ˈfeb.ru.ər.i/	Bulan Februari
Fishing	/ˈfɪʃ.ɪŋ/	Memancing
Friday	/ˈfraɪ.deɪ/	Hari Jumat
Football	/ˈfʊt.bɔːl/	Sepak bola
Father	/ˈfɑː.ðər/	Ayah
Goat	/gəʊt/	Kambing
Grandfather	/ˈgræn.fɑː.ðər/	Kakek
Grandmother	/ˈgræn.mʌð.ər/	Nenek
Grandparent	/ˈgræn.peə.rənt/	Eyang/embah
Hobby	/ˈhɒb.i/	Hobi
Horse	/hɔːs/	Kuda
Husband	/ˈhʌz.bənd/	Suami
Horse riding	/ˈhɔːs ˌraɪ.dɪŋ/	Berkuda

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English Vocabulary Worksheets
For The Seventh Grade Students

Why use English vocabulary worksheets?

The vocabulary worksheets are suitable for students to enhance basic English vocabulary. Moreover, it can stimulate the students' learning and useful for revision or practice the activities. Some of the worksheets can be done in big groups or small groups this help the students to develop communication and teamwork.

The worksheets have five types of worksheets and several interesting topics that have used which make students eager to learn and keep motivated.

About the Author

Hadiarah has a passion for English since she was in the last semester of junior high school which inspired the author to subsequently earn Bachelors' Degree in English Education Study Program Tarbiyah And Teachers Training Faculty State Islamic Institute Of Palopo. She enjoys learning English either with teenager or kids, this made the author inspired to develop English vocabulary worksheets which expected to assist learners in vocabulary mastery.

TRY-OUT
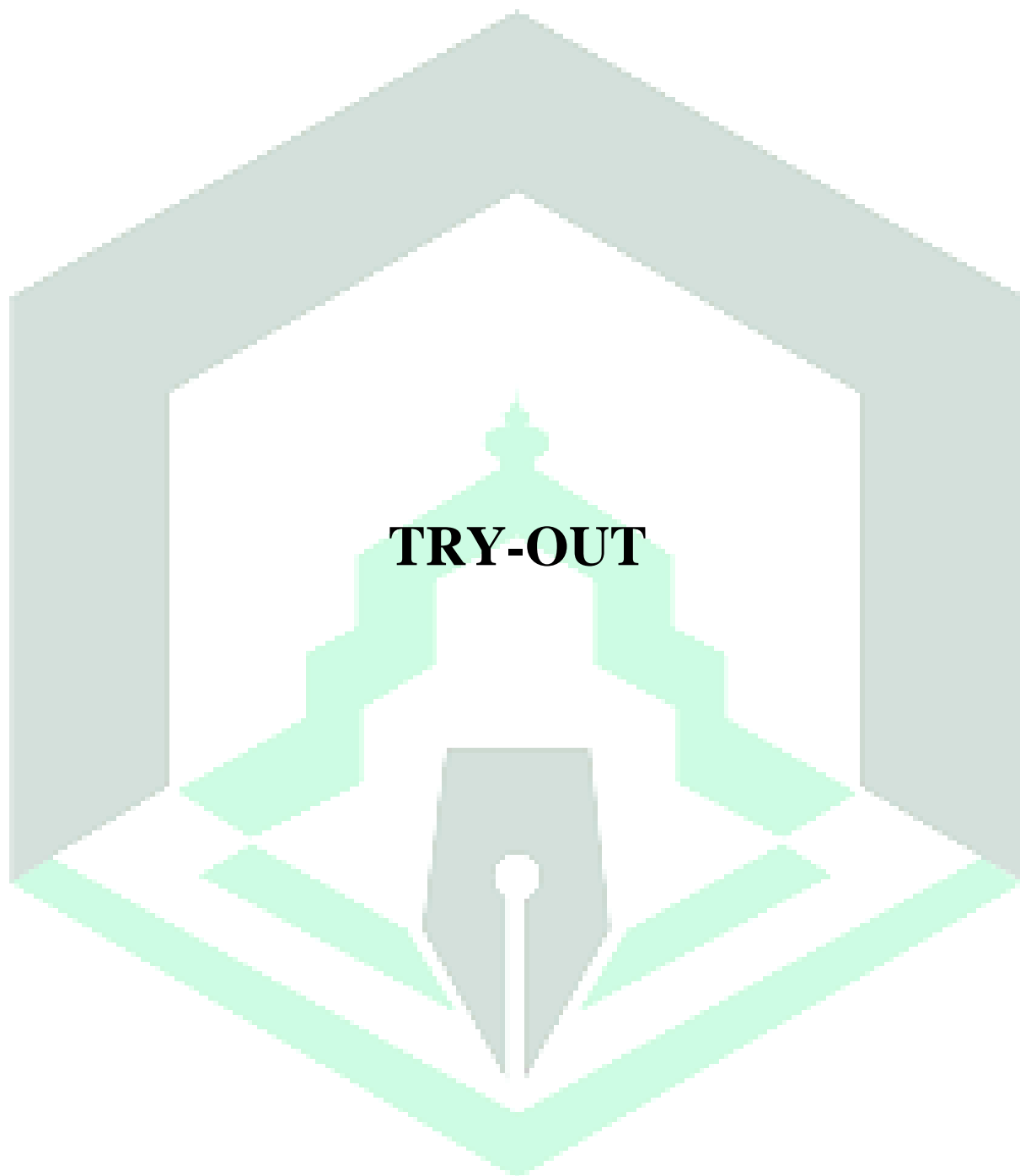
KUESIONER EVALUASI UNTUK PENGGUNA (SISWA SMPN 01 BAJO)

A. Data Responden
   Nama Lengkap : Syahrani Mardatillah Syukur
   Jenis Kelamin : Perempuan
B. Berikut ini merupakan beberapa pernyataan terkait dengan materi yang telah diberikan sebelumnya

KUESIONER EVALUASI MATERI

Berilah tanda (√) pada salah satu pilihan saja
Keterangan
SS: Sangat Setuju
S : Setuju
R : Ragu-ragu

TS : Tidak Setuju
STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
	Keseluruhan Bab					
1	Materi keseluruhan *worksheets* sesuai untuk pemula.	✓				
2	Materi keseluruhan *worksheets* sesuai dengan bidang dan kebutuhan siswa kelas VII SMPN 1 Bajo.		✓			
3	*Input* materi keseluruhan *worksheets* beragam.					
4	*Input* materi keseluruhan *worksheets* menarik dan mudah dipahami.	✓				
5	Topik *Input* materi keseluruhan *worksheets* sesuai dengan bidang kebutuhan siswa yaitu siswa kelas VII.	✓				
6	Panjang dan sumber *Input* teks keseluruhan *worksheets* sesuai dengan kebutuhan siswa kelas VII.	✓				
7	Kegiatan keseluruhan *worksheets* beragam.		✓			
8	Latihan-latihannya tersusun dengan baik yaitu dari yang mudah ke yang lebih sulit.		✓			
9	Perintah dalam setiap kegiatan keseluruhan *worksheets* mudah dipahami.	✓				
10	Latihan keseluruhan *worksheets* meliputi latihan yang dikerjakan sendiri, berpasangan, dan berkelompok.		✓			
11	Kegiatan keseluruhan *worksheets* mendorong siswa berpartisipasi aktif di kelas.	✓				
12	Tampilan materi pada setiap *worksheets* menarik.	✓				
13	Setiap *worksheets* efektif memberikan gambaran tentang topik yang akan dibahas.		✓			
14	Kegiatan dalam *worksheets* mudah dipahami dan membuat siswa termotivasi untuk belajar.	✓				

15	Setiap *worksheets* memberi kesempatan pada siswa untuk berpartisipasi aktif.	✓				
16	Peran guru dalam *worksheets* sudah efektif.		✓			

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA SMPN 01 BAJO)

A. Data Responden
   Nama Lengkap : adnan amran
   Jenis Kelamin : laki-laki
B. Berikut ini merupakan beberapa pernyataan terkait dengan materi yang telah diberikan sebelumnya

KUESIONER EVALUASI MATERI

Berilah tanda (√) pada salah satu pilihan saja
Keterangan
SS: Sangat Setuju   TS : Tidak Setuju
S : Setuju   STS : Sangat Tidak Setuju
R : Ragu-ragu

No	Pernyataan	SS	S	R	TS	STS
	Keseluruhan Bab					
1	Materi keseluruhan *worksheets* sesuai untuk pemula.	√				
2	Materi keseluruhan *worksheets* sesuai dengan bidang dan kebutuhan siswa kelas VII SMPN 1 Bajo.	√				
3	*Input* materi keseluruhan *worksheets* beragam.	√				
4	*Input* materi keseluruhan *worksheets* menarik dan mudah dipahami.		√			
5	Topik *Input* materi keseluruhan *worksheets* sesuai dengan bidang kebutuhan siswa yaitu siswa kelas VII.	√				
6	Panjang dan sumber *Input* teks keseluruhan *worksheets* sesuai dengan kebutuhan siswa kelas VII.		√			
7	Kegiatan keseluruhan *worksheets* beragam.	√				
8	Latihan-latihannya tersusun dengan baik yaitu dari yang mudah ke yang lebih sulit.	√				
9	Perintah dalam setiap kegiatan keseluruhan *worksheets* mudah dipahami.	√				
10	Latihan keseluruhan *worksheets* meliputi latihan yang dikerjakan sendiri, berpasangan, dan berkelompok.	√				
11	Kegiatan keseluruhan *worksheets* mendorong siswa berpartisipasi aktif di kelas.	√				
12	Tampilan materi pada setiap *worksheets* menarik.	√				
13	Setiap *worksheets* efektif memberikan gambaran tentang topik yang akan dibahas.		√			
14	Kegiatan dalam *worksheets* mudah dipahami dan membuat siswa termotivasi untuk belajar.	√				

15	Setiap *worksheets* memberi kesempatan pada siswa untuk berpartisipasi aktif.		✓			
16	Peran guru dalam *worksheets* sudah efektif.	✓				

DOCUMENTATION

1. Disseminating the questionnaires

2. Disseminating the Students' Perception

THE PERMISSION OF THE RESEARCH

PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpon : (0471) 3314115

Nomor : 257/PENELITIAN/07.01/DPMPTSP/IX/2020
Lamp : -
Sifat : Biasa
Perihal : ***Permohonan Izin Penelitian***

Kepada
Yth. Ka. SMP Negeri 1 Bajo
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 192/In.19/FTIK/PBI/08/2020 tanggal 27 Agustus 2020 tentang permohonan Izin Penelitian.

Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Hadiarah
Tempat/Tgl Lahir : Langkidi / 17 Juni 1998
Nim : 16 0202 0079
Jurusan : Pendidikan Bahasa Inggris
Alamat : Dsn. Langkiddi
Desa Langkiddi
Kecamatan Bajo

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

DEVELOPING ENGLISH VOCABULARY WORKSHEETS FOR THE SEVENTH GRADE STUDENTS AT SMP NEGERI 1 BAJO

Yang akan dilaksanakan di **SMP NEGERI 1 BAJO**, pada tanggal **01 September 2020 s/d 01 April 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.

1 2 0 2 0 1 9 3 1 5 0 0 0 2 2 4

Diterbitkan di Kabupaten Luwu
Pada tanggal : 01 September 2020
Plt. Kepala Dinas,

Drs. H. MUSTAFA RAHIMA, MM
Pangkat : Pembina Tk. I IV/b
NIP : 19631231 199303 1 094

Tembusan :
1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Hadiarah;
5. Arsip.

THE PERMISSION OF VALIDATION

SURAT PERMOHONAN VALIDATOR

Hal : Permohonan Validator

Lampiran : 1 rangkap

Kepada Yth.

Ibu Fadliyah Rahma Muin, S.Pd., M.Pd

Di_

       Tempat

Dengan hormat,

       Sebagai salah satu syarat dalam peneyelesaian tugas akhir, dengan ini saya:

Nama : Hadiarah

NIM : 16 0202 0079

Judul Penelitian : Developing English Vocabulary Worksheets for the Seventh

                Grade Students at SMP Negeri 1 Bajo

       Memohon kesedian ibu untuk memberikan penilaian pada produk yang telah saya buat untuk melaksanakan penelitian dan pengembangan yang akan saya lakukan pada kelas VII.3 SMP Negeri 1 Bajo

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Palopo, 25 Januari 2021

Mengetahui

Ketua Prodi Bahasa Inggris

Pemohon,

Amalia Yahya, S.E., M.Hum

NIP 19771013 200501 2 006

Hadiarah

NIM: 16 0202 0079

Hal   : Permohonan Validator

Lampiran   : 1 rangkap

Kepada Yth.

Ibu Mustika, S.Pd, M.Pd

Di_

       Tempat

Dengan hormat,

       Sebagai salah satu syarat dalam peneyelesaian tugas akhir, dengan ini saya:

Nama   : Hadiarah

NIM   : 16 0202 0079

Judul Penelitian   : Developing English Vocabulary Worksheets for the Seventh

                       Grade Students at SMP Negeri 1 Bajo

       Memohon kesedian ibu untuk memberikan penilaian pada produk yang telah saya buat untuk melaksanakan penelitian dan pengembangan yang akan saya lakukan pada kelas VII.3 SMP Negeri 1 Bajo

Demikian permohonan saya sampaikan, atas bantuan dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Palopo, 25 Januari 2021

Mengetahui   Pemohon,

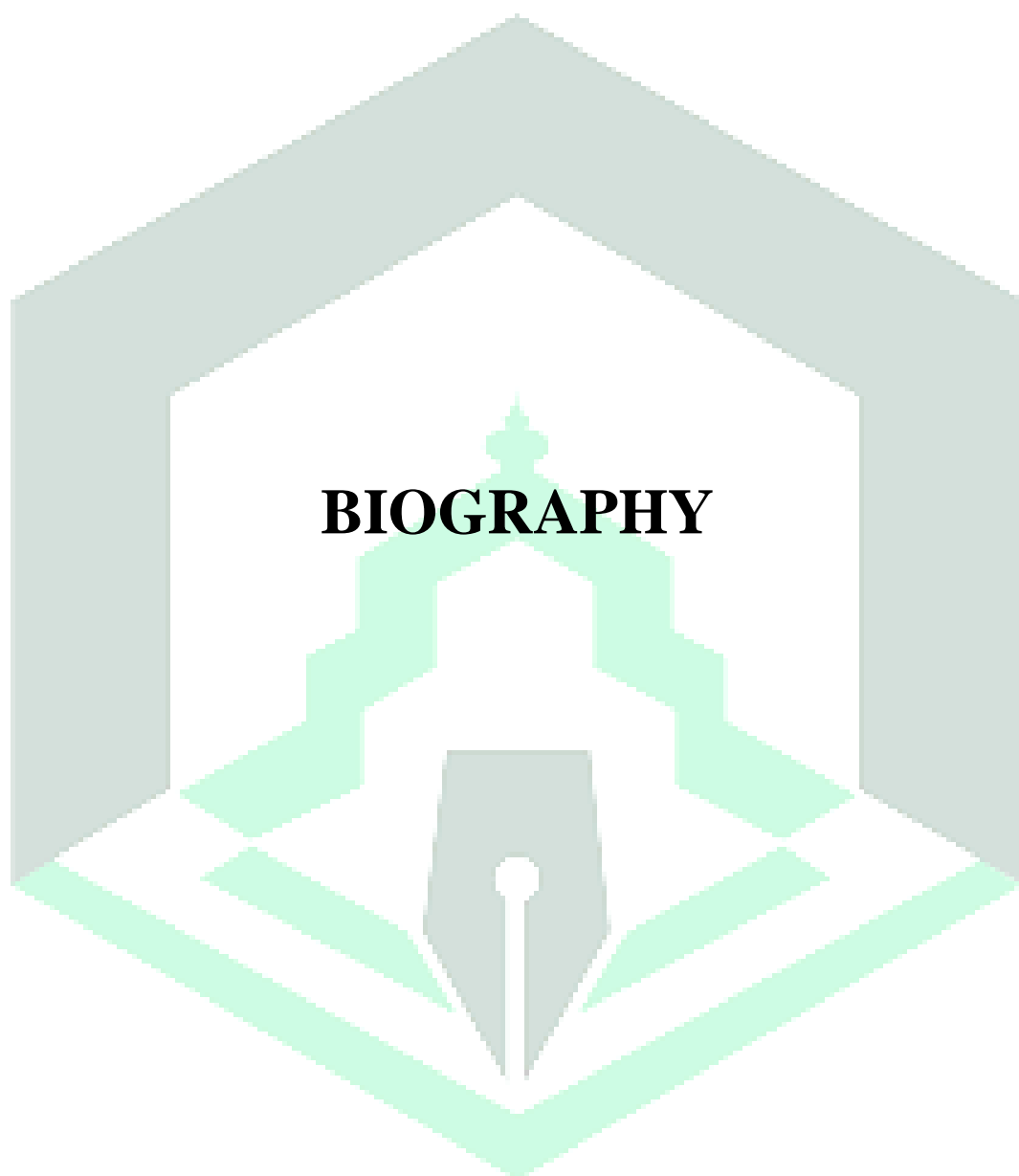Ketua Prodi Bahasa Inggris

Amalia Yahya, S.E., M.Hum   **Hadiarah**

NIP 19771013 200501 2 006   **NIM: 16 0202 0079**

BIOGRAPHY

BIOGRAPHY

Hadiarah, was born in Langkidi on June, 17th 1998. She is a daughter of Supridani and Hadoriah Kitu. She lives in Langkidi, Bajo district, Luwu Regency, South Sulawesi. She was graduated from SDN 305 Langkidi in 2010, SMP Negeri 3 Bajo in 2013, and SMA Negeri 1 Bajo in 2016. After graduated from high school, she continued her study at English Education Department of IAIN (Institut Agama Islam Negeri) Palopo

Author Contact Details: hadiarah1706@gmail.com