DEVELOPING ENGLISH DAILY SHORT CONVERSATION

POCKETBOOK FOR THE EIGHT GRADE STUDENTS

AT IT AL-HAFIDZ JUNIOR HIGH SCHOOL PALOPO

A Thesis

Submitted To The English Education Study Program Tarbiyah And Teacher Training Faculty Of State Islamic Institute Of Palopo Fulfillment Of Requirement For S.Pd Degree Of English Education

Proposed by:

RESKI ARIYANI
Reg. Num. 17.0202.0099

ENGLISH EDUCATION STUDY PROGRAM TARBIYAH

AND TEACHERS TRAINING FACULTY STATE ISLAMIC

INSTITUTE OF PALOPO 2022

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1. **Prof. Dr. Sahraini, M.Hum**
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STATEMENT OF ORIGINALITY

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Palopo, April 12th, 2022
Regards,

Reski Ariyani
17 0202 0099

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Palopo, April 12th, 2022

Regards

ReskiAriyani

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THESIS APPROVAL

This thesis, entitled **"DEVELOPING ENGLISH DAILY SHORT CONVERSATION POCKETBOOK FOR THE EIGHT GRADE STUDENTS AT IT AL-HAFIDZ JUNIOR HIGH SCHOOL PALOPO"** written by **Reski Ariyani, Reg. Number 17 0202 0099**, English Educational S1 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 **Tuesday, May 10th 2022 M**, coincided with **Shawwal 08th 1443 H**. It is authorized and acceptable as a partial fulfillment of requirement for S. Pd degree in English language teaching.

Palopo, May 10th 2022 M
**Shawwal 08th 1443 H**

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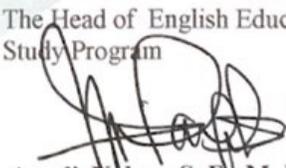
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The researcher,

Reski Ariyani

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF CHARTS

LIST OF APPENDICES

ABSTRACT

Reski Ariyani, 2022. "Developing English Daily Short Conversation Pocketbook for The Eighth Grade Students at IT Al-Hafidz Junior High School of Palopo". A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. **Supervised by: (1) Sahraini, and (2) Dewi Furwana.**

This research is about developing a pocketbook as learning media in daily, it is aims to develop the appropriate English Daily Short Conversation Pocketbook for students in The Eighth Grade of IT Al-Hafidz Junior High School Palopo. This research answered a question; What is the appropriate English Daily Short Conversation Pocketbook for the Eight Grades Students at IT Al-Hafidz junior high school Palopo?. The researcher aims to develop creative and innovative support to understand examples of short daily conversations for students as well as books that are easy to carry everywhere. Then, the researcher applied the Research and Development (R&D) method to analyze students' problems with their English learning materials clearly and what their learning needs are. Further, the English daily conversation pocketbook was designed into ten units and consist of four sub bab; Introduction, In the Mosque, In the Bedroom, In the Classroom, In the Canteen, In the Kitchen, Condition, Asking Opinion, Get Playing, and Asking Direction. The researcher was analyzes the target and learning needs, design a product, try-outs, validation the product, and disseminates the product. In this research, the researcher utilizing 4-D model which is defied into four steps, namely; Define, Design, Develop, and Disseminate by using observation and questionnaire as the instrument of the research. Based on the students' perception towards daily short conversation pocketbook a mean score was 3,83% or 95,7% which mean the daily short conversation pocketbook was appropriate for students' in The Eighth Grade of IT Al-Hafidz Junior High School Palopo. Furthermore, the result of the experts' judgments shown a mean score was 3, 84 with 94% which qualified as "excellent". The try-out was represented by thirteen respondents. The researcher conclude that the result of the daily short conversation pocketbook as a learning media is appropriate based on teacher's and students' perceptions also by the experts'. The design and lay-out was interesting with attractive learning materials and fun task activities based on the students' needs, wants, and lacks.

Keyword: Developing, Daily Short Conversation, Pocketbook.

CHAPTER I

INTRODUCTION

A. Background

English is originally language of the people from England. English is the main language of the United Kingdom, Ireland, the United States of America, Canada, Australia, New Zealand and more than fifty other countries. Teaching English in Indonesia is more about memorizing than understanding. This is felt to be less supportive in preparing someone to be able to use English in conversations with others and for academic matters. In learning foreign languages, there are four skills for every learner should know to master the language; they are speaking, writing, listening, and reading. Those four skills require short conversation to convey the meaning of a particular language.

Daily short conversation pocket book is interactive communication media for learning. The development of conversational skills and etiquette is an important part of education. Not only in public schools but also in Islamic schools. The development of conversational skills in a new language is a frequent focus of language teaching and learning. Conversation analysis is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interaction.

Based on the observation by the researcher on March 11th 2021, IT Al-Hafidz Junior High School Palopo which applies during teaching and learning activity also when the researcher teach during PPL activities in her early

semester. The problem is students do not have personal pocketbook that they can study anytime and anywhere to improve their conversation skills in English. There are some students who think that "English is difficult because the written form, pronunciation and the meaning are different"[1].

Pocket book media as a learning material is an alternative for packaging information about learning materials by paying attention to user efficiency elements. Utilizing the characteristics of pocketbooks with small and practical sizes, this media can be used in the classroom as well as outside the classroom[2]. They can open the pocket book as guideline for speaking in English at the School environmentso it needs to be developed a pocketbook to support their advancement increasing language competence (especially English speaking in short conversation).The importance of having a guidebook for our activity of our life explained in Q.S Al-Hasr : 18

ۚ اِنَّاللّٰهَاتَّقُوا قَدَّمَتْلِغَدٍۚنَفْسٌمَّاوَلْتَنْظُرْ اتَّقُوا اللّٰهَاٰمَنُوا الَّذِيْنَيٰۤاَيُّهَا تَعْمَلُوْنَ بِمَاخَبِيْرٌ اللّٰهَ

"Oyou who have believed, fear Allah. And let every soul look to what it has put forth for tomorrow-and fear Allah. Indeed, Allah is Acquainted with what you do".

The researcher should have the appropriate approach a guidebook for increases student's communication skill at conversation. The Pocketbook that is used is good enough but there are some activities that should be develop and

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[1]Lestari yanti S. pd., "*Result Obsevation*," March 11th 2021*smp It Al-Hafidz Palopo* (n.d.).

[2]Siti Khanifatur Rohmah, "*Developing Pocket Book for Vocabulary to the Seventh Grade Students' of MTS Darul Huda Wonodadi Blitar*," no. July (2013): 22–29, http://repo.iain-tulungagung.ac.id/705/.

matched with their real life. So the students will be more creative, think critically and can use English in their real life in each day.

In relation to the above case that IT Al-Hafidz Junior High School Palopo does not have suitable Pocketbook to learning conversation in daily life. Therefore the reason the researcher to hold this research with the following title "DevelopingEnglish Daily Short Conversation Pocketbook for theEight Grade Student's atIT Al-Hafidz Junior High SchoolPalopo".

B. Research Question

For these identifications' problem leads the researcher to formulate the following question from the researcher as follows: What is the appropriate English Daily Short Conversation Pocketbook for the Eight Grade Students at IT Al-Hafidz Junior High School Palopo?

C. The Objective of the Research

Based on the formulation from the research question, the research's objective was to develop English Daily Short Conversation Pocketbook for the Eight Grades Students atIT Al-Hafidz Junior High School Palopo.

D. The Significance of the Study

Theoretically, this research was expected to contribute in the development of Pocket book, Especially in English learning media for IT Al-Hafidz Junior High School students. This study provides insights to researchers, teachers, and students on how to compile a basic material in learning in the form of a Pocket book that suits student needs.

Practically, the researcher aims to produce learning media products that can be used for (1) English teacher or English tutor to be useful for the teacher as one the references in teaching at IT Al-Hafidz School, (2) The learners was be expected useful to build their Speaking in conversation, memorization a vocabulary also to increase motivation learning in English.

E. The Specification of the Research

The expected product specifications in this research as the develop are: (1) Develop the content of the Pocket bookthat was be improved the students English daily Conversation skills performance at communicate, (2) Material to expand students' knowledge about conversation in English, expressing the ideas and thinking critically.

F. The Assumption and Delimitation of the Research

The researcher assumes in Developing Daily Short Conversation Pocket book at IT Al-Hafidz Junior High School as follows:

1. Expert judgments was be objective in evaluating the Developing Pocketbook.

2. The Pocketbook was be used by the students for guiding them speaking and increase their daily conversation and memorization of vocabulary in learning at IT Al-Hafidz Junior High School Palopo.

The researcher had some delimitation in conducting this research as follows:

1. Due to the limitation of units, the short conversation pocketbook was only completed for ten units.

2. The material of the pocketbook was consisting of basic conversation material.

3. The developing of the short conversation pocketbook used 4D

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Finding

In conducting this research, the researcher found various studies which also focus on Developing Short Conversation Pocketbook for daily. It is explained as follows:

Jihan Alhanin Choir (2020). Her journal discussed about the *Development of the English for Beginner pocket book media to increase the result of students study for the eight Islamic school at Masaran 1 Trenggalek.* Based on her findings of problems in the field, namely the unavailability of learning media that is suitable for the needs of educators and students.The results of the trial data analysis can then be rejected that the English pocket book media for beginners is feasible and effective to improve student learning outcomes. Furthermore, there are two differences from this research than Jihan's research : (1). Jihan's research focus on vocabulary, reading text, dialogue, and tasks whereas this research only focuse on short conversation in daily. (2). Jihan's research developed a pocket book for elementary school whereas this research developed a pocket book for junior high school[3].

Siti Khanifatur Rohmah (2014),The researcher has *Develop pocket book vocabulary to the seventh grade students of MtsDarul Huda WonodadiBlitar*, She is asserted that her observations have found the problem in learning such as their materials are not equipped with vocabulary and difficult to find words in

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[3]Jihan Alhanin Choir*, "Tesis Dengan Judul "Pengembangan Media Buku Saku,"* no. 3 (n.d.).

learning English. In order to solve the above problems, the researcher has developed a vocabulary pocketbook to improve students memorization of vocabulary and enable students to easily find difficult words. The contents of the vocabulary pocketbook are vocabulary suitable for students' books. As the result of this product is hopefully useful to the seventh grades students of MTs DarulHuda to increase their vocabulary mastery. In Rohma's study has differences with this research, Rohma's research only focuses on vocabulary whereas this research focuses on short conversation in daily and the similarities is Rohmah's research develop a pocketbook to improve students ability in English[4].

Khoiriyatul Wasiah (2019), On Her research is *Developing bilingual pocket book to increase arabic language study at Madrasah Tsanawiyah for the seventh grade in Kudus District.* This research is motivated by the difficulty of students to understand Arabic vocabulary. This is because the vocabulary in the textbooks provided by the school has not been presented in suitable with the conditions and students' needs of the seventh grade students of MTs. Based on this, creative and innovative supporting books should be developed to understand students' vocabulary. Therefore, the development of an attractive "bilingual (Arabic-English)" pocket book is urgently needed. This study uses a Research and Development (R&D) approach. At the end of the presentation of the book, there was a significant increase and it was fairly feasible for the product to be used. In khoiriyatul's research focuses on two language (Arabic-

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[4]Rohmah, "*Developing Pocket Book for Vocabulary to the Seventh Grade Students' of MTS Darul Huda Wonodadi Blitar.*"

English) pocket book whereas in this research focuses on develops pocket book for speaking in daily conversation[5].

Nurin Afifah (2016), This research explained that her study *Designed a conversation speaking book for outside class activities at Grade VIII students of the junior high school.* Based on the results of the needs analysis. The objectives of this research were: (1) to describe students' learning needs in conversation in terms of speaking for outside class activities, and (2) to design the appropriate materials for speaking learning and teaching for outside class activities which was focused on conversation. Based on her results of the needs analysis, the students wanted the topics that were related to daily activities. The equation of Afifa's research with this research is designing a book focuses on daily activity for speaking in conversation terms and making books aimed at junior high school students. However the differences are the research above designing speaking big book for outside class activity focuses on material for speaking leraning whereas this research develops daily short conversation pocket book for every activity at school.[6]

Having explained about previous related researches will give a statement that daily speaking guiding book can increases their speaking skill. It can also motivated the researcher to do the research to develop daily speaking guiding pocket book. The researcher formulated a title as follows;

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[5] Siti Khanifatur Rohmah, *Pengembangan Buku Saku Kosakata Dwi Bahasa (Arab-Inggris) Sebagai Penunjang Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Kelas Vii Di Kabupaten Kudus Tahun 2019*, Journal of Wind Engineering and Industrial Aerodynamics, vol. 26, 2019.

[6] NurinHafifah, "*Designing Good English At English' As An English Conversation Book For Speaking Activities Outside The Class For Grade VIII Students' Of The Junior High School (2016)*" (2016).

"DevelopingEnglishdaily short conversation pocket book for the eightstudent's grade atIT Al-HafidzJunior High School Palopo"

B. Literature Review

1. Pocket Book

a. Definition of pocket book

Pocket books are a form of printed learning media. The shape is almost the same as a booklet. It's just that this Pocket book is designed to be smaller and more practical so it's easy to carry everywhere.[7] Pocket books are able to attract students' attention because in addition to being small so they are easy to carry everywhere, they also have short, clear, easy to understand material, and use attractive image/color designs.[8] Students will be motivated in learning if appropriate and interesting learning media are available. This will make students excited and make the learning content more real. If the learning that occurs is fun, then automatically students can interest also understand with the material presented by the teacher. Pocket book contains 50-100 pages measuring 4 x 6 inches. And then usually have interest covers designed in color, and thin.

One of the characteristics of media for learning is learning media that contains and carries messages and information in the form of material to the recipient (students). The media can process messages, information and student

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[7]Yuli Anggraeni, "*Pengembangan Media Pembelajaran Berbentuk Pocket Book Untuk Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Praktik Akuntansi Manual (PAM) Kelas XI Akuntansi SMK YPKK 1 Sleman Daerah Istimewa Yogyakarta Skripsi*" III, no. 2 (2016): 2016.

[8]Romaya A Siregar, Mahmud Alpusari, and Eddy Noviana, "*Development Of Teach Materials Of Pocket Book In Science Subject Fourth Grade Students' Of SD Negeri 183 Pekanbaru Pelajaran IPA Kelas IV SD Negeri 183 Pekanbaru*" (n.d.): 1–12.

responses, so it is called interactive media. Messages and information conveyed by the media are in the form of simple messages. and complex. However, most importantly, the media serves the needs and learning abilities of students. They can also participate in the teaching and learning process.[9] So that they can build their skills (students) become independent learners.

The short conversation pocketbook developed an attractive appereance in designed with selecting images that match of the material. The researcher chooses material in the form of short conversation with themes in every units related in daily activities in IT Al-Hafidz school.

b. The advantages of pocket book

Pocket books have a characteristic that can stimulate students' enthusiasm and interest in learning. Students are more active and pay attention to teacher explanations so that at the end of learning students can work on posttest questions. The material presented can be received and understood well if each student can build his mind to be able to process the knowledge he has learned in all stages of learning.

NurulHidayati argues that the use of pocket books in the teaching and learning process are:

a. Submission of material in the pocket book can be uniformed

b. The learning process becomes clearer, fun and interestingbecause the designs are printed using color

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[9]Fenny ane yanete, "*Developing the Accounting Pocket Book as a Learning Media to Improve the Grade X Accounting Students' Motivation of SMK Muhammadiyah I Yogyakarta*" (2016).

c.   Pocket books that are printed in small sizes can make it easier for students to carry and use them anytime and anywhere

d.   Writing short and clear material in a pocket book can improve the quality of student learning outcomes

e.   The attractive and colorful design of the pocket book can foster a positive attitude of students towards the material and the learning process[10].

Sulistyani also added the benefits of pocketbook in the learning process:

(1) With pocketbook, the delivery of the material can be standardized, (2) With pocketbook, the learning process becomes more clear, fun and interesting because of the attractive design and colorful, (3) Efficient in time and energy. Pocketbook is printed with a small size in order students can carry it easily and take advantage anytime and anywhere, (4) The clear and concise material writing on the pocketbook can improve the quality of learning outcomes of students, (5) Pocketbook designed to be interesting, full color and can foster a positive attitude toward the material and students' learning process[11].

Based on the theories put forward by NurulHidayati and Sulistyani, it can be concluded that the pocket book has been well designed with things like the contents of the book that require an appropriate design and the pocket book has criteria as teaching materials as well as in terms of writing that is adjusted with certainty and covered properly with interesting way.

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[10]Siregar, Alpusari, and Noviana, *"Development Of Teach Materials Of Pocket Book In Science Subject Fourth Grade Students' Of SD Negeri 183 Pekanbaru Pelajaran IPA Kelas IV SD Negeri 183 Pekanbaru."*

[11]Sulistyani, *"Perbedaan Hasil Belajar Siswa Antara Menggunakan Media Pocket Book Dan Tanpa Pocket Book Pada," Jurnal Pendidikan Fisika* 1, no. 1 (2013): 164–172.

c. Characteristics of pocket book

Characteristics of pocket books based on the results of research from Budi, Dyan, &Aulia shows that pocket books have characteristics that can be effective in improving the character education of students during in activities learning. [12] Students are pay attention to the teacher, so that students can effectively and practice it in their daily life.

d. Pocket book arrangement

Caesar states that structure or the arrangement of pocket book are cover, Introduction page, and Content page[13].

Putting a pocket book requires some states from blog that these are:

1)Map out what you want to describe, 2) Sort each chapter or subchapter, 3) Try to use the language that is easy to understand, 4) use simple, firm, effective sentences, 5) Provide Illustration (Highly recommended so that readers are interested in reading or studying the pocket book)[14].

Based on the two theories put forward by Caesar and from the blogger above, it is known that pocket books have been designed with certain points such as the contents of pocket books require an appropriate design, pocket books have criteria for teaching materials and in terms of writing adjusted to the target and covered thoroughly interesting.

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[12] Aulia Rahma Budi Cahyono, Dyan Falasifa Tsani, "*Pengembangan Buku Saku Matematika Berbasis Karakter Pada Materi Trigonometri*" 08, no. 2 (2018): 185–199.

[13] Caesar ever anggriawan, "*Pembuatan Buku Saku Proses Perlakuan Panas Untuk Siswa SMK Jurusan Pengecoran Logam Di Smkn II Klaten,*" *thesis* 66 (2016): 37–39.

[14] Depublish, "*Cara Membuat Buku Saku Sendiri Sesuai Kebutuhan Anda,*" *2016*, accessed June 30, 2021, https://penerbitdeepublish.com/cara-membuat-buku-saku-a1/.

2. English Conversation

a. Definition of English conversation

Generally, *conversation* is a conversation that is carried out by one person to another to discuss something that is considered important or not important though.This is useful for overcoming several problem situations faced by a student in learning foreign language skills, especially when speaking.[15]

Daily conversation method aims to promote speaking improvement through daily communication. Therefore, an additional language learning environment is very important in improving students' speaking ability. The concept of participation in a conversation also says that the importance of daily conversation material in language learning because it plays an important role in language acquisition. Conversation is one way to get input. language, but consists of the process of language acquisition.

b. The basic of conversation

In learning material about conversation is considered a habit or a natural necessity, "should." So in the explanation of Conversation Theory by Gordon Pask's can be applied normatively to the scheme for designing and evaluating a human learning supported by the learning media[16].

By mastering English, one can communicate easily, especially with people from abroad who use English as their mother tongue and can reduce

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[15]Fenny ane yanete, "*Developing the Accounting Pocket Book as a Learning Media to Improve the Grade X Accounting Students' Motivation of SMK Muhammadiyah I Yogyakarta*."

[16]Semantic Schoolar, *"Conversation Theory,"* last modified 2003, accessed June 15, 2021,https://www.semanticscholar.org/paper/Conversation-Theory-Boyd/8209bfd5343882a3796b2de8f44a310a56e47a30.

misunderstandings when communicating. Further, in Indonesia, English is a language taught to students in schools as well as at universities.

At a memorization of the Qur'an in class :

This conversation happens when students depositing memorization. Talking with friend.

Examples of conversation :

Afika: "Assalamu'alaikum Shin?"

Shinta: "Wa'alaikumussalam Fika!"

Afika: "How is your memorization, is it going well?"

Shinta: "Not really, but I have to try it, and you?"

Afika: "Alhamduillah, I have been trying to memorize it last night, hopefully I can, and I hope you can memorize it to shin"

Shinta: "God willing Fika"

From above the example of short conversation shows especially in public places or occasions with short conversations that are appropriate and often used in general. The contents of the book that will be made later will be added to the meaning of the translation into Indonesian and will also be added with vocabulary and its meaning under the short conversation according to the words used in the previous conversation.

c. The importance of conversation

Based on Robert son cooper stated that the importance of conversation are:

1) Small talk is good for well-being; According to a 2010 study by the University of Michigan, it was found that spending time with friends and

colleagues can improve our cognitive function in the same way as brain training. Small talk makes can also be a better problem solver, 2. Find new opinions or new information; By being open to discussion of new ideas and opinions, even thoughts that previously disagreed with us can become an understanding that we understand better as a new science. Information heard through conversation can change our point of view, or validate well in our initial stance, 3) Social support;Conversation can provide social support. Whether you're talking to a friend, colleague or family member to simply share information, give an opinion, or just to vent, this process helps to put things into perspective which helps build confidence and cope better when things don't go according to plan[17].

d. Kinds of conversation

According David Angel states Four Types of Conversations are Debate, Dialogue, Discourse, and Diatribe:
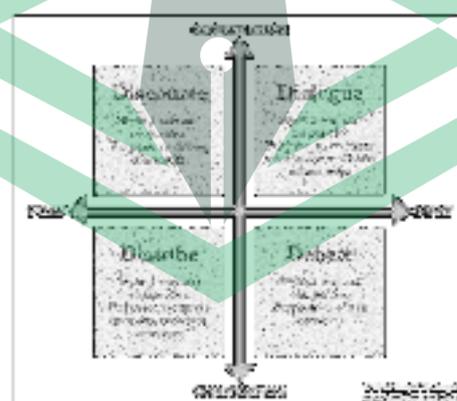
Figure2.1. Four types of conversation by David Angel W

1) Debate is a two-way competitive conversation activity that aims to win opinions or convince someone, either to contestants or third-party observers. 2)

[17]Robert son cooper, "*3 Reasons Why Conversation Is Important,*" *2014*, accessed June 20, 2021, https://www.robertsoncooper.com/blog/3-reasons-why-conversation-is-important/.

Dialogue is a two-way cooperative conversation that aims to enable participants to build relationships with each other and exchange information that each participant brings. 3) Discourse is a one-way cooperative conversation that aims to convey information from speakers, writers or resource persons to listeners or readers. 4.Swearing is a one-way competitive conversation whose purpose is to express someone's emotions, bully those who disagree with your thoughts, or inspire those who share a similar perspective or point of view[18].

Conversation has several types and has different goals and different assumptions about aspects of relationships, power, status, and so on. There are 5 types of Conversations:

1) Dictating: Telling what to do. 2) Debate: Arguing to zero. 3) Discussion: Open conversation. 4) Deliberation: Joint decision making. 5) Dialogue: Exploring each other[19].

Other Conversation:

1) Authentic Conversation: Speak as honest adults. (2).Flawless Conversation: Speak without blaming. (3).Bonding Conversations: Building social relationships. (4).Romantic Conversations: Building affection. (5).Status Conversations: Seeking recognition or prominence.

From this theory the researcher took by combining one of the two theories, from the first theory the researcher took the second step, namely dialogue and from the second theory the researcher took the discussion step. Why do

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[18]W. angel david, *"The Four Types of Conversations: Debate, Dialogue, Discourse, and Diatribe," 2017*, accessed June 22, 2021, https://medium.com/@DavidWAngel/the-four-types-of-conversations-debate-dialogue-discourse-and-diatribe-898d19eccc0a.

[19] Changing Minds, *"Types of Conversation," 2017*, accessed June 28, 2021, http://changingminds.org/techniques/conversation/types/types.htm.

researchers take several steps from both because researchers want to include product content, namely dialogue or conversation that is adapted to daily activities in the school environment.

e. Short conversation

Short conversation is an activity of two or more people who talk about a simple thing in a language that is light and easy to understand. Short conversation aims to raise the potential of students to be able to use English communication or conversation functions properly and correctly (structure) in daily conversations both formally and non-formally. Comprehensive and in-depth so that students' conversations in English are truly informational.

3. English Conversation Pocket Book

English conversation pocket book is speaking activity about the story by asking questions or making comments that invite the student's response[20]. Shared book reading is an interactive media of reading books also aloud student's in book related conversation.

4. Instructional Design Model

Instructional design models in Literature, there are design models of which are often implemented in the field of research. Among of them are Borg & Gall, and 4-D design models.

a.   Borg & Gall Design Model

Borg & Gall (1987: 775), develop a procedure that contains ten steps in the development of learning materials or teaching materials. These steps can

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[20] Trelani F Milburn et al., *Enhancing Preschool Educators ' Ability to Facilitate Conversations Book Reading*, 2014.

be grouped into three steps. The first step is pre study: research and information collection. The second steps is developing the product which contains six steps. They are planning, developing preliminary product, preliminary field testing, main product revision, main field testing, and operational product revision. The last steps validation of the product, namely operational field testing, final product revision, and dissemination and implementation.
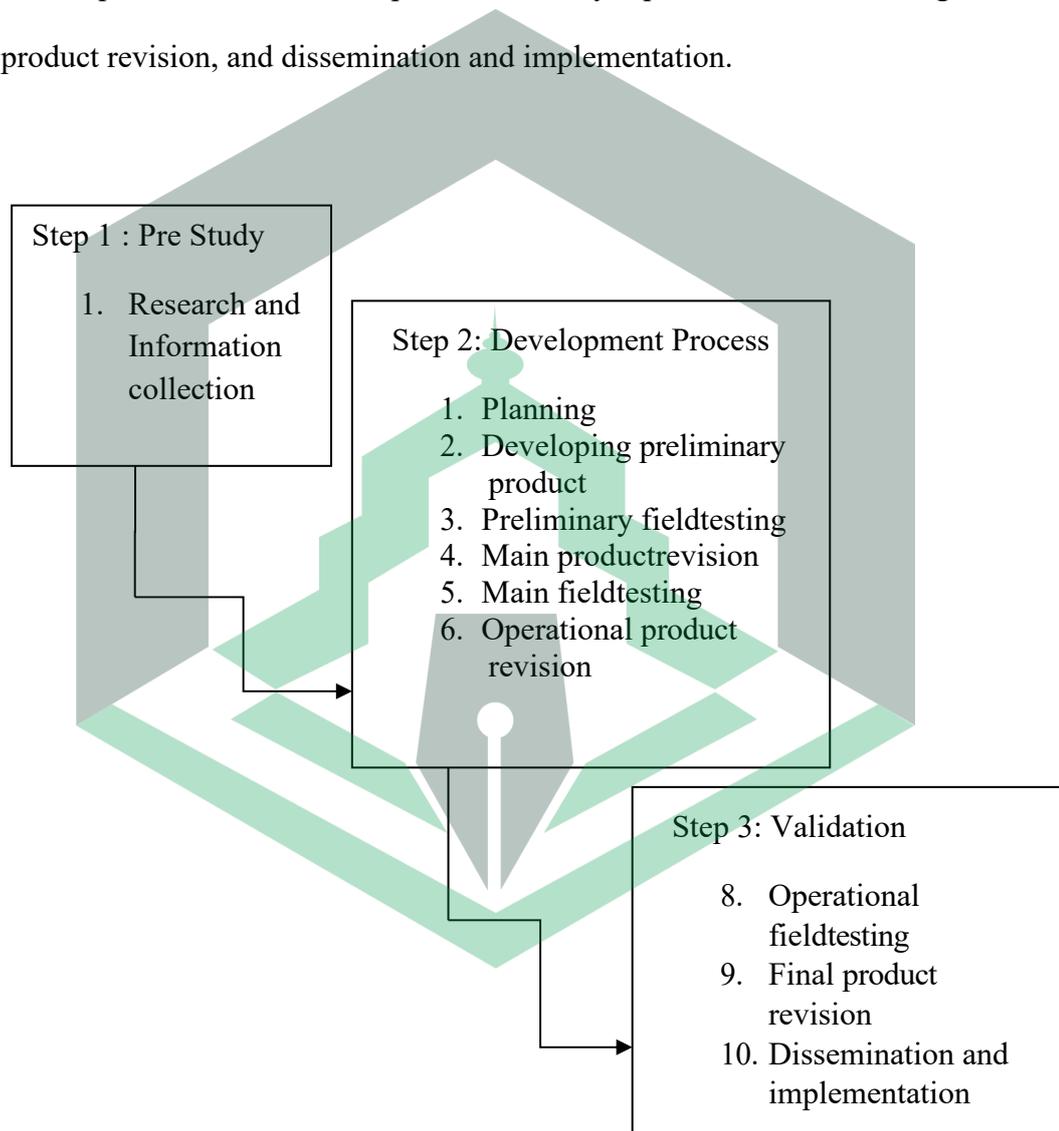
Figure2.2. Borg & Gall Design Model

b. 4D Design Model

4D (Four D Model) is the development of instructional tools conducted in this study adopted from SivasailamThiagarajan, Dorothy S Semmet and Melyn I Semmel, this model consists of 4 stages, namely Define, Design, Develop, and Disseminate. The 4-D model chosen in this study was made several modifications to facilitate the researcher in conducting the research.

Figure2.3. 4D Design Model
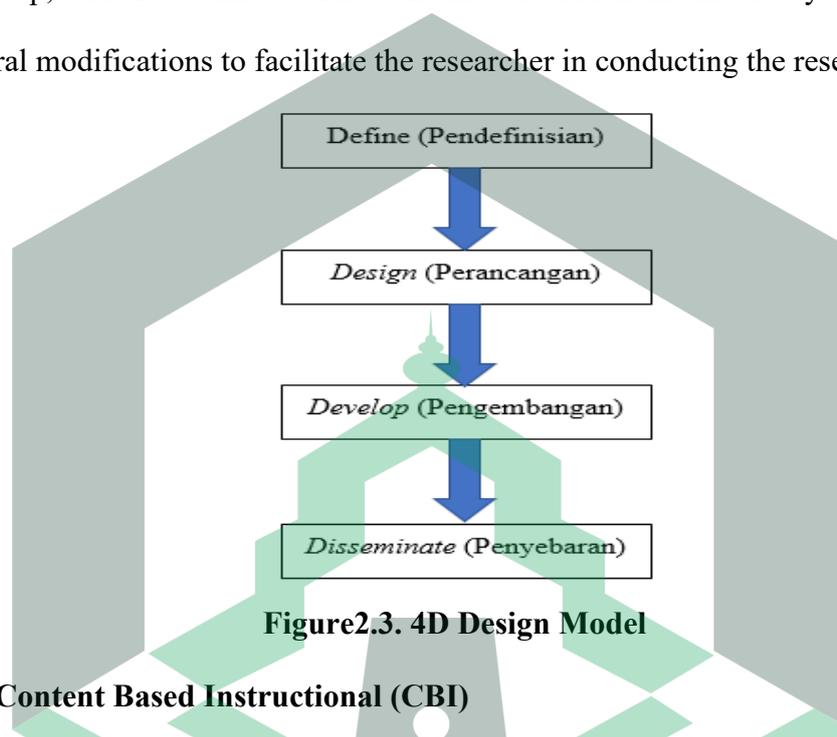
5. Content Based Instructional (CBI)

There are several definitions of CBI with teaching and learning activities in schools with different emphases in a non-negotiable context. Improved language learning. Brinton, Snow, & programs can be done simultaneously. Wessche (1989: 2) defines CBI as its implementation. Those who are not "the concurrent teaching of academic subjects agree to think that the program is matter and second language skills" and a waste, because the government must pay a lot of money and spend a lot of money. Defines it as "a program in which program objectives are not necessarily achievable". English as a second language in which the focus the program can be implemented only if students

are on teaching the skills they will need all the supporting tools are ready. in regular classrooms, i.e. for learning in the aside from those views on content areas such as maths, geography, or the above, the implementation of the RSBI program is biology ". Both of these definitions suggest running. In its implementation, there are indeed CBIs in the context of language learning, some of the obstacles that arise.

Based on Content	Based on Language
The content is taught in English.	Contents are used to study English.
Content learning is a priority.	Language learning is a priority.
Language learning is secondary.	Content learning is secondary.
The content learning objectives were determined by competence in the subjects.	Language learning objectives determined by competence in language.
The teacher needs to choose goal language learning.	The teacher needs to choose the content to be integrated.
Student evaluations are based on mastery of content.	Student evaluations are based on language proficiency / skills.

Table3.1. CBI characteristics based on content and CBI by language

C. Conceptual Framework

Students of IT Al-Hafidz School needs an appropriate Daily Short Conversation Pocket Book (Need Analysis)

↓

The previous Short Conversation Pocket Book IT Al-Hafidz School is qualified as lacks of content (Result of need analysis)

↓

Developing the Short Conversation Pocket Book for IT Al-Hafidz School (Redesign/4D)

↓

The content of the pocket book provide appropriate shortconversations related for IT Al-Hafidz School

Figure2.4. Conceptual Framework

The first, researcher conducted a need analysis on the eight grade students at IT Al-Hafidz School to get real information about what actually they need when the students in learning in daily materials. Then, the researcher was collected information through a questionnaire by taking about a half of the total from all students in eightgrade. Then,the researcher was designed by preferred media and content development of material. The last, this research was developed the products by means expect judgment, after obtaining an expert opinion to the product the researcher was evaluated and try-out for the learners. The final is validation from the experts.
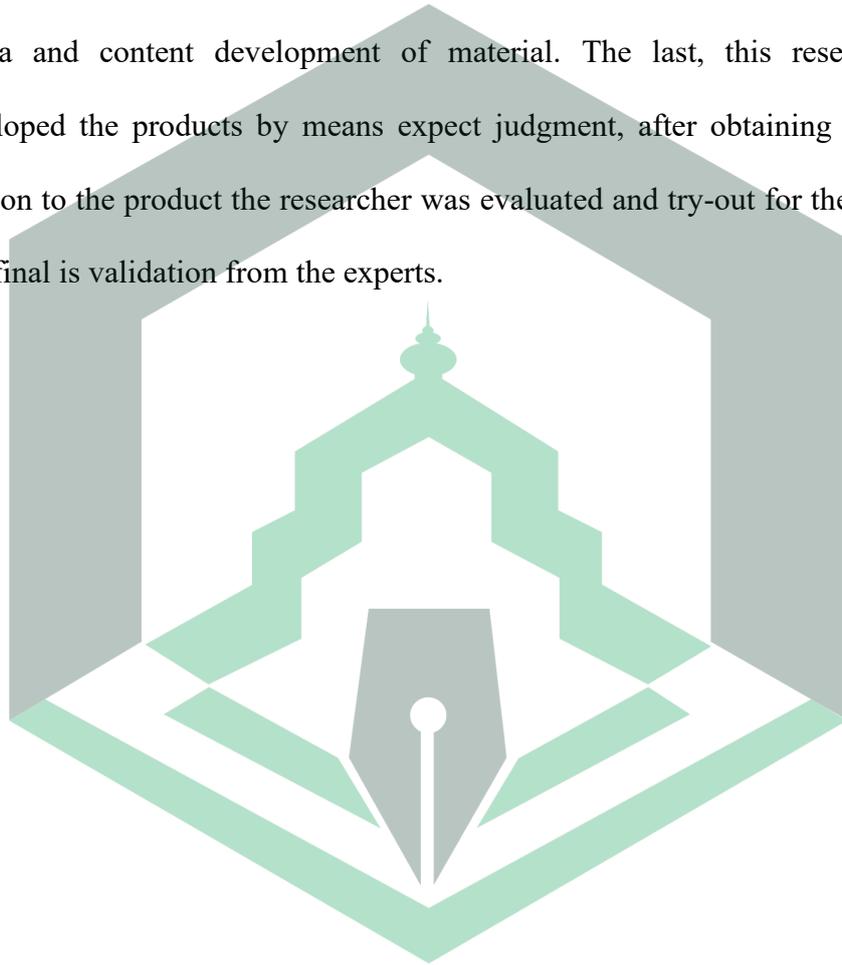
CHAPTER III

RESEARCH METHOD

In this research, the researcher utilizes Research and Development (R&D) methodology in Developing Daily Short Conversation Pocket Bookat Eight Grade Student's of IT Al-Hafidz Junior High School Palopo.

A. Research Design

Research and development (R&D) includes activities that companies undertake to innovate and introduce new products and services. That is often the first stage in the development process. This design research referred to the planning of how to improve students speaking skill on daily conversation. Firstly this study identify the needs of student and based on the observation for product in producing, researcher found needs of students are lack of memorizing vocabulary so that they cannot speak in English even though to use a simple words on conversations in English. The researcher was analyze the target and learning needs, design a pocketbook, try-outs, validation the product, and disseminates the product. In this research was be Developed Daily Short Conversation Pocket Book by utilizing 4-D model which is defied into four steps, namely Define, Design, Develop, and Disseminate.According the researcher 4D model is related with the purpose of this research, which is to developing a pocket book for short conversation as media for learning.

B. Location of the Research

This research was conducted at IT Al-Hafidz Junior High School Palopo, South Sulawesi.

C. Research Subject

The participant in this research were the eight grade of IT Al-Hafidz Junior High School Palopo, with amount of students are 16. And in this research are 13 students at the eight grade that will be conducted by using random sampling technique.

D. Research Procedure

In this research, 4-D model has four man phases, they are:

1. Defining

In this phase, the researcher found that the students about the target needs (neccesities, lacks, and wants) and learning needs (activities and setting). The researcher was interviewed the head master of school, English teacher and the alumnus teacher of IT Al-Hafidz School about the students about learning activities. The researcher also was gave questioner to the students to get more information. This analysis was be used by the researcher to determine the suitable of Pocketbook in Short Conversation for daily to IT Al-Hafidz junior high school Palopo.

2. Designing

In this phase, the researcher was designed the product based on the result of Defining phase. The researchest was designed the draft of pocket book material (table of content), and then designed it become the Pocket Book with Short Conversation content with some vocabularies in Daily.

3. Developing

In this phase, based on the experts' validation and students' perception the researcher was developed the Daily Short Conversation Pocket Book. It purposes to get some feedback which revises the Product based on them. In this phase, the materials that had been designed and developed was be revised again as a final draft of the product.

4. Disseminating

The product that have been developed and revised based on the result of previously phase was be disseminated in this phase. The resesearcher was published the product only distributing English Daily Short Conversation Pocketbook.

E. Technique and Data Collection Instrument

1. Data Collection Instrument for need Analysis

In this research the instrument of coactions data are:

a) Observation, the researcher interviewed with the English teacher. The interviewed are used to collect the information about the target and learning needs.

b) Questionnaires, the questionnaires items consist of some target needs (necessary, wants, and lacks).

c) Data Collection Instrument for The Experts' Validation

The designof pocket book be validated through validation sheets by two experts (Expert Judgment and IT Al-Hafidz School adviser). Then, it be revised again as a final of pocket book product.

d) Data Collection Instrument for Try-out

The data collection instrument for try-out was the observation sheet about students' perception. It is item consist of question about how feasible the pocket book for IT Al-Hafidz School.

F. Technique of Data Analysis

Data analysis technique of this research was used two kinds of techniques, they are qualitative and quantitative descriptive. The data that was be analyzed in the form of qualitative data are interviews, observation and suggestion from the experts.

1. Data Analysis on Define Phase

a. Data Analysis of Interview

The result of the interview had been analyzed by using descriptive qualitative method.

b. Data Analysis of Questionnaire

The result data in the form of a needs analysis questionnaire that is distributed to students at the needs assessment stage is described based on the answers that have been selected by students, namely to represent their needs. In the results of the need assessment questionnaire was be calculated using the following formula.

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

Figure3.1. Formulation for Need Analysis Result[21]

Where:

X = The mean

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

N = The total number of the students

The option with the highest percentages was get the most agreement from the students. The most agreement indicates the most students' choices.

2. Data Analysis of Expert Validation

The researcher was used likert scale for calculating the result of Expert's validation. The researcher was analyze the data by calculating the mean of the answers based on scoring of each expert using the following formula.

The number of answer *excellent* = (E) × 4 = …

The number of answer *good* = (G) × 3 = …

The number of answer *fairly* = (F) × 2 = …

The number of answer *poor* = (P) × 1 = …

Total score = …

The researcher was calculated the mean score by using the following formulation after calculating the total score:

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[21] Reski Jayanti Sagita, *"Designing English Syllabus for Islamic Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute Of Palopo Designing English Syllabus for Islamic English Education Study Programs State Islamic Institute of Palopo 2020."* (State Islamic Institute Of Palopo, 2020).

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

Figure3.2. Formulation of Mean Score of Experts' Validation[22]

M   : Mean score

B   : Total score

N   : Total number of material topics

Furthermore, the researcher was calculated the value by using the following formulation after calculate the mean score:

$$X = \frac{M}{N} \times 100\%$$

Figure3.3. Formulation of Value Score of Experts' Validation[23]

X   : The value

M   : Mean score

N   : Total number of value

After the mean score of each material is calculated, the researcher was defined them as an appropriate Short Conversation Pocket Book in Daily at IT Al-Hafidz school Palopo.(see table 3.1)

Score	Percentage	Qualification	Categories
3,6 – 4	90% - 100%	Excellent	Can be utilized without revision
2,6 – 3,5	65% - 89%	Good	Can be utilized by a little bit revision
1,6 – 2,5	40% - 64%	Fairly	Can be utilized by much revision
0 – 1,5	0% – 39%	Poor	Cannot be utilized

Table 3.1. Material Topics Qualification of Product Evaluation

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[22] Zainal Arifin, "*Evaluasi Pembelajaran"* (Bandung; PT. Remaja Rosda Karya, 2012).

[23] Ibid.

3. Data Analysis on Materials Try-Out

The observation sheets of materials try-out was be analyzed by using descriptive quantitative method as the following formulation.

The number of answer *excellent*   (E) × 4 = …

The number of answer *good*   (G) × 3 = …

The number of answer *fairly*   (F) × 2 = …

The number of answer *poor*   (P) × 1 = …

_____

Total score   = …

The researcher was calculated the mean score by using the following formulation after calculating the total score:

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

Figure3.4. Formulation of Mean Score of Need Analysis On Materials Try Out[24]

M   : Mean score

B   : Total score

N   : Total number of material topics

Then the researcher was calculate the value score, the researcher will calculate the value by using the following formulation:

$$X = \frac{M}{N} \times 100\%$$

Figure3.5. Formulation of Value Score of Need Analysis On Materials Try Out[25]

_____

[24] Ibid.

X : The value

M : Mean score

N : Total number of value.

After the mean score of each material is calculated, the researcher was defined them as an appropriate Short Conversation Pocket Book in Daily at IT Al-Hafidz school Palopo. (see table 3.2)

Score	Percentage	Qualification	Categories
3,6 – 4	90% - 100%	Excellent	Can be used without revision
2,6 – 3,5	65% - 89%	Good	Can be used with a little bit revision
1,6 – 2,5	40% - 64%	Fairly	Can be used with much revision
0 – 1,5	0% – 39%	Poor	Cannot be used yet

Table 3.2.Classification Students Perceptions

Scales	Interval of the mean values	The other formof the interval	Descriptive Categories
1	1.00 – 1.75	$1.00 \leq X \leq 1.75$	Poor
2	1.76 – 2.51	$1.76 \leq X \leq 2.51$	Fair
3	2.52 – 3.27	$2.52 \leq X \leq 3.27$	Good
4	≥ 3.28	≥ 3.28	Excellent

Table 3.3. The Organization of Descriptive Analysis

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[25] Ibid.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. **Findings**

This research is development research. The product of this research development is a learning tool in form of a speaking pocketbook that got the valid and effective result. The result of the development of learning tools is the materials about daily short conversations used research instruments namely; observation, interview and questionnaire. The purpose of this study is to produce learning materials that can be used by students in the eighth grade of SMP IT Al-Hafidz Palopo to improve their English speaking skills in everyday life.

To achieve the predetermined goals, the researcher conducted a device development research using the model 4-D development by Thiagarajan, Dorothy S Semmet and Melyn I Semmel as described in Chapter III, namely *Define, Design, Develop, and Disseminate*. Analysis of data and research results obtained in each stage of development is presented as follows.

1. **Description of Learning Model of Speaking Pocketbook**

In this research, the development stage of the daily short conversation pocketbook is based on development research of Thiagarajan, Semmel and Semmel (1974) consists of 4 stages, namely define, design, develop and disseminate stages. Described as follows:

a. **Define**

In the define stage the researcher did need analysis to know students wants needs and lacks. The researcher also did an observation, interview, and spreading a questionnaire.

1). Observation, based on the observation the researcher found the students of the eight grades of SMP IT Al-Hafidz Palopo do not have specific an appropriate book to use in learning and their conversation in daily. Further, from the observation the eighth grades of SMP IT Al-Hafidz Palopo have around twenty students.

2). Interview, the next the researcher did the interview to the students of eight grades and the English teacher. The interview consists of five questions such as: The problems that faced by the students in learning speaking English, what materials have been taught and what materials that interesting for them to learn.

3). Questionnaire, there were 16 questions in the questionnaire. It was spread out for finding student's needs and wants. The result of the questionnaire can be seen as follows:

1. **Target Needs**

   a. **Needs**

      1. **The need of speaking pocketbook**
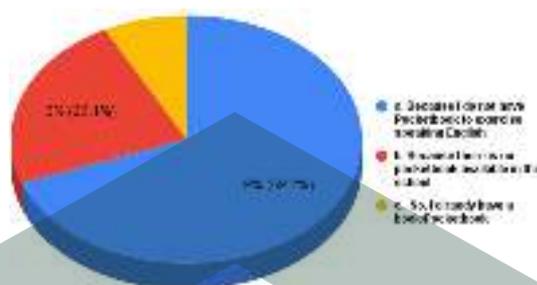
Chart 4.1 The result of students percentage on why they need a speaking pocketbook.

The first question on chart 4.1 above it shows that the highest percentage of students choices was 69,2%, most of them do not have an appropriate a speaking pocketbook so the researcher Develop English daily short conversation pocketbook as learning media to increase their speaking skills.

2. **The materials that students needs in speaking activity (students can choose more than one option according to priority)**
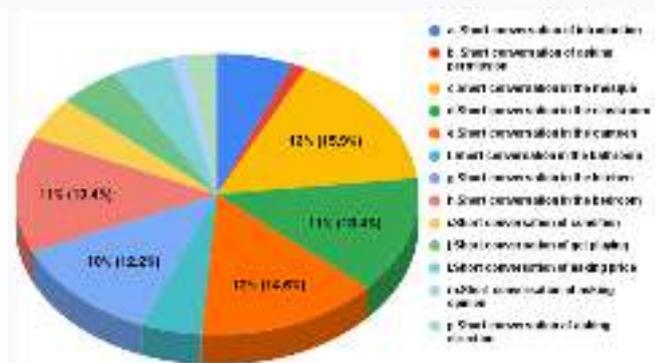
Chart 4.2 The result of students percentage on materials that students needs in speaking English on daily short conversation pocketbook.

The second question purposed to find the student's needs in learning speaking. On chart 4.2 above it shows there are many options that students choose; short conversation in the mosque (15,9%), classroom (13,4%), canteen (14,6%), kitchen (12,2%), and bedroom (13,4%), condition, get playing, of asking opinion, and asking direction. More unit on list except students chosen, the researcher adding which relate with students daily activity. And there are 10 units in pocketbook: in the mosque, introduction, classroom, canteen, kitchen, bedroom, condition, get playing, asking opinion, and asking direction.

b. **Lacks**

3. **The reason why do not speak English**
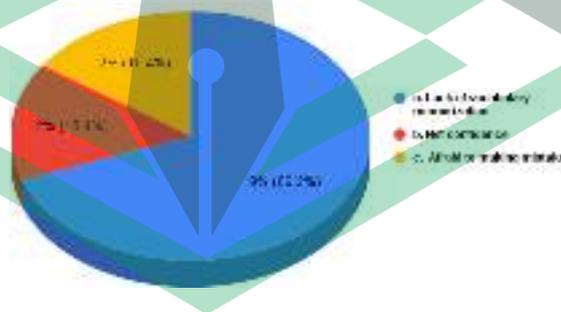
Chart 4.3 The result of students percentage on the reason why the students do not speak English.

The third question purposed to find the student's lacks in learning speaking. On chart 4.3 above it shows that the highest score is on option A with the 69,2% score. It means students mostly would down to increase their

vocabulary for speaking skills, whereas the researcher add some vocabulary in every units that relate with theme of unit.

2. **Learning needs**

   a. **Learning Material**

   1. **The sentence that usually used by the students' in the class**
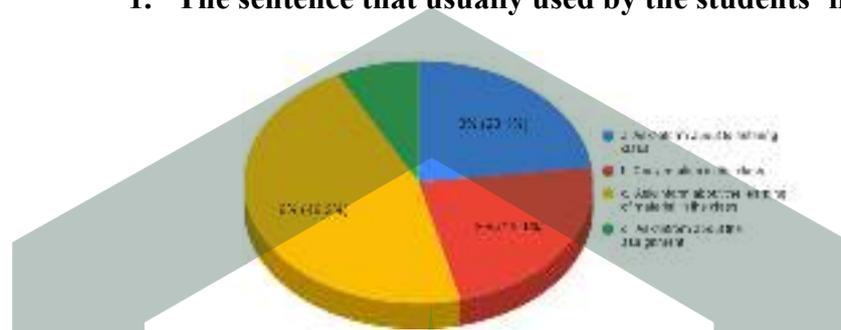
   Chart 4.4 The result of students percentage on the sentence that the students usually used in the class.

   The fourth question on diagram above shows that the students learning of material was the highest percentage with 46,2%. Mostly students choose on point C, which is to ask or tell the lesson in the class, so the researcher give conversation about students who ask or tell about lesson.

   2. **The sentence that the students' usually used in the Mosque**

   Chart 4.5 The result of student's percentage on the sentence that the student's usually used in the Mosque.

The fifth question purposed to find the student's learning of short conversation material and the highest score on option A and C (Ask information about a prayer time, adzan, and iqomah - Ask information about invited to Mosque) with the same score 30,8% . It means mostly into Ask information about a prayer time, adzan, and iqomah - Ask information about invited to Mosque kinds of short conversation material in the pocketbook.

3. The sentence that the students' usually used in the Canteen
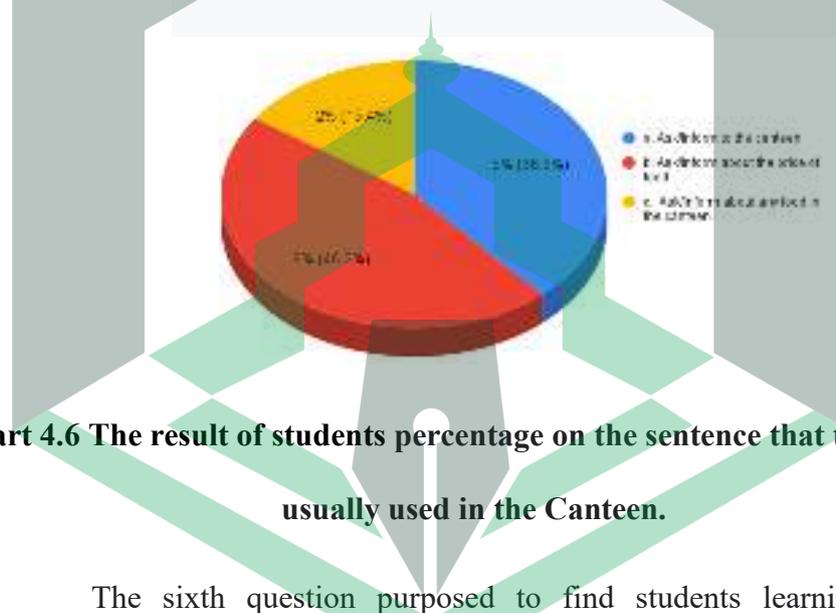
Chart 4.6 The result of students percentage on the sentence that the students usually used in the Canteen.

The sixth question purposed to find students learning of short conversation material and the highest percentage on option B (Ask about the food price in the canteen) with the 46,2% percentage. It means the students needs most likely that option to learn of short conversation material, and the researcher added list conversation about ask the food price in the canteen.

4. **The sentence that the students' usually used in the Dining room**
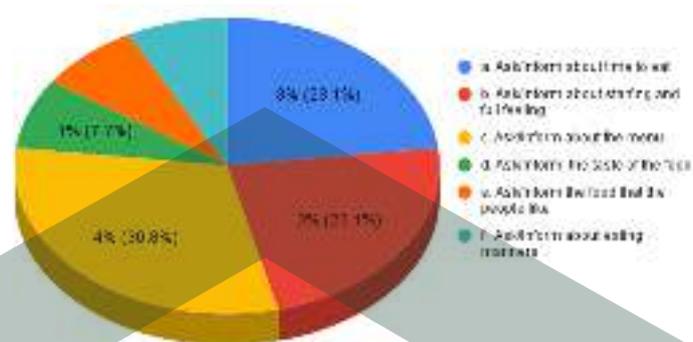
Chart 4.7 The result of students percentage on the sentence that the students usually used in the Dining room.

The seventh question purposed to find the student's learning of short conversation material and the highest score on option C (Ask about foods menu) with the 30,8% score. It means mostly into Ask information about foods menu the kinds of short conversation material, whereas the researcher added a conversation about ask foods menu.

5. **The sentence that the students' usually used in the Bedroom**
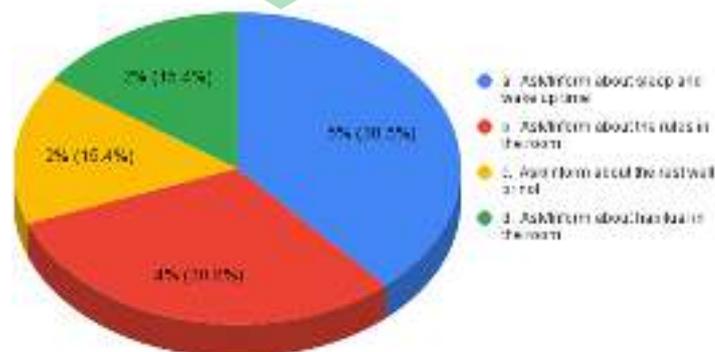
Chart 4.8 The result of students percentage on the sentence that the students usually used in the Bedroom.

This question purposed to find students learning of short conversation material and the highest percentage on option A (Ask and inform about the time to sleep and wake up) with the 38,5% percentage. It means the students needs most likely that option to learn of short conversation material.

6. The sentence that the students' usually used in the Kitchen
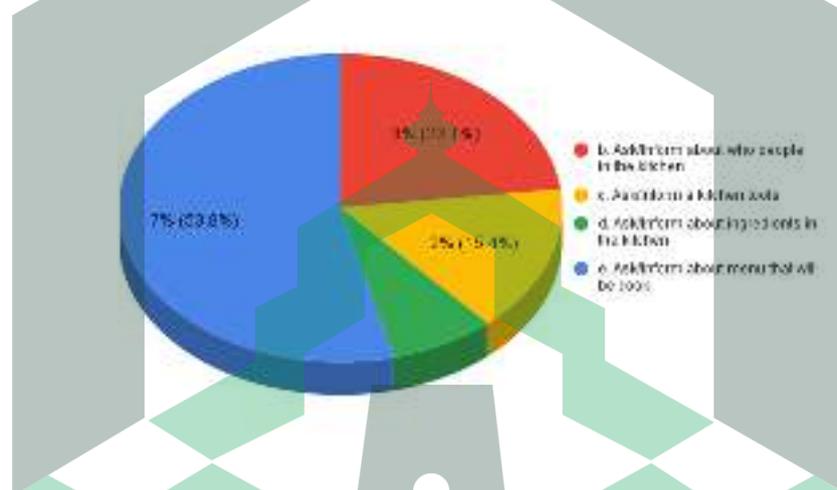
Chart 4.9 The result of students percentage on the sentence that the students usually used in the Kithcen.

The highest scores are on options E (Ask and inform about the foods menu that will be cook) with the 53,8% score. This question purposed to find the students needs in the kinds of material in speaking. The option E is the needs of the students to learn speaking, whereas the researcher added about ask/inform the foods menu to cook.

7. The sentence that the students' usually used except above
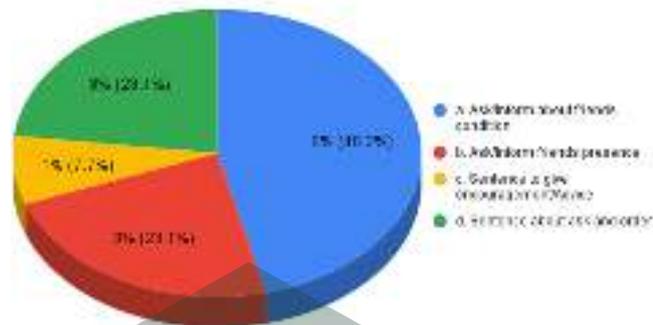
Chart 4.10 The result of students percentage on the sentence that the students usually used except the question before.

This question purposed to find the student's learning of short conversation material in speaking. Based on chart 4.9 above, it shows that the highest score is on option A with the 64,2% score. It means the student's needs mostly would down into the sentence about friends condition and health. From the result the researcher make one of the unit theme materials of conditions in pocketbook.

3. Activity

1. The activity that the students' like to learn in short conversation
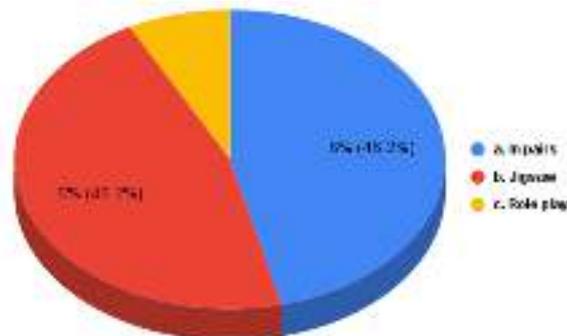
Chart 4.11 The result of students percentage on the activity that

students like to learn in short conversation.

In this question purposed to find students learning of short conversation activity that the students like and the highest percentage on option A and B (In pairs and Jigsaw) with the same 46,2% percentage. It means the students need most likely both of activity to learn short conversation, whereas the researcher added a kind of conversation in pairs also jigsaw on pocketbook.

4. **Media**

1. **In studying short conversation material, the media that the students like is?**
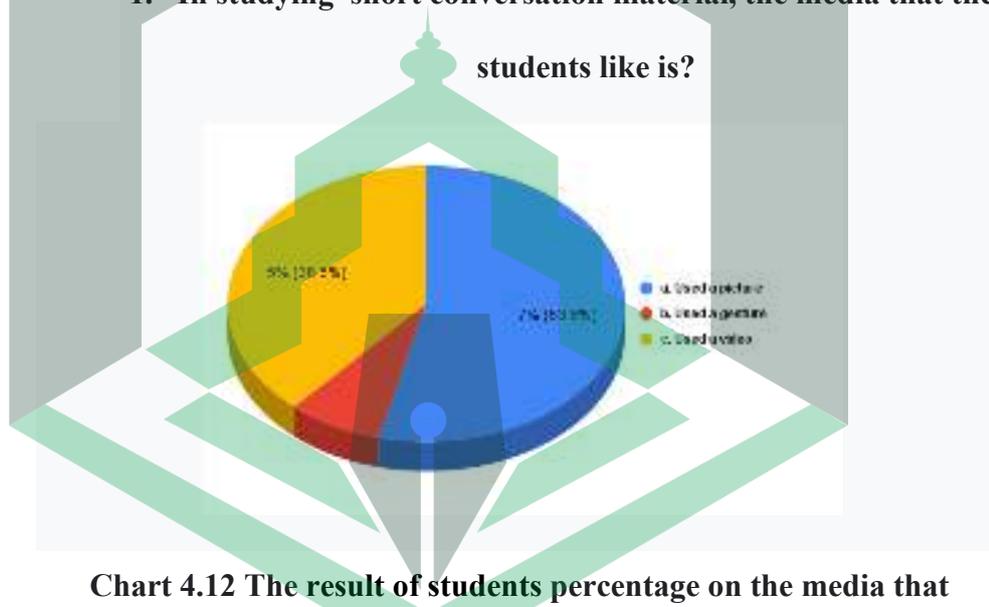
Chart 4.12 The result of students percentage on the media that

students like in studying short conversation material.

The highest scores are on options A (used a picture) with the 53, 8% score. This question purposed to find the student's needs in studying short conversation to increase students interested with media. From the result the researcher added picture as media in pocket book, on first page of unit and on task in every unit.

5. **Setting**

   1. **The way to learn short conversations that student's like**
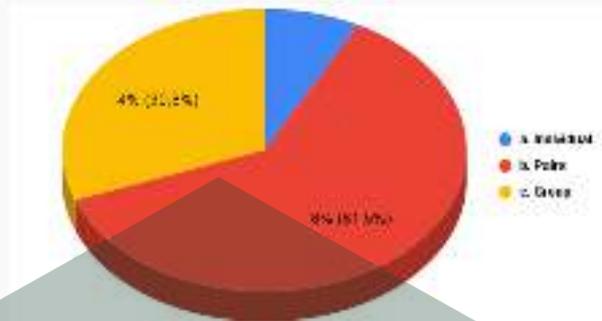
Chart 4.13 The result of students percentage on the way to learn short conversations that student's like.

In this question purposed to find students learning the way to learn short conversation that the students like and the highest percentage on option B (In pairs) with 61,5% percentage. It means the students need most likely of activity to learn short conversation with in pairs way.

   2. **A place to study about short conversations learning material that student's like**
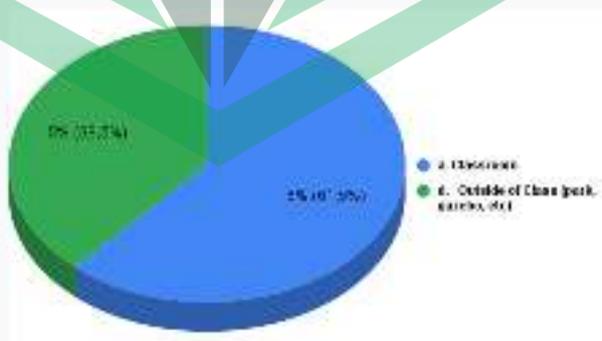
Chart 4.14 The result of students percentage about the place that student's like to study a short conversation material.

This question purposed to find the student's learning of short conversation material with place that student's like. Based on chart 4.13 above, it shows that the highest score is on option A with the 61,5% score. It means the student's needs mostly would down into in the classroom. From the result the researcher makes one of the unit theme materials is conversation in the classroom.

6. **Students Role**

   1. **Students role in studying short conversation material**
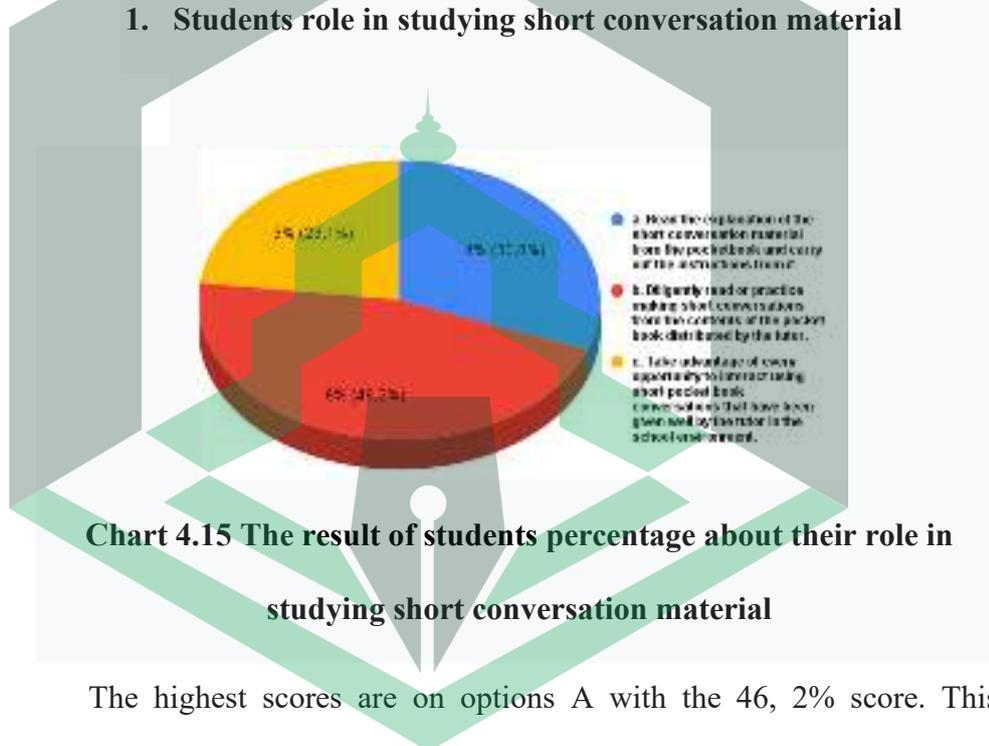
Chart 4.15 The result of students percentage about their role in studying short conversation material

The highest scores are on options A with the 46, 2% score. This question purposed to find the student's role in studying short conversation to increase students interested with *Daily Short Conversation Pocketbook* media.

7. **Teachers Role**

1. **In providing short conversation material students prefer if the tutor**
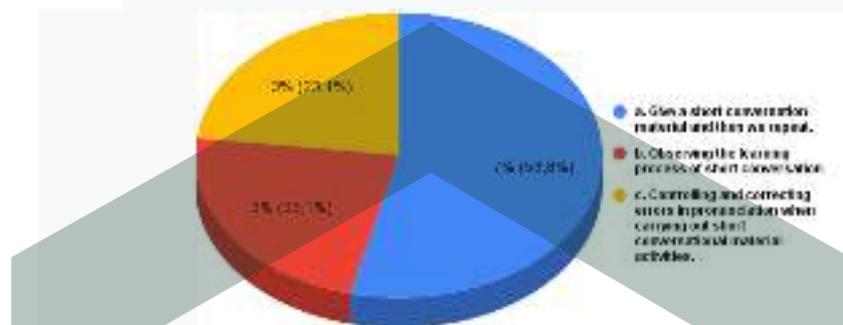
Chart 4.16 The result of teachers role percentage when the teacher or tutor providing short conversation material to students.

In this question purposed to find the result of the teachers role when the teacher or tutor providing short conversation material to students. And the highest percentage on option A (providing short conversation material and teachers or tutor repeated) with 53,8% percentage. It means the students need most likely of activity to learn short conversation when teachers or tutor repeated the sentence of short conversation.

2. **Design**

In this phase, the researcher designed the product based on the result of Defining phase. The researcher designed the draft of pocket book material, how much unit in the pocketbook, design and layout of pocketbook, the activity of each task, font, pictures, table of content, and then design it become the Pocket Book with Short Conversation content with some vocabularies in Daily.

The researcher determines and design the including font style, pictures, and layout design. The font style that the researcher used in the product was, "arimo", "gagalin", "Quicksand", and "feeling passionate". For the pictures the researcher take from google, and pinterest. For the design and layout the researcher used Canva apps.

The designing of the product consists of 10 units. The units content were In the Mosque, Introduction, In the Bedroom, In the Classroom, In the Canteen, In the Kitchen, Condition, Asking Opinion, Get Playing, and Asking Direction. The contents that have been formulated can be seen as follow:

No.	Topics Per Unit	Contents of Unit	Explanation
1.	Introduction	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
		• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related

			to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
		• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
2.	In the Mosque	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
		• Vocabularies	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short

			conversations
	•	Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
3.	In the Bedroom	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
		• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
		• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension

			students vocabulary mastery and their speaking skill as the result of the learning material.
4.	In the Classroom	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
		• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
		• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
5.	In the Canteen	• Text	There is one picture followed by an

			explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
		• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
		• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
6.	In the Kitchen	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title,

		viewing the picture and reading the explanation of the text available.
	• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
	• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
	• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
7. Condition	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
	• Vocabulary	With the vocabulary the student will be able to learn basic words in order

		to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
		• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
8.	Asking Opinion	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
		• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic

			in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
		• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
9.	Get Playing	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available.
		• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related

			to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.
		• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.
10.	Asking Direction	• Text	There is one picture followed by an explanation through the text below that relate with the theme in each unit. Students can immediately find out the theme of the conversation they will read by reading the title, viewing the picture and reading the explanation of the text available
		• Vocabulary	With the vocabulary the student will be able to learn basic words in order to enhance students ability in speaking English. Beside, with the vocabulary it is essentials for students to know as the basic of speaking English based on the topic in each chapter.
		• Conversation 1, 2, 3	The conversation in the pocketbook is intended as the learning material to practiced by the students related to the topics of each unit to increase the students expressions also to make them surrounded by the short conversations.

	• Task	In each task related with the topic. The purposed of the task in each unit to measure the comprehension students vocabulary mastery and their speaking skill as the result of the learning material.

Table 4.1. Draft of Pocketbook Material

3. Develop

After designing the first draft of the pocketbook, then here in the develop stage the researcher got the experts validation and the data from tried out. It purposes to get some feedback which revises the pocketbook based on them. In this phase, the materials that had been designed and developed has been revised again as a final draft of the product.

The first draft of the product before and after the researcher validates it was shown below:

No.	Prior Product	After Validation and Tried Out
1.	The prior product consists of five units	The product consist of ten Units
2.	The prior product do not consists of picture	The product consists of pictures in each unit
3.	The prior product just have two conversations in each unit	The product consists of three conversations of each unit
4.	The prior product do not have lists in each unit	The product has lists of vocabulary in

	vocabulary	each unit
5.	The prior product do used *Times New Roman* font style	The font of the product used *Arimo*, *Gagalin, Quicksand, and Feeling Passionate.*

Table4.2. The Final Draft Result of Materials

1. The Result of Experts Validation

The researcher gave the instrument to the experts who are competent in their subjects in order to get the some advices so that the product would be in appropriate result. Further, the experts that have been validating the product can be seen below:

No.	Experts	Experts' Field
1.	Dr. Masruddin, S.S, M. Hum	Language Expert
2.	Fadliyah Rahmah Muin, S. Pd., M. Pd	Design & Layout Expert
3.	Lestari Yanti, S. Pd	Material Experts

Table4.3. Expert Validated and the Fields

The result of the expert validation can be seen as follow:

No.	Criteria	Mean Score	Description	Follow-Up
A.	Content			
1.	The scope of the materials in The English Daily Short Conversation Pocketbook relate with the students need at SMP IT Al-	4	Excellent	It can be socialized without revision

	Hafidz Palopo.			
2.	The depth of the materials of the English Daily Short Conversation Pocketbook was adequate	3	Good	It can be socialized with a little bit revision
3.	The authenticity of the English Daily Short Conversation Pocketbook was adequate	3	Excellent	It can be socialized without revision
4.	The latest issues in the English Daily Short Conversation Pocketbook was interesting	4	Excellent	It can be socialized without revision
B.	Language			
5.	The language used in the English Daily Short Conversation Pocketbook was based on the students needs.	4	Excellent	It can be socialized without revision
6.	The language that presented was comprehensive with the English Daily Short Conversation Pocketbook and following students' cognitive aspect.	4	Excellent	It can be socialized without revision
7.	The expression used in the English Daily Short Conversation Pocketbook was corresponding to the correct grammar.	4	Excellent	It can be socialized without revision
8.	The language was used in the English Daily Short Conversation Pocketbook was easy to understand	4	Excellent	It can be socialized without revision
C.	Design and Layout			

9.	The materials design of each unit was clear.	4	Excellent	It can be socialized without revision
10.	The materials input in the English Daily Short Conversation Pocketbook were interesting.	4	Excellent	It can be socialized without revision
11.	The font size was appropriate	4	Excellent	It can be socialized without revision
12.	The font style was appropriate	3	Excellent	It can be socialized without revision
13.	The used of punctuation was appropriate	4	Excellent	It can be socialized without revision
	Total: 49			

Table 4.4. The result of Experts Validation

The mean score of experts' validation was calculated below:

$$M = \frac{B}{N} = \frac{49}{13} = 3{,}76$$

Figure4.1. Mean Score of Experts' Validation Result[26]

The percentage of experts' validation was calculated below:

$$X = \frac{M}{N} \text{ X } 100$$

Figure4.2. Percentage of Experts' Validation[27]

$$X = \frac{3,76}{4} \text{ X } 100 = 94\%$$

Figure4.3. Percentage of Experts' Validation Result

The mean score of the product that has been validated by the experts was 3, 84 with 94% which qualified as "excellent". It concludes that, the English Daily Short Conversation Pocketbook was ready to use without revision.

2. **The Result of Students' Perception**

After validated the product, next the researcher has implemented the product to the students in the eighth grade of students at SMPI IT Al-Hafidz Palopo. It was represented by thirteen students. The details of the tried out can be seen below:

No.	Items	Mean Score	Description	Follow-Up
1.	Materials in the English Daily Short Conversation Pocketbook was	4	Excellent	Can be socialized without revision

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[26] Ibid.
[27] Ibid.

	designed for the beginner level			
2.	The materials the English Daily Short Conversation Pocketbook was appropriate with the students needs at the eighth grade.	4	Excellent	Can be socialized without revision
3.	Materials presented was able to enhance students speaking ability at the eighth grade of students at SMPI IT Al-Hafidz Palopo	4	Excellent	Can be socialized without revision
4.	Materials input was varies	4	Excellent	Can be socialized without revision
5.	Materials input was interesting and easy to understand	3	Good	Can be socialized with little bit revision
6.	Materials topic was based on the students at SMPIT Al-Hafidz Palopo.	4	Excellent	Can be socialized without revision
7.	The overall materials topic in the English Daily Short Conversation Pocketbook was easy to learn and used in everyday life.	4	Excellent	Can be socialized without revision

8.	The tasks topic in the English Daily Short Conversation Pocketbook was easy to understand	3	Good	Can be socialized with little bit revision
9.	The design of the English Daily Short Conversation Pocketbook was interesting	4	Excellent	Can be socialized without revision
10.	The size of the English Daily Short Conversation Pocketbook was correct and easy to carry in everywhere.	4	Excellent	Can be socialized without revision
11.	The color and design of the English Daily Short Conversation Pocketbook was interesting	4	Excellent	Can be socialized without revision
12.	The color and design of the English Daily Short Conversation Pocketbook was interesting	4	Excellent	Can be socialized without revision

Total: 46

Table4.5. The result of students' Perception

Below was the mean score of the students' perception results:

$$M = \frac{B}{N} = \frac{46}{12}$$

Figure4.4. Mean Score of Student's Perception Result[28]

The following are the percentage of the students' perception results:

$$X = \frac{M}{N} \text{ X } 100$$

Figure4.5. Percentage of Students' Perception[29]

$$X = \frac{3,83}{4} \text{ X } 100 = 95,7\%$$

Figure4.6. Percentage of Students' Perception Result

Based on the figure 2.15 Above, the result of the students' perception got a mean score 3,83% or 95,7% percentages. It concludes that English Daily Short Conversation Pocketbook was "Excellent" and ready to use without revision.

3. The Result of Teachers' Perception

No.	Items	Mean Score	Description	Follow-Up
1.	Materials in the English Daily Short Conversation Pocketbook was designed for the beginner level	3	Good	Can be socialized with little bit revision
2.	The materials the English Daily Short Conversation	3	Good	Can be socialized with

[28] Ibid.
[29] Ibid.

	Pocketbook was appropriate with the students needs at the eighth grade.			little bit revision
3.	Materials presented was able to enhance students speaking ability at the eighth grade of students at SMPI IT Al-Hafidz Palopo	4	Excellent	Can be socialized without revision
4.	Materials input was varies	3	Good	Can be socialized with little bit revision
5.	Materials input was interesting and easy to understand	3	Good	Can be socialized with little bit revision
6.	Materials topic was based on the students at SMPIT Al-Hafidz Palopo.	4	Excellent	Can be socialized without revision
7.	The overall materials topic in the English Daily Short Conversation Pocketbook was easy to learn and used in everyday life.	3	Good	Can be socialized with little bit revision
8.	The tasks topic in the English Daily Short Conversation Pocketbook was easy to	3	Good	Can be socialized with little bit revision

	understand			
9.	The design of the English Daily Short Conversation Pocketbook was interesting	4	Excellent	Can be socialized without revision
10.	The size of the English Daily Short Conversation Pocketbook was correct and easy to carry in everywhere.	4	Excellent	Can be socialized without revision
11.	The color and design of the English Daily Short Conversation Pocketbook was interesting	3	Good	Can be socialized with little bit revision
12.	The color and design of the English Daily Short Conversation Pocketbook was interesting	3	Good	Can be socialized with little bit revision
		Total: 40		

Table4.6. The result of Teachers' Perception

Below was the mean score of the teachers' perception results:

$$M = \frac{B}{N} = \frac{40}{12} = 3{,}33$$

Figure4.7. Mean Score of Teachers' Perception Result[30]

The following are the percentage of the teachers' perception results:

$$X = \frac{M}{N} \text{ X } 100$$

Figure4.8. Percentage of Teachers' Perception[31]

$$X = \frac{3{,}33}{4} \text{ X } 100 = 83{,}25\%$$

Figure4.9. Percentage of Teachers' Perception Result[32]

Based on the figure 2.18 above, the result of the teachers' perception got a mean score 3,33% or 83,25% percentages. It concludes that English Daily Short Conversation Pocketbook was "Good" and Can be utilized by a little bit revision.

d.Dissemination

Here, The researcher did the dissemination of the final product after designing, revised and limited trials. The researcher published the product through the students in the second grade of SMP IT Al-hafidz Palopo with their related needs of the product. The students responds was enthusiast and interested as well as the English teacher. They wanted the product may apply in their daily activity as pocketbook of speaking.

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[30] Ibid.
[31] Ibid.
[32] Ibid.

B. Discussion

Based on the observation the problem that researcher found out is students do not have personal pocketbook that they can study anytime and anywhere to improve their conversation skills especially in English language. There are some students who think that "English is difficult because the written form, pronunciation and the meaning are different". When studying, the students faced several problems such as lack of vocabulary, low of confidence, pronunciation and last but not least they did not have speaking learning media or books that were not based on their needs. This study is about the problem sticks of used to increase students' conversation skill of the eight grades students of It Al-Hafidz Junior High School Palopo with design an appropriate Daily Short Conversation Pocketbook. Further, this research also aimed to found students perception about the product that this product effective and useful to increase students speaking skills, students could have speaking guidance to speak with Speaking Pocketbook; to more interest, and be fun in doing speaking practice with enthusiast and active with task activities.

There are 14 student's of IT Al-Hafidz Junior High School Palopo were involved as the subject of this research. The researcher applied the Research and Development (R&D) method to analyze students' problems with their English learning materials clearly and what their learning needs are. In this research, the researcher Developing Daily Short Conversation Pocket Book by utilizing 4-D model which is defied

into four steps, namely; Define, Design, Develop, and Disseminate. The researcher was analyze the target and learning needs, design a product, try-outs, validation the product, and disseminates the product. In learning needs there were 16 questions in the questionnaire. It was spread out for finding student's needs and wants. Then, in design product the researcher found that the students about the target needs (neccesities, lacks, and wants) and learning needs (activities and setting). The researcher was interviewed the head master of school, English teacher and the alumnus teacher of IT Al-Hafidz School students about learning activities. This analysis was used by the researcher to determine the suitable of Pocketbook in Short Conversation for daily to IT Al-Hafidz junior high school Palopo. The daily short conversation pocketbook was validated by three experts, they are: language expert, design & layout expert, and material expert. The daily short conversation pocketbook was developed into ten unit and consist of four sub bab; In the Mosque, Introduction, In the Bedroom, In the Classroom, In the Canteen, In the Kitchen, Condition, Asking Opinion, Get Playing, and Asking Direction. Furthermore, the result the experts' judgments shown a mean score was 3, 84 with 94% which qualified as "excellent", It concludes that, the English Daily Short Conversation Pocketbook was ready to use without revision. In tried out it was represented by thirteen respondents. They are pay attention to the product well and give opinion based on the pocketbook, on the students' perception towards daily short conversation pocketbook a

mean score was 3,83% or 95,7%. It concludes that English Daily Short Conversation Pocketbook was "Excellent" and ready to use without revision, which mean the daily short conversation pocketbook was appropriate for students' in the eighth grade of IT Al-Hafidz Junior High School Palopo.

In line with Jihan Alhanin Choir (2020). Based on her findings of problems in the field, namely the unavailability of learning media that is suitable for the needs of educators and students.The results of the trial data analysis can then be rejected that the English pocket book media for beginners is feasible and effective to improve student learning outcomes. Furthermore, there are two differences from this research than Jihan's research : (1). Jihan's research focus on vocabulary, reading text, dialogue, and tasks whereas this research only focuse on short conversation in daily. (2). Jihan's research developed a pocket book for elementary school whereas this research developed a pocket book for junior high school[33]. The result of the research based on both of students' and teachers' were appreciates the daily short conversation pocketbook was appropriated. The design and lay-out was interesting with attractive learning materials and fun task activities based on the students' needs, wants, and lacks as books that are easy to carry everywhere.

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[33]Jihan Alhanin Choir, *"Tesis Dengan Judul "Pengembangan Media Buku Saku."*

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions, implication, and suggestions of the research. The conclusion includes the procedures taken in the research. The implications relate to the contribution of the research. Moreover, some suggestions were related to some parties in using the daily short conversation pocketbook.

A. Conclusion

The conclusions in the research were drawn from the findings and discussions presented in the previous chapter purposing to answer the research questions. The objectives of this research were; what is the appropriate of English Daily Short Conversation Pocketbook for the Eight Grades Students at IT Al-Hafidz junior high school Palopo. The topics that they liked were the topics related to daily activities. The conversation inputs that students preferred were pictures/photos. They wanted to learn vocabulary by spelling the words correctly. They wanted to learn pronunciation by pronouncing words, phrases, and sentences correctly.

In addition, the role of the teacher that the students preferred was as a motivator, encouraging the students to be enthusiastic and active. The teacher's perception 83,25% of percentages qualifying as "Good". And then the role of the students that they preferred was as active students, it was proven by the students perception toward speaking pocketbook was 95,7% of percentages qualifying as "Excellent". Last of all, they wanted to work in

groups. Besides, from the expert judgment results, it is appropriate. From the explanation above, it could be concluded that "Good at English" as an English conversation pocketbook was appropriate to be implemented as the materials for speaking relate with their activity in daily.

B. Implication

Based on the conclusion above, the conversation book is based on the needs analysis of the students. Moreover, the results of the expert judgment showed all aspects were "good". It coveys that the daily of short conversation pocketbook is appropriate to be implemented as the materials for speaking activities for the eighth grades students of Smp It Al-Hafidz Palopo. The results of this research can be used as a teaching media for the teachers also learning media for the students in the speaking subjects.

C. Suggestion

The results of this research, it is hopefully will be provide benefits, especially for English teachers and other developers. There are some suggestions from the researcher:

1. For Teachers:

It is suggested to the teacher expected to help students to improve students speaking skill with used this product as a supporting learning media.

2. For Students:

Students are suggested to utilize the daily short conversation pocketbook. They should be able to create their own English environment.

3. For Materials Developers

Considering the improvement of the materials writing, there are some suggestions for materials developers:

b. The activities should be varied in order to make the materials more interesting than the researcher product.

c. The materials should be designed in more interesting layout, color, font, and pictures, that can engage students effectively than the researcher product.

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APPENDIX 1
SURAT IZIN MENELITI

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. KH. M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326098

ASLI

DASAR HUKUM :

IZIN PENELITIAN
NOMOR : 357/IP/DPMPTSP/XI/2021

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.
3. Peraturan Mendagri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 54 Tahun 2018 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama   : RESKI ARDYANI
Jenis Kelamin   : Perempuan
Alamat   : Balandai Kota Palopo
Pekerjaan   : Mahasiswa
NIM   : 17 0202 0088

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

DEVELOPING ENGLISH DAILY SHORT CONVERSATION POCKETBOOK FOR THE EIGHT GRADE STUDENTS AT IT AL-HAFIDZ JUNIOR HIGH SCHOOL PALOPO

Lokasi Penelitian   : AL-HAFIDZ PALOPO

Lamanya Penelitian : 16 November 2021 s.d. 16 Desember 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Izin Penelitian ini diberikan untuk di pergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 16 November 2021
a.n. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP., M.Si
Pangkat : Penata Tk.I
NIP. 19790911 199812 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo;
3. Dandim 1403/SWG;
4. Kapolres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Dinas Singkerru Kota Palopo;
7. Yang bersangkutan Koordinator penelitian;

APPENDIX 2
SURAT KETERANGAN
SELESAI MENELITI

SMP ISLAM TERPADU AL-HAFIZH
YAYASAN AL-HAFIZH KOTA PALOPO
Sekretariat: Jl. Merpati V No. 414 Perumnas, Kel. Rampoang, Kec. Bara, Kota Palopo

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 421.3/045/SMPIT/FLF/1/2022

Yang bertanda tangan dibawah ini:

Nama   : Baiq Budiari S.Pd.I
pekerjaan   : Kepala Sekolah
Unit kerja   : SMPIT AL-HAFIZH PALOPO
Alamat   : Jl. Merpati V No. 414 perumnas, kel. Rampoang, Kec. Bara, Kota palopo

Dengan ini menerangkan:

Nama   : Reski Ariyani
NIM   : 17 0202 0099
Pekerjaan   : Mahasiswa
Fakultas/jurusan : FTIK/ Pendidikan Bahasa Inggris
Universitas   : IAIN Palopo
Alamat   : Jl. Cempaka Balandai Kota Palopo

Yang bersangkutan telah selesai melakukan penelitian di SMPIT Al-Hafizh Palopo dari tanggal 16 November 2021 sampai dengan tanggal 13 Januari 2022 dengan judul **"DEVELOPING ENGLISH DAILY SHORT CONVERSATION POCKETBOOK FOR THE EIGHT GRADE STUDENTS AT IT AL-HAFIDZ JUNIOR HIGH SCHOOL PALOPO"** Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 13 januari 2022

Kepala sekolah

Baiq Budiari S.Pd.I

APPENDIX 3

THE RESULT OF INSTRUMENT

VALIDATION BY ADVISER
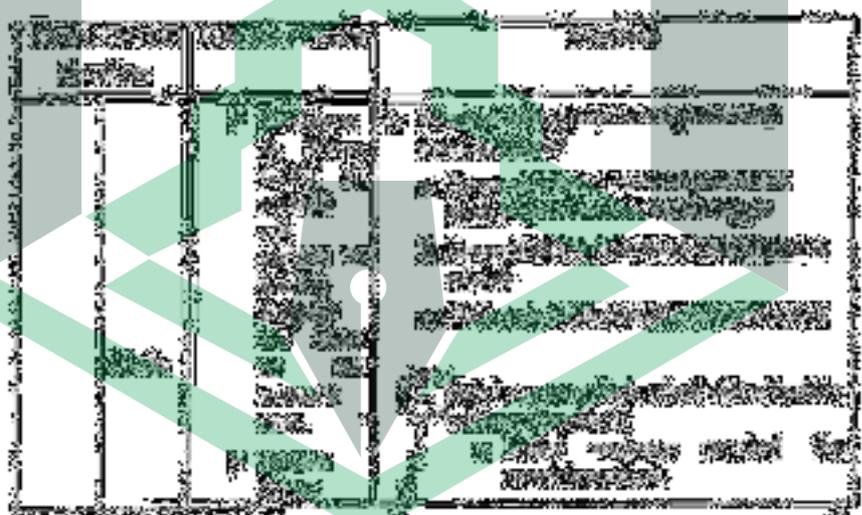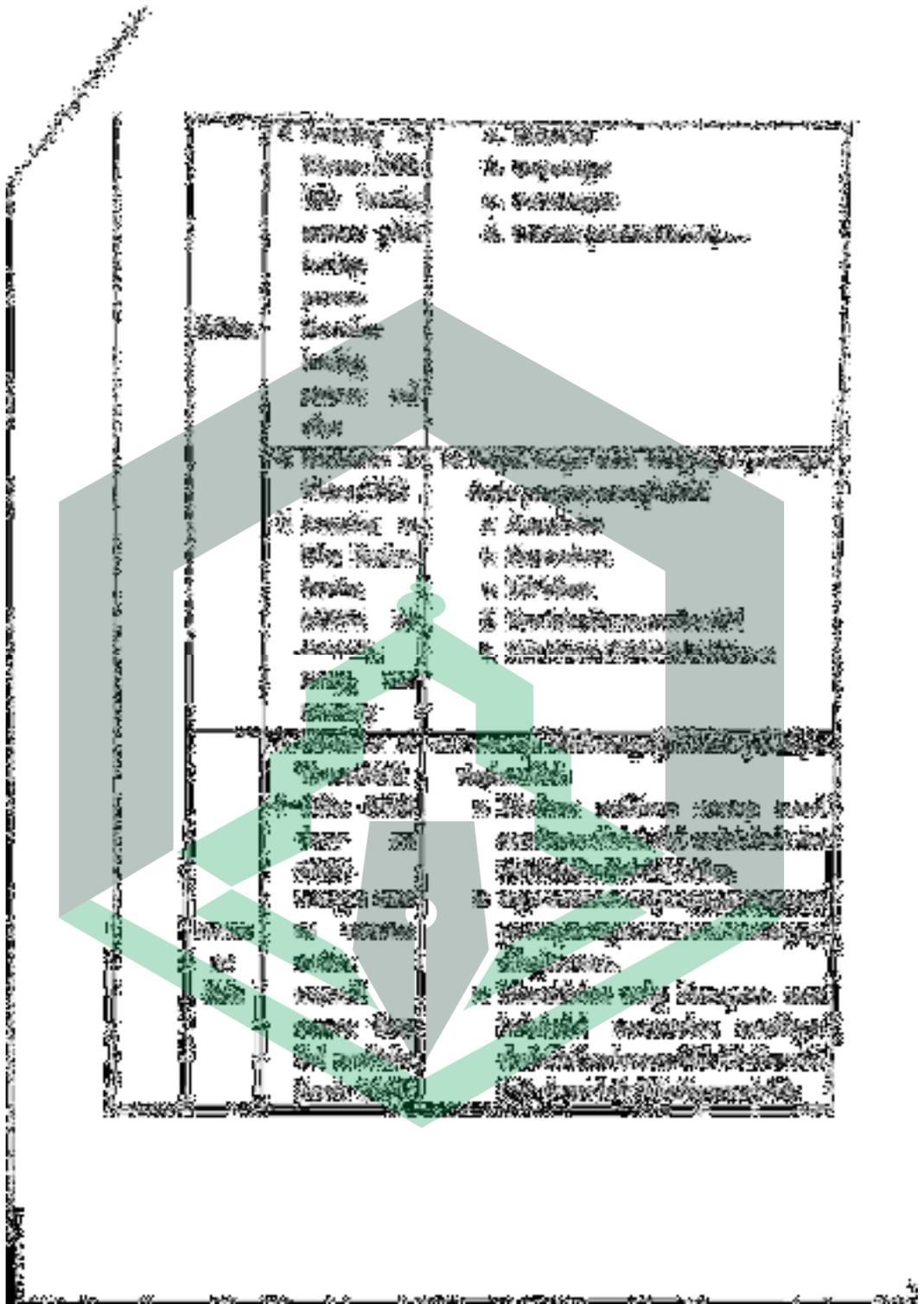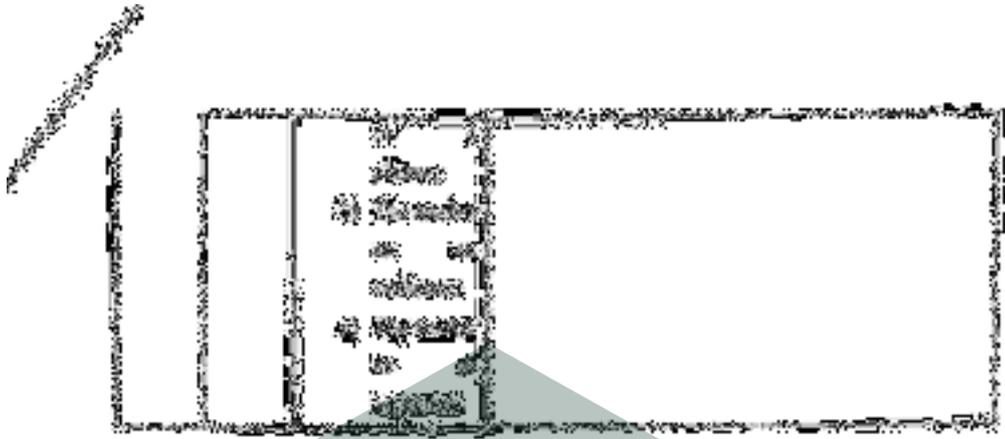
APPENDIX 4

THE BLUEPRINT OF NEED

ANALYSIS QUESTIONNAIRE

APPENDIX 5

THE RESULT OF

INSTRUMENT VALIDATION

BY THE EXPERTS'

APPENDIX 6

THE NEED ANALYSIS

RESULT

ANGKET ANALISIS KEBUTUHAN

A. Data Respondent

Nama : Khoirunnisa

JenisKelamin :

kelas : VIII

B. PetunjukPengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo.

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
(a) Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris.....
(a) Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada)
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang ajakan masuk kelas
(b) Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada) ....

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah...

a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqomah

b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

c. Menanyakan/memberitahukan tentang ajakan ke masjid

d. Menanyakan/memberitahukan tentang jadwal adzan

e. Lain-lainnya (Tuliskan bila ada) pertanyaan dimana tempat wudhu

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

a. Menanyakan/memberitahukan tentang ajakan kekantin

(b) Menanyakan/memberitahukan tentang harga makanan di kantin

c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

d. Lain-lainnya (Tuliskan bila ada).

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

a. Menanyakan/memberitahukan tentang waktu makan

b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

(c) Menanyakan/memberitahukan tentang menu makanan

d. Menanyakan/memberitahukan tentang rasa dari makanan

e. Menanyakan/memberitahukan tentang makanan kesukaan

f. Menanyakan/memberitahukan tentang adab-adab makan

g. Lain-lainnya (Tuliskan bila ada)......

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

b. Menanyakan/memberitahukan tentang aturan di dalam kamar

(c) Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

e. Lain-lainnya (Tuliskan bila ada). ......

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

a. Menanyakan/memberitahukan tentang akan pergi ke dapur

b. Menanyakan/memberitahukan siapa yang ada di dapur

c. Menanyakan/memberitahukan di mana alat dapur tertentu

d. Menanyakan/memberitahukan tentang bahan masakan di dapur

(e) Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainya (Tuliskan bila ada).....

9. Kalimat yang anda butuhan selain yang di atas adalah ....

   a. Kalimat tentang bagaimana keadaan teman/keselamatnya

   b. Kalimat tentang menanyakan keberadaan temannya

   c. Kalimat tentang menyemangati/menasehati teman

   (d.) Kalimat tentang meminta dan menyuruh

   e. Lain-lainya (Tuliskan bila ada). ..

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah

   (a) *In pairs* (berpasangan)

   b. *Jigsaw* (berkelompok)

   c. *Role play* (bermain peran)

   d. Lain-lainya (Tuliskan bila ada). ...

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

   (a) Menggunakan gambar

   b. Menggunakan gerakan

   c. Menggunakan video

   d. Lain-lainya (Tuliskan bila ada)......

12. Cara mempelajari percakapan singkat yang saya senangi adalah

   a. Individual

   (b) Berpasangan

   c. Berkelompok

   d. Lain-lain (tuliskan bila ada) ... ..

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

   (a) Ruang kelas

   b. Perpustakaan

   c. Lab bahasa

   d. Luar kelas (taman, gazebo, dsb)

   e. Lain-lainya (tuliskan bila ada)......

14. Peran saya dalam mempelajari materi percakapan singkat adalah

    a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya.

    b. Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor.

    (c.) Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh guru dengan baik di lingkungan sekolah.

    d. Lain-lainnya (tuliskan bila ada) ....

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

    a. Memberikan materi percakapan singkat bila kami mengulangi.

    b. Mengamati proses pembelajaran percakapan singkat.

    (c.) Mengontrol dan memporeksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

    d. Lain-lainnya (tuliskan bila ada) ....

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

    a. *Short conversation of introduction*

    b. *Short conversation of asking permission*

    (c.) *Short conversation in the mosque*

    (d.) *Short conversation in the classroom*

    (e.) *Short conversation in the canteen*

    f. *Short conversation in the bathroom*

    (g.) *Short conversation in the kitchen*

    (h.) *Short conversation in the bedroom*

    i. *Short conversation of condition*

    j. *Short conversation of rol playing*

    k. *Short conversation about time*

    l. *Short conversation of asking price*

    m. *Short conversation of asking opinion*

    n. *Short conversation of asking suggestion*

    o. *Short conversation of asking reminding Short conversation of asking for help*

    p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN ✓

A. **Data Responden**

Nama   Aishin. H

JenisKelamin   Perempuan

kelas   VII

B. **PetunjukPengisian**

      Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo.

      Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
ⓐ Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris
ⓐ Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada)
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang izin masuk kelas
ⓑ Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada)

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah:
   a. Menanyakan/memberitahukan informasi tentang waktu shalat, adzan dan iqamah
   ⓑ Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah
   c. Menanyakan/memberitahukan tentang ajakan ke masjid
   d. Menanyakan/memberitahukan tentang jadwal adzan
   e. Lain-lainnya (Tuliskan bila ada) .....

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah
   a. Menanyakan/memberitahukan tentang ajakan kekantin
   ⓑ Menanyakan/memberitahukan tentang harga makanan di kantin
   c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin
   d. Lain-lainnya (Tuliskan bila ada) .....

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah
   a. Menanyakan/memberitahukan tentang waktu makan
   b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang
   ⓒ Menanyakan/memberitahukan tentang menu makanan
   d. Menanyakan/memberitahukan tentang rasa dari makanan
   e. Menanyakan/memberitahukan tentang makanan kesukaan
   f. Menanyakan/memberitahukan tentang adab-adab makan
   g. Lain-lainnya (Tuliskan bila ada) .....

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah
   a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur
   ⓑ Menanyakan/memberitahukan tentang aturan di dalam kamar
   c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak
   d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar
   e. Lain-lainnya (Tuliskan bila ada) .....

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah
   a. Menanyakan/memberitahukan tentang akan pergi ke dapur
   b. Menanyakan/memberitahukan siapa yang ada di dapur
   c. Menanyakan/memberitahukan di mana alat dapur tertentu
   d. Menanyakan/memberitahukan tentang bahan masakan di dapur
   ⓔ Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainnya (Tuliskan bila ada) ...

9. Kalimat yang anda butuhkan selain yang di atas adalah ...

a. Kalimat tentang bagaimana keadaan teman/kesehatannya

b. Kalimat tentang menanyakan keberadaan temannya

c. Kalimat tentang menyemangati/menasehati teman

d. Kalimat tentang meminta dan menyuruh

e. Lain-lainnya (Tuliskan bila ada) ...

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah

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c. *Role play* (bermain peran)

d. Lain-lainnya (Tuliskan bila ada) ...

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a. Menggunakan gambar

b. Menggunakan gerakan

c. Menggunakan video

d. Lain-lainnya (Tuliskan bila ada) ...

12. Cara mempelajari percakapan singkat yang saya senangi adalah

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b. Berpasangan

c. Berkelompok

d. Lain-lain (tuliskan bila ada) ...

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a. Ruang kelas

b. Perpustakaan

c. Lab bahasa

d. Luar kelas (taman, gazebo, dsb)

e. Lain-lainnya (tuliskan bila ada) ...

14. Peran saya dalam mempelajari materi percakapan singkat adalah

    a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya

    (b.) Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor

    c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah

    d. Lain-lainnya (tuliskan bila ada) ....

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

    a. Memberikan materi percakapan singkat lalu kami mengulangi

    b. Mengamati proses pembelajaran percakapan singkat

    (c.) Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

    d. Lain-lainnya (tuliskan bila ada) ....

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    b. *Short conversation of asking permission*

    ○ *Short conversation in the mosque*

    d. *Short conversation in the classroom*

    ◉ *Short conversation in the canteen*

    f. *Short conversation in the bathroom*

    g. *Short conversation in the kitchen*

    h. *Short conversation in the bedroom*

    i. *Short conversation of confirm*

    j. *Short conversation of get playing*

    k. *Short conversation about time*

    (l.) *Short conversation of asking price*

    m. *Short conversation of asking opinion*

    n. *Short conversation of asking suggestion*

    o. *Short conversation of asking reminding Short conversation of asking for help*

    (p.) *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN

A. Data Responden

Nama   Muhammat vasirah /Siti Rahma

JenisKelamin Perempuan

kelas   VIII

B. PetunjukPengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
x. Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris.
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/pocketbook
2. Alasan mengapa Anda tidak berbicara bahasa Inggris....
a. Kurangnya penguasaan kosa kata
b. Tidak percaya diri
x. Takut salah
Lain-lainnya (Tuliskan bila ada)....
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang ajakan masuk kelas
b. Percakapan saat berada di dalam kelas
x. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada)....

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah :
   a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqomah ✗
   b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah
   c. Menanyakan/memberitahukan tentang ajakan ke masjid
   d. Menanyakan/memberitahukan tentang jadwal adzan
   e. Lain-lainnya (Tuliskan bila ada).

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah :
   a. Menanyakan/memberitahukan tentang ajakan kekantin
   b. Menanyakan/memberitahukan tentang harga makanan di kantin ✗
   c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin
   d. Lain-lainnya (Tuliskan bila ada).

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah :
   a. Menanyakan/memberitahukan tentang waktu makan
   b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang
   c. Menanyakan/memberitahukan tentang menu makanan ✗
   d. Menanyakan/memberitahukan tentang rasa dari makanan
   e. Menanyakan/memberitahukan tentang makanan kesukaan
   f. Menanyakan/memberitahukan tentang adab-adab makan
   g. Lain-lainnya (Tuliskan bila ada).

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah :
   a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur
   b. Menanyakan/memberitahukan tentang aturan di dalam kamar
   c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak
   d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar ✗
   e. Lain-lainnya (Tuliskan bila ada).

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah :
   a. Menanyakan/memberitahukan tentang akan pergi ke dapur
   b. Menanyakan/memberitahukan siapa yang ada di dapur
   c. Menanyakan/memberitahukan di mana alat dapur tertentu
   d. Menanyakan/memberitahukan tentang bahan masakan di dapur
   e. Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak ✗

f. Menanyakan/memberitahukan tentang menganti untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainya (Tuliskan bila ada)......

9. Kalimat yang anda butuhan selain yang di atas adalah .....

   ✗ Kalimat tentang bagaimana keadaan teman/kesehatannya

   b. Kalimat tentang menanyakan keberadaan temannya

   c. Kalimat tentang menyemangati/menasehati teman

   d. Kalimat tentang meminta dan menyuruh

   e. Lain-lainnya (Tuliskan bila ada)......

10. Aktivitas yang saya senangi dalem mempelajari percakapan singkat adalah

   a. *In pairs* (berpasangan)

   ✗ *Jigsaw* (berkelompok)

   c. *Role play* (bermain peran)

   d. Lain-lainnya (Tuliskan bila ada)......

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

   ✗ Menggunakan gambar

   b. Menggunakan gerakan

   c. Menggunakan video

   d. Lain-lainnya (Tuliskan bila ada)......

12. Cara mempelajari percakapan singkat yang saya senangi adalah

   a. Individua

   b. Berpasangan

   ✗ Berkelompok

   d. Lain-lain (tuliskan bila ada)

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

   ✗ Ruang kelas

   b. Perpustakaan

   c. Lab bahasa

   d. Luar kelas (taman, gazebo, dsb)

   e. Lain-lainnya (tuliskan bila ada)......

14. Peran saya dalam mempelajari materi percakapan singkat adalah

    a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya.

    ☒ Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor

    c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah.

    d. Lain-lainnya (tuliskan bila ada) _____

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

    a. Memberikan materi percakapan singkat lalu kami mengulangi

    ☒ Mengamati proses pembelajaran percakapan singkat

    c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

    d. Lain-lainnya (tuliskan bila ada) _____

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

    a. *Short conversation of introduction*

    b. *Short conversation of asking permission*

    ☒ *Short conversation in the mosque*

    ☒ *Short conversation in the classroom*

    ☒ *Short conversation in the canteen*

    f. *Short conversation in the bathroom*

    ☒ *Short conversation in the kitchen*

    h. *Short conversation in the bedroom*

    i. *Short conversation of condition*

    j. *Short conversation of get praying*

    k. *Short conversation about time*

    l. *Short conversation of asking price*

    m. *Short conversation of asking opinion*

    n. *Short conversation of asking suggestion*

    o. *Short conversation of asking reminding Short conversation of asking for help*

    p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN ✓

A. **Data Respondent**

Nama   Athifah Fkadilah / S., D....

JenisKelamin   Perempuan

kelas   VIII

B. **PetunjukPengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT Al-Hafidz Palopo.

Kuisioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuisioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam *pocketbook* untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
a. Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah (x)
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris.
a. Kurangnya penguasaan kosa kata (x)
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada)........
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang aturan masuk kelas
b. Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas (x)
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada)........

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah ...

a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqoomah

b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

c. ⊗ Menanyakan/memberitahukan tentang ajakan ke masjid

d. Menanyakan/memberitahukan tentang jadwal adzan

e. Lain-lainnya (Tuliskan bila ada) ...

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

a. ⊗ Menanyakan/memberitahukan tentang ajakan kekantin

b. Menanyakan/memberitahukan tentang harga makanan di kantin

c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

d. Lain-lainnya (Tuliskan bila ada) ...

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

a. Menanyakan/memberitahukan tentang waktu makan

b. ⊗ Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

c. Menanyakan/memberitahukan tentang menu makanan

d. Menanyakan/memberitahukan tentang rasa dari makanan

e. Menanyakan/memberitahukan tentang makanan kesukaan

f. Menanyakan/memberitahukan tentang adab-adab makan

g. Lain-lainnya (Tuliskan bila ada) ...

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

b. ⊗ Menanyakan/memberitahukan tentang ajakan di dalam kamar

c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

e. Lain-lainnya (Tuliskan bila ada) ...

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

a. Menanyakan/memberitahukan tentang akan pergi ke dapur

b. Menanyakan/memberitahukan suatu yang ada di dapur

c. Menanyakan/memberitahukan di mana alat dapur tertentu

d. Menanyakan/memberitahukan tentang bahan masakan di dapur

e. ⊗ Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainnya (Tuliskan bila ada) ......

9. Kalimat yang anda butuhkan selain yang di atas adalah:

   a. Kalimat tentang bagaimana keadaan teman/kesehatannya

   b. Kalimat tentang menanyakan keberadaan temannya

   c. Kalimat tentang menyemangati/menasehati teman

   d. Kalimat tentang meminta dan menyuruh

   e. Lain-lainnya (Tuliskan bila ada)

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah:

   a. *In pairs* (berpasangan)

   b. *Jigsaw* (berkelompok)

   c. *Role play* (bermain peran)

   d. Lain-lainnya (Tuliskan bila ada)

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah:

   a. Menggunakan gambar

   b. Menggunakan gerakan

   c. Menggunakan video

   d. Lain-lainnya (Tuliskan bila ada) ......

12. Cara mempelajari percakapan singkat yang saya senangi adalah:

   a. Individual

   b. Berpasangan

   c. Berkelompok

   d. Lain-lain (tuliskan bila ada) ......

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah:

   a. Ruang kelas

   b. Perpustakaan

   c. Lab bahasa

   d. Luar kelas (taman, gazebo, dll)

   e. Lain-lainnya (tuliskan bila ada)

14. Peran saya dalam mempelajari materi percakapan singkat adalah

   a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi dalmya

   b. Rajin membaca ataupun berlatih melakukan percakapan singkat dari isi buku saku yang dibagikan tutor

   c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah

   d. Lain-lainnya (tuliskan bila ada) —

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

   a. Memberikan materi percakapan singkat lalu kami mengulangi.

   b. Mengamati proses pembelajaran percakapan singkat

   c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

   d. Lain-lainnya (tuliskan bila ada)

16. Materi apa yang Anda minati dalam kegiatan berbicara (Speaking)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

   a. *Short conversation of introduction*
   b. *Short conversation of asking permission*
   c. *Short conversation in the mosque*
   d. *Short conversation in the classroom*
   e. *Short conversation in the canteen*
   f. *Short conversation in the bathroom*
   g. *Short conversation in the kitchen*
   h. *Short conversation in the bedroom*
   i. *Short conversation of condition*
   j. *Short conversation of pet playing*
   k. *Short conversation about time*
   l. *Short conversation of asking price*
   m. *Short conversation of asking opinion*
   n. *Short conversation of asking suggestion*
   o. *Short conversation of asking reminding Short conversation of asking for help*
   p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN ✓

A. Data Respondent

Nama   AL-Fauzi

JenisKelamin : laki - laki

kelas   VII

B. PetunjukPengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo.

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
X a. Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris
X a. Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada) ....
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang ajakan masuk kelas
b. Percakapan saat berada di dalam kelas
X c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada) ....

The reas why you don't Speak En.

The sentence that used in previously previous.

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah...

a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqommah

b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

c. Menanyakan/memberitahukan tentang ajakan ke masjid

d. Menanyakan/memberitahukan tentang jadwal adzan

e. Lain-lainnya (Tuliskan bila ada).........

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

a. Menanyakan/memberitahukan tentang ajakan kekantin

b. Menanyakan/memberitahukan tentang harga makanan di kantin

c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

d. Lain-lainnya (Tuliskan bila ada).........

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

a. Menanyakan/memberitahukan tentang waktu makan

b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

c. Menanyakan/memberitahukan tentang menu makanan

d. Menanyakan/memberitahukan tentang rasa dari makanan

e. Menanyakan/memberitahukan tentang makanan kesukaan

f. Menanyakan/memberitahukan tentang adab-adab makan

g. Lain-lainnya (Tuliskan bila ada).........

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

b. Menanyakan/memberitahukan tentang aturan di dalam kamar

c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

e. Lain-lainnya (Tuliskan bila ada).........

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

a. Menanyakan/memberitahukan tentang akan pergi ke dapur

b. Menanyakan/memberitahukan siapa yang ada di dapur

c. Menanyakan/memberitahukan di mana alat dapur tertentu

d. Menanyakan/memberitahukan tentang bahan masakan di dapur

e. Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainnya (Tuliskan bila ada)....

9. Kalimat yang anda butuhkan selain yang di atas adalah ...

   a. Kalimat tentang bagaimana keadaan teman/keselamatnya

   b. Kalimat tentang menanyakan keberadaan temannya

   c. Kalimat tentang menyemangati/menasehati teman

   d. Kalimat tentang meminta dan menyuruh

   e. Lain-lainnya (Tuliskan bila ada)...

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah

   a. *In pairs* (berpasangan)

   b. *Jigsaw* (berkelompok)

   c. *Role play* (bermain peran)

   d. Lain-lainnya (Tuliskan bila ada)

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

   a. Menggunakan gambar

   b. Menggunakan gerakan

   c. Menggunakan video

   d. Lain-lainnya (Tuliskan bila ada) ....

12. Cara mempelajari percakapan singkat yang saya senangi adalah

   a. Individual

   b. Berpasangan

   c. Berkelompok

   d. Lain-lain (tuliskan bila ada).....

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

   a. Ruang kelas

   b. Perpustakaan

   c. Lab bahasa

   d. Luar kelas (taman, gazebo, dsb)

   e. Lain-lainnya (tuliskan bila ada).....

14. Peran saya dalam mempelajari materi percakapan singkat adalah

   ☒ Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya.

   b. Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor.

   c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah.

   d. Lain-lainnya (tuliskan bila ada) ....

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

   a. Memberikan materi percakapan singkat lalu kami mengulangi.

   b. Mengamati proses pembelajaran percakapan singkat

   ☒ Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

   d. Lain-lainnya (tuliskan bila ada) ....

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)
   a. *Short conversation of introduction*
   b. *Short conversation of asking permission*
   ☒ *Short conversation in the mosque*
   ☒ *Short conversation in the classroom*
   ☒ *Short conversation in the canteen*
   ☒ *Short conversation in the bathroom*
   ☒ *Short conversation in the kitchen*
   ☒ *Short conversation in the bedroom*
   i. *Short conversation of condition*
   j. *Short conversation of get pening*
   k. *Short conversation about time*
   l. *Short conversation of asking price*
   m. *Short conversation of asking opinion*
   n. *Short conversation of asking suggestion*
   o. *Short conversation of asking reminding Short conversation of asking for help*
   p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN

A. **Data Responden**

Nama : _____

JenisKelamin : _____

kelas : VII

B. **PetunjukPengisian**

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
a. Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris
a. Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada) ....
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang ajakan masuk kelas
b. Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada)

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah ...

a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqoomah

b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

c. Menanyakan/memberitahukan tentang ajakan ke masjid

d. Menanyakan/memberitahukan tentang jadwal adzan

e. Lain-lainnya (Tuliskan bila ada) ...

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

a. Menanyakan/memberitahukan tentang ajakan kekantin

b. Menanyakan/memberitahukan tentang harga makanan di kantin

c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

d. Lain-lainnya (Tuliskan bila ada) ...

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

a. Menanyakan/memberitahukan tentang waktu makan

b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

c. Menanyakan/memberitahukan tentang menu makanan

d. Menanyakan/memberitahukan tentang rasa dari makanan

e. Menanyakan/memberitahukan tentang makanan kesukaan

f. Menanyakan/memberitahukan tentang adab-adab makan

g. Lain-lainnya (Tuliskan bila ada) ...

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

b. Menanyakan/memberitahukan tentang aturan di dalam kamar

c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

e. Lain-lainnya (Tuliskan bila ada) ...

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

a. Menanyakan/memberitahukan tentang akan pergi ke dapur

b. Menanyakan/memberitahukan siapa yang ada di dapur

c. Menanyakan/memberitahukan di mana alat dapur tertentu

d. Menanyakan/memberitahukan tentang bahan masakan di dapur

e. Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainya (Tuliskan bila ada)...

9. Kalimat yang anda butuhkan selain yang di atas adalah ...

a. Kalimat tentang bagaimana keadaan teman/keseluruhannya

b. Kalimat tentang menanyakan keberadaan temannya

c. Kalimat tentang menyemangati/menasehati teman

d. Kalimat tentang meminta dan menyuruh

e. Lain-lainya (Tuliskan bila ada)...

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah

a. *In pairs* (berpasangan)

b. *Jigsaw* (berkelompok)

c. *Role play* (bermain peran)

d. Lain-lainya (Tuliskan bila ada)...

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

a. Menggunakan gambar

b. Menggunakan gerakan

c. Menggunakan video

d. Lain-lainnya (Tuliskan bila ada)...

12. Cara mempelajari percakapan singkat yang saya senangi adalah

a. Individual

b. Berpasangan

c. Berkelompok

d. Lain-lain tuliskan bila ada)...

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

a. Ruang kelas

b. Perpustakaan

c. Lab bahasa

d. Luar kelas (taman, gazebo, dsb)

e. Lain-lainnya (tuliskan bila ada)...

14. Peran saya dalam mempelajari materi percakapan singkat adalah

    a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya

    b. Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor

    c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah

    d. Lain-lainnya (tuliskan bila ada) ....

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

    a. Memberikan materi percakapan singkat lalu kami mengulangi.

    b. Mengamati proses pembelajaran percakapan singkat

    c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat

    d. Lain-lainnya (tuliskan bila ada) ....

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

    a. *Short conversation of introduction*

    b. *Short conversation of asking permission*

    c. *Short conversation in the mosque*

    d. *Short conversation in the classroom*

    e. *Short conversation in the canteen*

    f. *Short conversation in the bathroom*

    g. *Short conversation in the kitchen*

    h. *Short conversation in the bedroom*

    i. *Short conversation of condition*

    j. *Short conversation of get pilling*

    k. *Short conversation about time*

    l. *Short conversation of asking price*

    m. *Short conversation of asking opinion*

    n. *Short conversation of asking suggestion*

    o. *Short conversation of asking reminding Short conversation of asking for help*

    p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN ✓

A. Data Respondent

Nama   Wahyu T

JenisKelamin   Laki²

kelas   VII

B. PetunjukPengisian

   Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo

   Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
X Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris....
X Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada)....
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
X Menanyakan/memberitahukan tentang ajakan masuk kelas
b. Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada)....

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah...

a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqoomah

b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

☒ Menanyakan/memberitahukan tentang ajakan ke masjid

d. Menanyakan/memberitahukan tentang jadwal adzan

e. Lain-lainnya (Tuliskan bila ada)_____

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah...

a. Menanyakan/memberitahukan tentang ajakan kekantin

b. Menanyakan/memberitahukan tentang harga makanan di kantin

☒ Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

d. Lain-lainnya (Tuliskan bila ada)_____

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah...

☒ Menanyakan/memberitahukan tentang waktu makan

b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

c. Menanyakan/memberitahukan tentang menu makanan

d. Menanyakan/memberitahukan tentang rasa dari makanan

e. Menanyakan/memberitahukan tentang makanan kesukaan

f. Menanyakan/memberitahukan tentang adab-adab makan

g. Lain-lainnya (Tuliskan bila ada)_____

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah...

☒ Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

b. Menanyakan/memberitahukan tentang aturan di dalam kamar

c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

e. Lain-lainnya (Tuliskan bila ada)_____

8. Kalimat yang paling sering saya gunakan saat berada dikapur adalah...

a. Menanyakan/memberitahukan tentang akan pergi ke dapur

b. Menanyakan/memberitahukan siapa yang ada di dapur

c. Menanyakan/memberitahukan di mana alat dapur tercicia

☒ Menanyakan/memberitahukan tentang bahan masakan di dapur

e. Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainnya (Tuliskan bila ada) ___

9. Kalimat yang anda butuhan selain yang di atas adalah ___

   a. Kalimat tentang bagaimana keadaan teman/kesehatannya

   b. Kalimat tentang menanyakan keberadaan temannya

   c. Kalimat tentang menyemangati/menasehati teman

   X. Kalimat tentang meminta dan menyuruh

   e. Lain-lainnya (Tuliskan bila ada) ___

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah

    X. *In pairs* (berpasangan)

    b. *In grup* (berkelompok)

    c. *Role play* (bermain peran)

    d. Lain-lainnya (Tuliskan bila ada) ___

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

    a. Menggunakan gambar

    b. Menggunakan gerakan

    X. Menggunakan video

    d. Lain-lainnya (Tuliskan bila ada) ___

12. Cara mempelajari percakapan singkat yang saya senangi adalah

    a. Individual

    X. Berpasangan

    c. Berkelompok

    d. Lain-lain (tuliskan bila ada) ___

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

    X. Ruang kelas

    b. Perpustakaan

    c. Lab bahasa

    d. Luar kelas (taman, gazebo, dsb)

    e. Lain-lainnya (tuliskan bila ada) ___

14. Peran saya dalam mempelajari materi percakapan singkat adalah

a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya

✗ Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor.

c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah.

d. Lain-lainnya (tuliskan bila ada) _____

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor:

✗ Memberikan materi percakapan singkat lalu kami mengulangi.

b. Mengamati proses pembelajaran percakapan singkat

c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

d. Lain-lainnya (tuliskan bila ada)

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

✗ *Short conversation of introduction*
b. *Short conversation of asking permission*
✗ *Short conversation in the mosque*
✗ *Short conversation in the classroom*
✗ *Short conversation in the canteen*
✗ *Short conversation in the bathroom*
✗ *Short conversation in the kitchen*
✗ *Short conversation in the bedroom*
Short conversation of condition
✗ *Short conversation of get playing*
k. *Short conversation about time*
l. *Short conversation of asking price*
✗ *Short conversation of asking opinion*
n. *Short conversation of asking suggestion*
o. *Short conversation of asking reminding Short conversation of asking for help*
✗ *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN

A. Data Respondent

Nama : Muh. Resky

JenisKelamin : Laki-laki

kelas : VIII

B. PetunjukPengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadian Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi instrumen dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
☒ Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris
☒ Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada)......
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang ajakan masuk kelas
☒ Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada)......

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah .

a. Menanyakan/memberitahukan informasi tentang waktu shalat, adzan dan iqomah

b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

☒ Menanyakan/memberitahukan tentang ajakan ke masjid

d. Menanyakan/memberitahukan tentang jadwal adzan

e. Lain-lainnya (Tuliskan bila ada) .....

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

☒ Menanyakan/memberitahukan tentang ajakan kekantin

b. Menanyakan/memberitahukan tentang harga makanan di kantin

c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

d. Lain-lainnya (Tuliskan bila ada) .....

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

a. Menanyakan/memberitahukan tentang waktu makan

b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

c. Menanyakan/memberitahukan tentang menu makanan

☒ Menanyakan/memberitahukan tentang rasa dari makanan

e. Menanyakan/memberitahukan tentang makanan kesukaan

f. Menanyakan/memberitahukan tentang adab-adab makan

g. Lain-lainya (Tuliskan bila ada) .....

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

☒ Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

b. Menanyakan/memberitahukan tentang aturan di dalam kamar

c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

e. Lain-lainnya (Tuliskan bila ada) .....

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

a. Menanyakan/memberitahukan tentang akan pergi ke dapur

b. Menanyakan/memberitahukan siapa yang ada di dapur

c. Menanyakan/memberitahukan di mana alat dapur tertentu

d. Menanyakan/memberitahukan tentang bahan masakan di dapur

☒ Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainnya (Tuliskan bila ada) ____

9. Kalimat yang anda butuhkan selain yang di atas adalah ...

    ☒ Kalimat tentang bagaimana keadaan teman/kesehatannya

    b. Kalimat tentang menanyakan keberadaan temannya

    c. Kalimat tentang menyemangati/menasehati teman

    d. Kalimat tentang meminta dan menyuruh

    e. Lain-lainnya (Tuliskan bila ada)

10. Aktivitas yang saya senang dalam mempelajari percakapan singkat adalah

    ☒ *In pairs* (berpasangan)

    b. *Jigsaw* (berkelompok)

    c. *Role play* (bermain peran)

    d. Lain-lainnya (Tuliskan bila ada).

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

    ☒ Menggunakan gambar

    b. Menggunakan gerakan

    c. Menggunakan video

    d. Lain-lainnya (Tuliskan bila ada) ____

12. Cara mempelajari percakapan singkat yang saya senangi adalah

    a. Individual

    ☒ Berpasangan

    c. Berkelompok

    d. Lain-lain (tuliskan bila ada).

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

    ☒ Ruang kelas

    b. Perpustakaan

    c. Lab bahasa

    d. Luar kelas (taman, gazebo, dll)

    e. Lain-lainnya (tuliskan bila ada) ____

14. Peran saya dalam mempelajari materi percakapan singkat adalah

    a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya

    ☒ Rutin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor

    c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor, dengan baik di lingkungan sekolah

    d. Lain-lainnya (tuliskan bila ada) ......

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

    ☒ Memberikan materi percakapan singkat lalu kami mengulangi

    b. Mengamati proses pembelajaran percakapan singkat

    c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat

    d. Lain-lainnya (tuliskan bila ada) ......

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

    ☒ *Short conversation of introduction*
    b. *Short conversation of asking permission*
    ☒ *Short conversation in the mosque*
    ☒ *Short conversation in the classroom*
    ☒ *Short conversation in the canteen*
    ☒ *Short conversation in the bathroom*
    ☒ *Short conversation in the kitchen*
    ☒ *Short conversation in the bedroom*
    i. *Short conversation of condition*
    j. *Short conversation of art playing*
    k. *Short conversation about time*
    l. *Short conversation of asking price*
    m. *Short conversation of asking opinion*
    n. *Short conversation of asking suggestion*
    o. *Short conversation of asking reminding Short conversation of asking for help*
    p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN ✓

A. Data Respondent

Nama : Inb Ayu

JenisKelamin : Lain lain

kelas : VII

B. PetunjukPengisian

Berilah tanda (X) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT Al-Hafidz Palopo.

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
X Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris...
X Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada) _____
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
X Menanyakan/memberitahukan tentang ajakan masuk kelas
b. Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada) _____

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah

   ☒ Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqomah

   b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

   c. Menanyakan/memberitahukan tentang apakan ke masjid

   d. Menanyakan/memberitahukan tentang jadwal adzan

   e. Lain-lainnya (Tuliskan bila ada)

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

   a. Menanyakan/memberitahukan tentang apakan kekantin

   ☒ Menanyakan/memberitahukan tentang harga makanan di kantin

   c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

   d. Lain-lainnya (Tuliskan bila ada)

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

   a. Menanyakan/memberitahukan tentang waktu makan

   ☒ Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

   c. Menanyakan/memberitahukan tentang menu makanan

   d. Menanyakan/memberitahukan tentang rasa dari makanan

   e. Menanyakan/memberitahukan tentang makanan kesukaan

   f. Menanyakan/memberitahukan tentang adab-adab makan

   g. Lain-lainnya (Tuliskan bila ada)

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

   ☒ Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

   b. Menanyakan/memberitahukan tentang aturan di dalam kamar

   c. Menanyakan/memberitahukan tentang saya tidur nyenyak atau tidak

   d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

   e. Lain-lainnya (Tuliskan bila ada)

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

   a. Menanyakan/memberitahukan tentang akan pergi ke dapur

   b. Menanyakan/memberitahukan siapa yang ada di dapur

   ☒ Menanyakan/memberitahukan di mana alat dapur tertentu

   d. Menanyakan/memberitahukan tentang bahan masakan di dapur

   e. Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang menganin untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainya (Tuliskan bila ada) ....

9. Kalimat yang anda butuhan selain yang di atas adalah ....

a. Kalimat tentang bagaimana keadaan teman/kesehatannya

X b. Kalimat tentang menanyakan keberadaan temannya

c. Kalimat tentang menyemangati/menasehati teman

d. Kalimat tentang meminta dan menyuruh

e. Lain-lainya (Tuliskan bila ada)

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah

X a. *In pairs* (berpasangan)

b. *Jigsaw* (Berkelompok)

c. *Role play* (bermain peran)

d. Lain-lainnya (Tuliskan bila ada)

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

X a. Menggunakan gambar

b. Menggunakan gerakan

c. Menggunakan video

d. Lain-lainnya (Tuliskan bila ada) ....

12. Cara mempelajari percakapan singkat yang saya senang adalah

a. Individual

X b. Berpasangan

c. Berkelompok

d. Lain-lain (Tuliskan bila ada) ....

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

a. Ruang kelas

b. Perpustakaan

c. Lab bahasa

X d. Luar kelas (taman, gazebo, dsb)

e. Lain-lainnya (tuliskan bila ada)

14. Peran saya dalam mempelajari materi percakapan singkat adalah

a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya.

X Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor.

c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah

d. Lain-lainnya (tuliskan bila ada).............

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

X Memberikan materi percakapan singkat lalu kami mengulangi.

b. Mengamati proses pembelajaran percakapan singkat

c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

d. Lain-lainnya (tuliskan bila ada)...........

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

X *Short conversation of introduction*
b. *Short conversation of asking permission*
X *Short conversation in the mosque*
X *Short conversation in the classroom*
X *Short conversation in the canteen*
f. *Short conversation in the bathroom*
X *Short conversation in the kitchen*
X *Short conversation in the bedroom*
i. *Short conversation of condition*
j. *Short conversation of gift playing*
k. *Short conversation about time*
l. *Short conversation of asking price*
m. *Short conversation of asking opinion*
n. *Short conversation of asking suggestion*
o. *Short conversation of asking reminding Short conversation of asking for help*
p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN

A. Data Respondent

Nama : Muh Afiizal Aui

JenisKelamin : laki-laki

kelas : VII

B. PetunjukPengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo.

Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook* speaking Inggris?
a. Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
x Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris...
a. Kurangnya penguasaan kosa kata
x Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada)
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
a. Menanyakan/memberitahukan tentang ajakan masuk kelas
b. Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
x Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada).......

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah...

   a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqoomah

   b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

   c. Menanyakan/memberitahukan tentang ajakan ke masjid

   d. Menanyakan/memberitahukan tentang jadwal adzan

   e. Lain-lainnya (Tuliskan bila ada)......

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

   a. Menanyakan/memberitahukan tentang ajakan kekantin

   b. Menanyakan/memberitahukan tentang harga makanan di kantin

   c. Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

   d. Lain-lainnya (Tuliskan bila ada).......

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

   a. Menanyakan/memberitahukan tentang waktu makan

   b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

   c. Menanyakan/memberitahukan tentang menu makanan

   d. Menanyakan/memberitahukan tentang rasa dari makanan

   e. Menanyakan/memberitahukan tentang makanan kesukaan

   f. Menanyakan/memberitahukan tentang adab-adab makan

   g. Lain-lainnya (Tuliskan bila ada).......

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

   a. Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

   b. Menanyakan/memberitahukan tentang aturan di dalam kamar

   c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

   d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

   e. Lain-lainnya (Tuliskan bila ada).......

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

   a. Menanyakan/memberitahukan tentang akan pergi ke dapur

   b. Menanyakan/memberitahukan siapa yang ada di dapur

   c. Menanyakan/memberitahukan di mana alat dapur tertentu

   d. Menanyakan/memberitahukan tentang bahan masakan di dapur

   e. Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainya (Tuliskan bila ada) ....

9. Kalimat yang anda butuhkan selain yang di atas adalah ...

    a. Kalimat tentang bagaimana keadaan teman/kesehatannya

    x. Kalimat tentang menanyakan keberadaan temannya

    c. Kalimat tentang menyemangati/menasehati teman

    d. Kalimat tentang meminta dan menyuruh

    e. Lain-lainya (Tuliskan bila ada)...

10. Aktivitas yang saya senangi dalam mempelajari percakapan singkat adalah

    x. *In pairs* (berpasangan)

    b. *Jigsaw* (berkelompok)

    c. *Role play* (bermain peran)

    d. Lain-lainnya (Tuliskan bila ada)...

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

    a. Menggunakan gambar

    b. Menggunakan gerakan

    x. Menggunakan video

    d. Lain-lainnya (Tuliskan bila ada)...

12. Cara mempelajari percakapan singkat yang saya senangi adalah

    a. Individual

    x. Berpasangan

    c. Berkelompok

    d. Lain-lain (tuliskan bila ada)...

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

    x. Ruang kelas

    b. Perpustakaan

    c. Lab bahasa

    d. Luar kelas (taman, gazebo, dll)

    e. Lain-lainnya (tuliskan bila ada)

14. Peran saya dalam mempelajari materi percakapan singkat adalah:

    a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya.

    b. Rajin membaca ataupun latihan melakukan percakapan singkat dari isi buku saku yang dibagikan tutor.

    c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah.

    d. Lain-lainnya (tuliskan bila ada) _____

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

    a. Memberikan materi percakapan singkat lalu kami mengulangi

    b. Mengamati proses pembelajaran percakapan singkat

    c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat

    d. Lain-lainnya (tuliskan bila ada) _____

16. Materi apa yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

    a. *Short conversation of introduction*

    b. *Short conversation of asking permission*

    c. *Short conversation in the mosque*

    d. *Short conversation in the classroom*

    e. *Short conversation in the canteen*

    f. *Short conversation in the bathroom*

    g. *Short conversation in the kitchen*

    h. *Short conversation in the bedroom*

    i. *Short conversation of condition*

    j. *Short conversation of yes paying*

    k. *Short conversation about time*

    l. *Short conversation of asking price*

    m. *Short conversation of asking opinion*

    n. *Short conversation of asking suggestion*

    o. *Short conversation of asking reminding Short conversation of asking for help*

    p. *Short conversation of asking direction*

ANGKET ANALISIS KEBUTUHAN

A. Data Respondent

   Nama   ALDI GANTRA

   JenisKelamin LAKI-LAKI

   kelas   VII

B. PetunjukPengisian

   Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan Anda saat ini, serta sesuai dengan apa yang Anda butuhkan atau Anda inginkan terkait dengan *Speaking* Bahasa Inggris di SMP IT-Al-Hafidz Palopo.

   Kuesioner ini dibuat guna mengumpulkan data *need analysis* siswa terkait pembelajaran *Speaking* Bahasa Inggris. Informasi yang terdapat dalam kuesioner ini akan digunakan dalam penyusunan skripsi dan akan menjadi isi/materi dalam pocketbook untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Questions
1. Mengapa Anda membutuhkan *pocketbook speaking* Inggris?
x Karena saya belum memiliki *pocketbook* untuk berlatih berbicara bahasa Inggris
b. Karena tidak ada *pocketbook* yang tersedia di sekolah
c. Tidak, saya sudah memiliki buku/*pocketbook*
2. Alasan mengapa Anda tidak berbicara bahasa Inggris
x Kurangnya penguasaan kosa kata
b. Tidak percaya diri
c. Takut salah
Lain-lainnya (Tuliskan bila ada) ....
3. Kalimat yang paling sering saya gunakan saat berada di dalam kelas adalah
x Menanyakan/memberitahukan tentang ajakan masuk kelas
b. Percakapan saat berada di dalam kelas
c. Menanyakan/memberitahukan tentang pembelajaran di kelas
d. Menanyakan/memberitahukan tentang ujian akan segera berlangsung
e. Lain-lainnya (Tuliskan bila ada) ....

4. Kalimat yang paling sering saya gunakan ketika berada dimasjid adalah:

a. Menanyakan/memberitahukan informasi tentang waktu sholat, adzan dan iqomah

b. Menanyakan/memberitahukan di mana mukenah, peci, dan sajadah

c. Menanyakan/memberitahukan tentang ajakan ke masjid

✗ Menanyakan/memberitahukan tentang jadwal adzan

e. Lain-lainnya (Tuliskan bila ada)........

5. Kalimat yang paling sering saya gunakan saat berada dikantin adalah

a. Menanyakan/memberitahukan tentang ajakan kekantin

b. Menanyakan/memberitahukan tentang harga makanan di kantin

✗ Menanyakan/memberitahukan tentang makanan apa saja yang di jual di kantin

d. Lain-lainnya (Tuliskan bila ada) ....

6. Kalimat yang paling sering saya gunakan saat berada di ruang makan adalah

✗ Menanyakan/memberitahukan tentang waktu makan

b. Menanyakan/memberitahukan tentang perasaan lapar dan kenyang

c. Menanyakan/memberitahukan tentang menu makanan

d. Menanyakan/memberitahukan tentang rasa dari makanan

e. Menanyakan/memberitahukan tentang makanan kesukaan

f. Menanyakan/memberitahukan tentang adab-adab makan

g. Lain-lainnya (Tuliskan bila ada) ....

7. Kalimat yang paling sering saya gunakan saat berada dikamar tidur adalah

✗ Menanyakan/memberitahukan tentang waktu tidur dan waktu bangun tidur

b. Menanyakan/memberitahukan tentang aturan di dalam kamar

c. Menanyakan/memberitahukan tentang nya tidur nyenyak atau tidak

d. Menanyakan/memberitahukan tentang kebiasaan yang di lakukan di dalam kamar

e. Lain-lainnya (Tuliskan bila ada) ....

8. Kalimat yang paling sering saya gunakan saat berada didapur adalah

a. Menanyakan/memberitahukan tentang akan pergi ke dapur

✗ Menanyakan/memberitahukan siapa yang ada di dapur

c. Menanyakan/memberitahukan di mana alat dapur tertentu

d. Menanyakan/memberitahukan tentang bahan masakan di dapur

e. Menanyakan/memberitahukan tentang menu masakan apa yang akan di masak

f. Menanyakan/memberitahukan tentang mengantri untuk mengambil makanan

g. Menanyakan/memberitahukan tentang giliran yang mencuci piring

h. Lain-lainya (Tuliskan bila ada) ....

9. Kalimat yang anda butuhan selain yang di atas adalah ....

   a. Kalimat tentang bagaimana keadaan teman/kesehatannya

   ✗ Kalimat tentang menanyakan keberadaan temannya

   c. Kalimat tentang menyemangati/menasehati teman

   d. Kalimat tentang meminta dan menyuruh

   e. Lain-lainya (Tuliskan bila ada) ....

10. Aktivitas yang saya setangi dalam mempelajari percakapan singkat adalah

   a. *In pairs* (berpasangan)

   b. *Jigsaw* (berkelompok)

   ✗ *Role play* (bermain peran)

   d. Lain-lainnya (Tuliskan bila ada) ....

11. Dalam mempelajari materi percakapan singkat media yang saya senangi adalah

   ✗ Menggunakan gambar

   b. Menggunakan gerakan

   c. Menggunakan video

   d. Lain-lainnya (Tuliskan bila ada) ....

12. Cara mempelajari percakapan singkat yang saya senangi adalah

   a. Individual

   b. Berpasangan

   ✗ Berkelompok

   d. Lain-lain (tuliskan bila ada) ....

13. Tempat belajar untuk mempelajari percakapan singkat yang saya senangi adalah

   a. Ruang kelas

   b. Perpustakaan

   c. Lab bahasa

   ✗ Luar kelas (taman, gazebo, dsb)

   e. Lain-lainnya (tuliskan bila ada) ....

14. Peran saya dalam mempelajari materi percakapan singkat adalah

    a. Membaca penjelasan tentang materi percakapan singkat dari *pocketbook* dan melaksanakan instruksi darinya.

    b. Rajin membaca ataupun latihan melakukan percakapan singkat dari ini buku saku yang dibagikan tutor.

    c. Memanfaatkan setiap kesempatan untuk berinteraksi menggunakan percakapan singkat buku saku yang telah diberikan oleh tutor dengan baik di lingkungan sekolah.

    d. Lain-lainnya (tuliskan bila ada)............

15. Dalam pemberian materi percakapan singkat saya lebih suka jika tutor

    a. Memberikan materi percakapan singkat lalu kami mengulangi.

    b. Mengamati proses pembelajaran percakapan singkat

    c. Mengontrol dan mengoreksi kesalahan dalam pelafalan pada saat melakukan kegiatan materi percakapan singkat.

    d. Lain-lainnya (tuliskan bila ada) ....

16. Materi apo yang Anda minati dalam kegiatan berbicara (*Speaking*)? (Bisa memilih lebih dari 1 sesuai dengan prioritas)

    a. *Short conversation of introduction*

    b. *Short conversation of asking permission*

    c. *Short conversation in the mosque*

    d. *Short conversation in the classroom*

    e. *Short conversation in the canteen*

    f. *Short conversation in the bathroom*

    g. *Short conversation in the kitchen*

    h. *Short conversation in the bedroom*

    i. *Short conversation of condition*

    j. *Short conversation of get playing*

    k. *Short conversation about time*

    l. *Short conversation of asking price*

    m. *Short conversation of asking opinion*

    n. *Short conversation of asking suggestion*

    o. *Short conversation of asking reminding Short conversation of asking for help*

    p. *Short conversation of asking direction*

APPENDIX 7

THE EXPERTS

VALIDATION RESULT
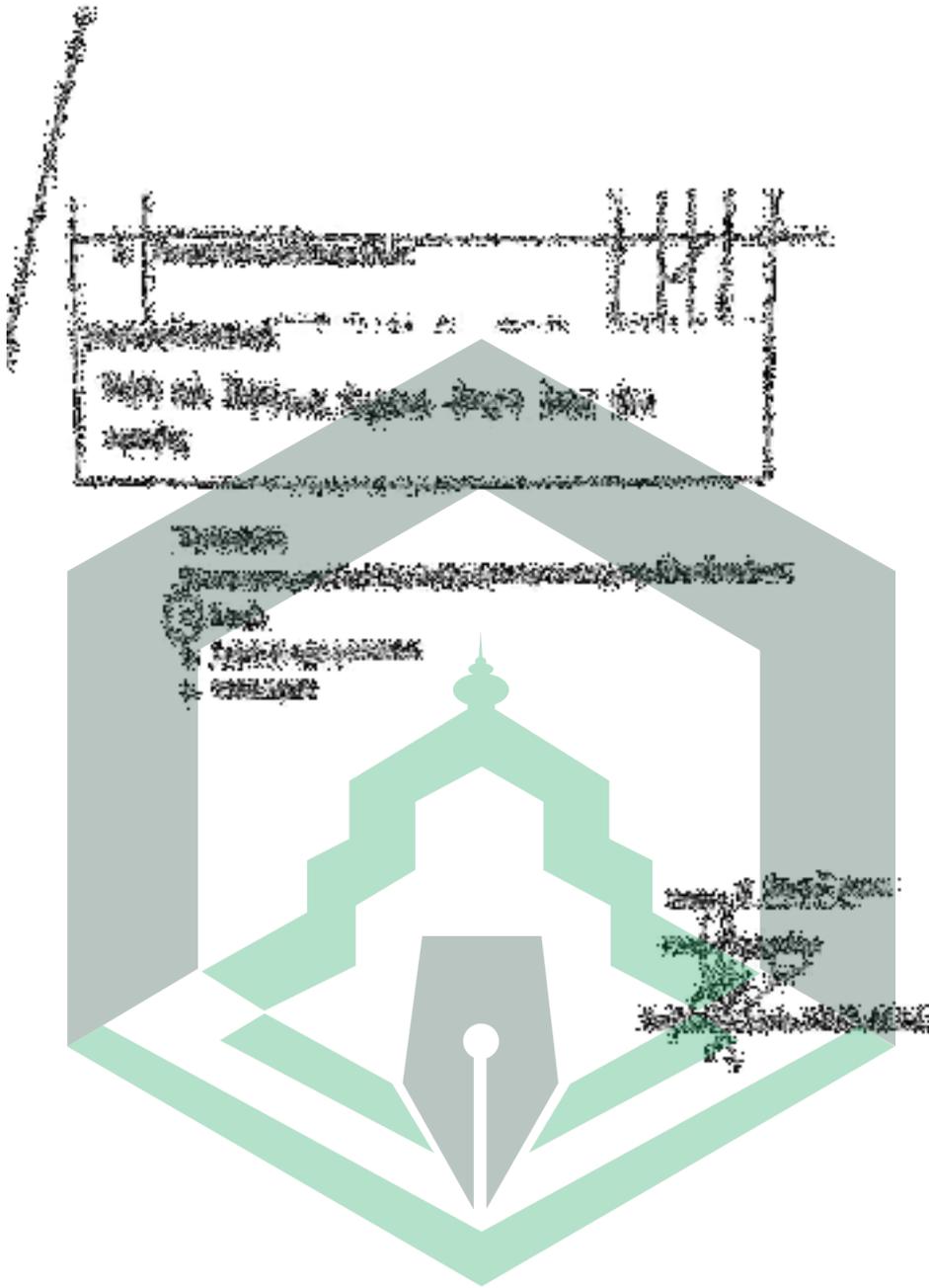
APPENDIX 8

DRAFT CHANGE

REVISED
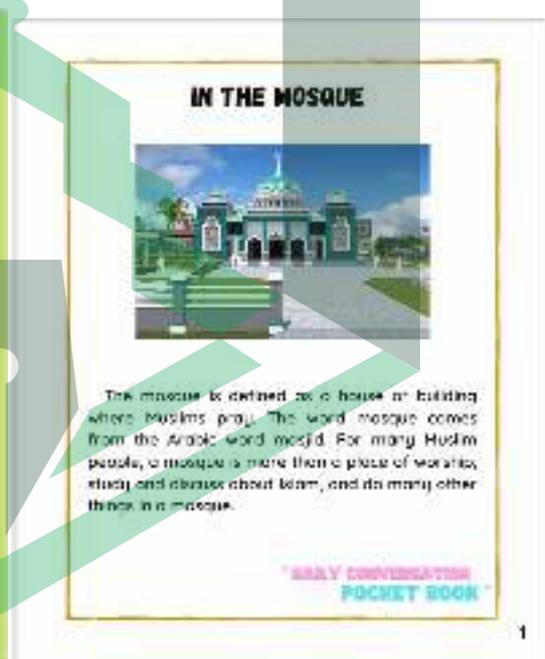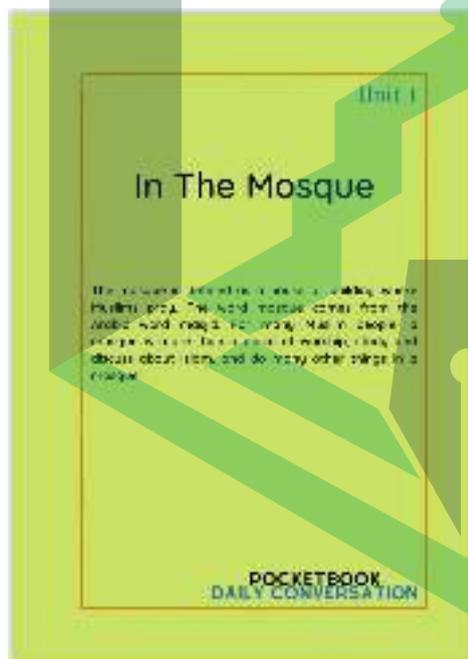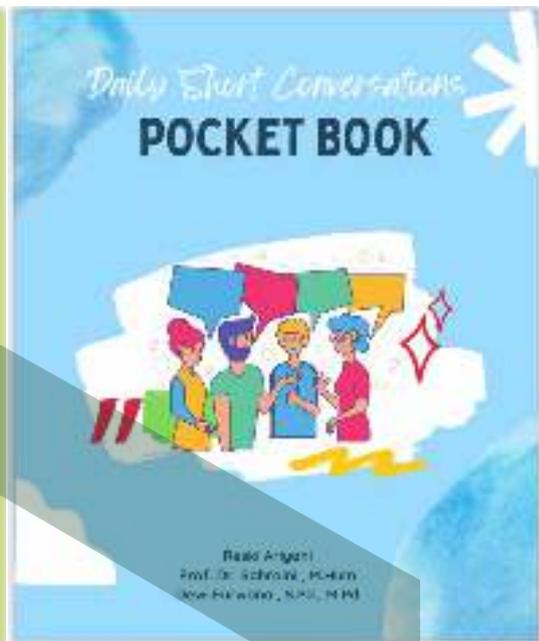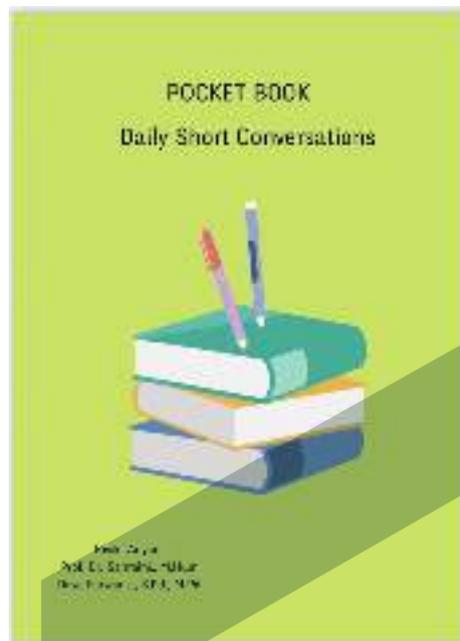
POCKET BOOK

Daily Short Conversations

Dede Anggie
Prof. Dr. Samsul Hikar
Dwe Fuswana, S.Pd., M.Pd

Daily Short Conversations

POCKET BOOK

Dede Anggie
Prof. Dr. Samsul, M.Hum
Dwe Fuswana, S.Pd., M.Pd

Unit 1

In The Mosque

The mosque is defined as a house or building where Muslims pray. The word mosque comes from the Arabic word masjid. For many Muslim people, a mosque is more than a place of worship, study, and discuss about Islam, and do many other things in a mosque.

POCKETBOOK
DAILY CONVERSATION

IN THE MOSQUE

The mosque is defined as a house or building where Muslims pray. The word mosque comes from the Arabic word masjid. For many Muslim people, a mosque is more than a place of worship, study and discuss about Islam, and do many other things in a mosque.

"DAILY CONVERSATION
POCKET BOOK"

1

Conversation 1

Muhammad : Assalamualaikum, my brother
(Assalamu'alaikum saudaraku)

Nashir : Waalaikumussalam

Muhammad : Why are you in such a hurry?
(kenapa kamu begitu terburu buru?)

Naashir : Now it is the maghrib prayer and I
must immediately go to the mosque to
pray. (sekarang sudah masuk waktu
sholat maghrib,jadi saya harus segera
ke masjid)

Muhammad : Yes I know but Allah does not like to
be in a hurry. Wait, I will go with you.
(ya saya tahu tapi Allah tidak suka
terburu buru. Tunggu aku akan pergi
bersamamu)

POCKETBOOK
DAILY CONVERSATION

CONVERSATION 1

Muhammad : Assalamualaikum, my brother
(Assalamu'alaikum saudaraku)

Nashir : Waalaikumussalam

Muhammad : Why are you in such a hurry?
(kenapa kamu begitu terburu buru?)

Naashir : Now it is the maghrib prayer and I
must immediately go to the mosque to
pray. (sekarang sudah masuk waktu
sholat maghrib,jadi saya harus segera
ke masjid)

Muhammad : Yes I know but Allah does not like to
be in a hurry. Wait, I will go with you.
(ya saya tahu tapi Allah tidak suka
terburu buru. Tunggu aku akan pergi
bersamamu)

" DAILY CONVERSATION
POCKET BOOK "

Vocabularies :

* Mosque / (mosk) / Masjid
* Qur'an / (ka'ra:n, -'ræn) / Al-quran
* Priest / (pri:st) / Imam
* Congregation / (,kɒŋgrɪ'geɪʃən) / Makmum
* Pray / (preɪ) / Sholat
* Mat / (mæt) / Sajadah
* Cap / (kæp) / Peci
* Ablution / (ə'blu:ʃən) /Wudhu
* Cycle / sīkəl / Rakaat
* String of bead /(strɪŋ) // (biːd) /Tasbih

" DAILY CONVERSATION
POCKET BOOK "

APPENDIX 9

THE STUDENTS

PERCEPTION

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. **Data Respondent**

Nama : Athifa F

Usia : 14 thn

Kelas : VIII

Jenis Kelamin : PEREMPUAN

B. **Tabel Evaluasi**

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keselaruhan Chapter 1 – Chapter 10					
1	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula				✓
2	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-Hafidz Palopo				✓
3	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo				✓
4	Input materi secara keseluruhan beragam				✓
5	Input materi keseluruhan menarik dan mudah dipahami				✓
6	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz				✓

No						
7.	Topik materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari					✓
8.	Latihan-latihan dalam buku *Daily Short Conversation Pocketbook* mudah dipahami				✓	
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik					✓
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana					✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik					✓
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik					✓
	Masukan Lain:					

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Muhammad khairsh

Usia : 19 thn

Kelas : VIII

Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidaksetuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.				✓
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-HafidzPalopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo			✓	
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi keseluruhan menarik dan mudah dipahami			✓	
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz.			✓	

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari			✓	
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami.				✓
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.				✓
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana.				✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik.			✓	
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Denisa Sahrura m·

Usia : 13 thn

Kelas : VIII (9)

Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

4   Sangat setuju

3   Setuju

2   Kurang setuju

1   Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.				✓
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-Hafidz Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo			✓	
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi keseluruhan menarik dan mudah dipahami			✓	
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz			✓	

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari				✓
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami.				✓
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.			✓	
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana				✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik				✓
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. **Data Respondent**

Nama : Vhairunnisa

Usia : 13 Tahun

Kelas : VIII (8)

Jenis Kelamin : Perempuan

B. **Tabel Evaluasi**

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan

4	: Sangat setuju
3	: Setuju
2	: Kurang setuju
1	: Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.				✓
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-HafidzPalopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo			✓	
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi keseluruhan menarik dan mudah dipahami			✓	
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz			✓	

No.					✓
7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari.				✓
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami.				✓
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.			✓	
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana-mana.				✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik				✓
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik.				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Muh. HASYIM

Usia : 13 Tahun

Kelas : VIII (IAPAN)

Jenis Kelamin : Laki-laki

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✔) pada kolom yang tersedia.

Keterangan:

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidaksetuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.	✔			
2	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-HafidzPalopo				✔
3	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo			✔	
4	Input materi secara keseluruhan beragam				✔
5	Input materi keseluruhan menarik dan mudah dipahami.				✔
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz.				✔

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari				✓
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami			✓	
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.				✓
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana.			✓	
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik				✓
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Feola Assyfa A'A

Usia : 13 Tahun

Kelas : VIII

Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia

Keterangan

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.				✓
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-Hafidz Palopo				✓
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo				✓
4.	Input materi secara keseluruhan beragam.				✓
5.	Input materi keseluruhan menarik dan mudah dipahami.				✓
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz				✓

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari.				✓
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami.				✓
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.				✓
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana.				✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik				✓
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik				✓
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. **Data Respondent**

Nama : Moh-Wahyu - Tandi

Usia : 13 Thn

Kelas : VII (8)

Jenis Kelamin : Laki-Laki

B. **Tabel Evaluasi**

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidaksetuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula		✓		
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-Hafidz Palopo			✓	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo		✓		
4.	Input materi secara keseluruhan beragam.			✓	
5.	Input materi keseluruhan menarik dan mudah dipahami.			✓	
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz.			✓	

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari.		✓	.	
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami.			✓.	
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.			✓.	
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana.			✓	.
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik.		.	✓	
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik			. ✓	
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : AL-Fadli, muh rosdi, SP.

Usia : 19 thn, 13 thn

Kelas : VII

Jenis Kelamin : Lk/Pr

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia

Keterangan:

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidaksetuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.			✓	
2	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-HafidzPalopo			✓	
3	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo			✓	
4	Input materi secara keseluruhan beragam				✓
5	Input materi keseluruhan menarik dan mudah dipahami.			✓	
6	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz.			✓	

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari			✓
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami	✓		
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.			✓
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana			✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik			✓
12.	Warna dan desain sampul buku *Daily Short Conversation Pocketbook* menarik			✓
	Masukan Lain:			

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama	Dian Asmawati
Usia	13 Thn
Kelas	VII
Jenis Kelamin	Laki-Laki

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

4	: Sangat setuju
3	: Setuju
2	: Kurang setuju
1	: Tidaksetuju

No.	Pertanyaan	1	2	3	4
	Keseluruhan Chapter 1 – Chapter 10				
1	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula			✓	
2	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-HafidzPalopo			✓	
3	Materi yang disajikan mampu meningkatkan kemampuan berbicarasiswa kelas dua SMP IT Al-Hafidz Palopo				✓
4	Input materi secara keseluruhan bervariasi		✓		
5	Input materi keseluruhan menarik dan mudah dipahami			✓	
6	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz			✓	

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari			√	
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami			√	
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.			√	
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana			√	
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik			√	
12.	Warna dan design sampel buku *Daily Short Conversation Pocketbook* menarik			√	
	Masukan Lain:			√	

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Muh. Afrizql Auf
Usia : 14 tahun
Kelas : VIII
Jenis Kelamin : lak-lak

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✔) pada kolom yang tersedia.

Keterangan:

4 : Sangat setuju
3 : Setuju
2 : Kurang setuju
1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.		✔		
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-Hafidz Palopo			✔	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo		✔		
4.	Input materi secara keseluruhan beragam.			✔	
5.	Input materi keseluruhan menarik dan mudah dipahami.			✔	
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz			✔	

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari.			✓	
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami			✓	
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik			✓	
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana				✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik			✓	
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik			✓	
	Masukan Lain:				

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Nyalv Agis

Usia : 14

Kelas : bhu

Jenis Kelamin : Laki - laki

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✔) pada kolom yang tersedia.

Keterangan:

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidaksetuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 - Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula			✔	
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-HafidzPalopo			✔	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Halidz Palopo				✔
4.	Input materi secara keseluruhan menarik			✔	
5.	Input materi keseluruhan menarik dan mudah dipahami			✔	
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafix				✔

7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari.			✓
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami			✓
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik			✓
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana.				✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik			✓
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik			✓
	Masukan Lain:			

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama : Nasyah lavraa

Usia : 13

Kelas : VIII

Jenis Kelamin : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia.

Keterangan:

4 : Sangat setuju

3 : Setuju

2 : Kurang setuju

1 : Tidak setuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.			✓	
2	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-Hafidz Palopo			✓	
3	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo				✓
4	Input materi secara keseluruhan beragam.		✓		
5	Input materi keseluruhan menarik dan mudah dipahami.				✓
6	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz.			✓	

No						
7.	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari.					√
8.	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami.					√
9.	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.				√	
10.	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana					√
11.	Warna desain buku *Daily Short Conversation Pocketbook* menarik				√	
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik				√	
	Masukan Lain:					

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Respondent

Nama   : Nadhira H

Usia   : 13

Kelas   : Dua

Jenis Kelamin   : Perempuan

B. Tabel Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia

Keterangan:

4   : Sangat setuju

3   : Setuju

2   : Kurang setuju

1   : Tidaksetuju

No.	Pertanyaan	1	2	3	4
Keseluruhan Chapter 1 – Chapter 10					
1.	Materi buku *Daily Short Conversation Pocketbook* yang disajikan sesuai untuk pemula.			✓	
2.	Materi *Daily Short Conversation Pocketbook* telah sesuai dengan kebutuhan siswa kelas dua SMP IT Al-HafidzPalopo.			✓	
3.	Materi yang disajikan mampu meningkatkan kemampuan berbicara siswa kelas dua SMP IT Al-Hafidz Palopo				✓
4.	Input materi secara keseluruhan beragam.			✓	
5.	Input materi keseluruhan menarik dan mudah dipahami.		✓		
6.	Topik materi telah sesuai dengan kebutuhan siswa SMP IT Al-Hafiz.				✓

7	Topic materi di dalam buku *Daily Short Conversation Pocketbook* keseluruhan mudah di pelajari dan di aplikasikan setiap hari				✓
8	Latihan-latihan alam buku *Daily Short Conversation Pocketbook* mudah dipahami.			✓	
9	Tampilan buku *Daily Short Conversation Pocketbook* pada setiap halaman menarik.		✓		
10	Ukuran buku *Daily Short Conversation Pocketbook* sudah tepat dan praktis dibawa kemana mana.				✓
11.	Warna design buku *Daily Short Conversation Pocketbook* menarik			✓	
12.	Warna dan design sampul buku *Daily Short Conversation Pocketbook* menarik				✓
	Masukan Lain:				

APPENDIX 10

THE TEACHERS

PERCEPTION

APPENDIX 11

THE FINAL DRAFT

Daily Short Conversations

POCKET BOOK

Reski Ariyani
Prof. Dr. Sahraini., M.Hum
Dewi Furwana., S.Pd., M.Pd

POCKET BOOK
DAILY CONVERSATIONS

RESKI ARIYANI

" DAILY CONVERSATION
POCKET BOOK "
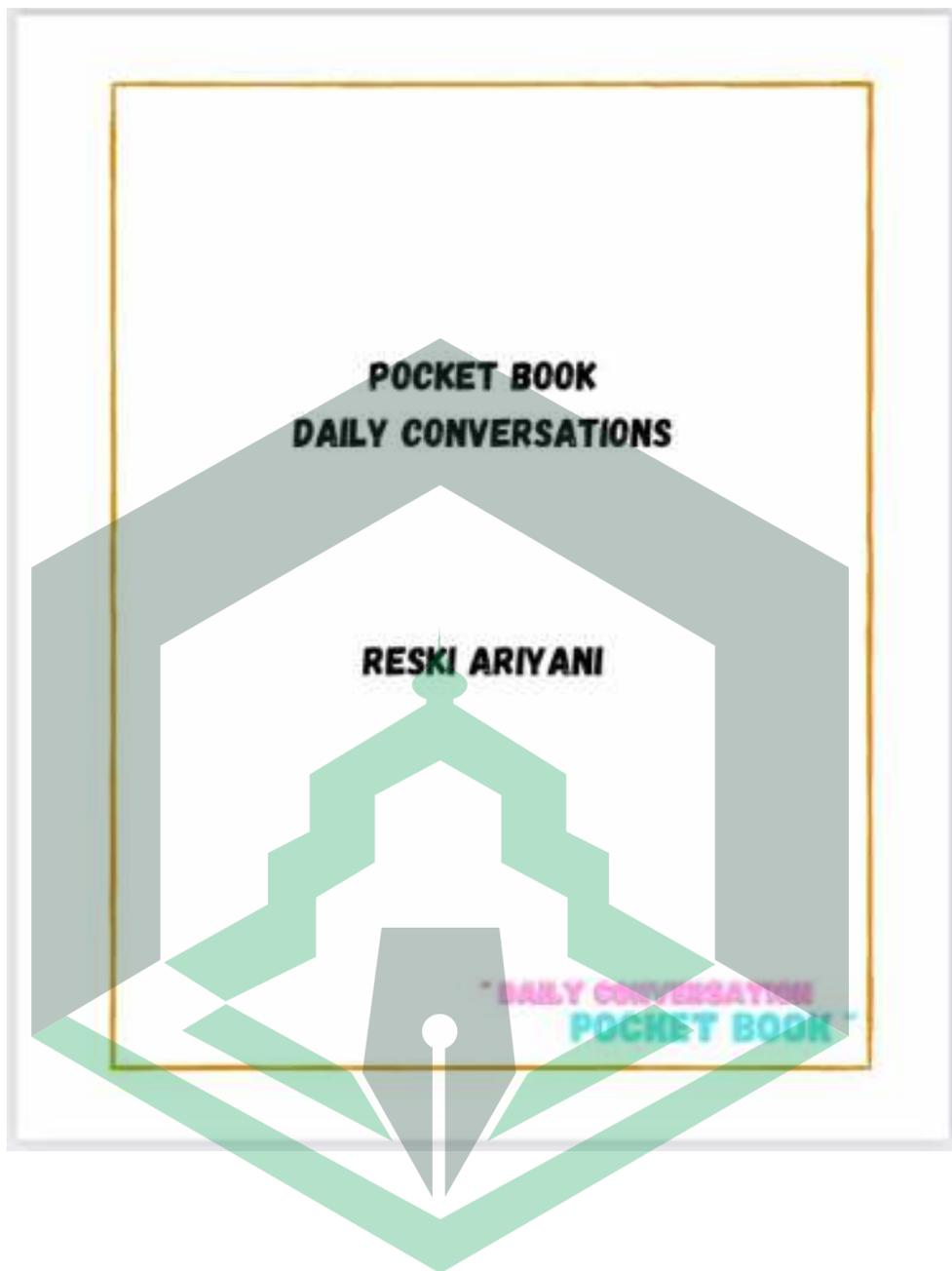
DAILY CONVERSATIONS
POCKET BOOK

Name :_____

Class :_____

KATA PENGANTAR

Kesulitan untuk memilih kata, merangkai kata dan mengungkapkan ide adalah hal klasik yang sering di ungkapkan mereka yang sedang belajar berkomunikasi khusunya dalam Bahasa Inggris Adapun kesulitan utama bagi para pembelajar bahasa Inggris dalam berkomunikasi adalah masalah vocabulary (kosa kata) atau penyusunan kata kata dalam kalimat (kalimat singkat dalam percakapan).

Buku ini disusun dengan baik dan secara sitematis dengan kalimat yang telah di kategorikan agar dapat lebih mudah di pelajari, lebih mudah untuk dihafal dan tentunya sangat membantu pengaplikasian dalam percakapan Bahasa Inggris di kehidupan sehari-hari.

Semoga buku ini dapat membawa manfaat bagi semua pecinta Bahasa inggris, pelajar Bahasa Inggris, siswa beserta guru atau siapapun yang ingin memperdalam kemampuan dirinya dalam berahasa Inggris.

Author

Reski Ariyani

TABLE OF CONTENTS

ALPHABET

Huruf	Phonetic Symbol	Huruf	Phonetic Symbol
A	/ eɪ /	N	/ ɛn /
B	/ bɪː /	O	/ əʊ /
C	/ siː /	P	/ piː /
D	/ diː /	Q	/ kjuː /
E	/ iː /	R	/ ɑː /
F	/ ɛf /	S	/ ɛs /
G	/ dʒiː /	T	/ tiː /
H	/ eɪtʃ /	U	/ juː /
I	/ aɪ /	V	/ viː /
J	/ dʒeɪ /	W	/ˈdʌbəl juː/
K	/ keɪ /	X	/ ɛks /
L	/ ɛl /	Y	/ waɪ /
M	/ ɛm /	Z	/ zɛd, US ziː /

IN THE MOSQUE

The mosque is defined as a house or building where Muslims pray. The word mosque comes from the Arabic word masjid. For many Muslim people, a mosque is more than a place of worship, study and discuss about Islam, and do many other things in a mosque.

Vocabularies :

- Mosque / (mɒsk) / Masjid
- Qur'an / (kʊˈrɑːn, -ˈræn) / Al-quran
- Priest / (priːst) / Imam
- Congregation / (ˌkɒŋgrɪˈgeɪʃən) / Makmum
- Pray / (preɪ) / Sholat
- Mat / (mæt) / Sajadah
- Cap / (kæp) / Peci
- Ablution / (əˈbluːʃən) /Wudhu
- Cycle / sɪ̆ˈkəl / Rakaat
- String of bead /(strɪŋ) // (biːd) /Tasbih

CONVERSATION 1

Muhammad : Assalamualaikum, my brother
(Assalamu'alaikum saudaraku)

Nashir : Waalaikumussalam

Muhammad : Why are you in such a hurry?
(kenapa kamu begitu terburu buru?)

Naashir : Now it is the maghrib prayer and I must immediately go to the mosque to pray. (sekarang sudah masuk waktu shalat maghrib,jadi saya harus segera ke masjid)

Muhammad : Yes I know but Allah does not like to be in a hurry. Wait, I will go with you. (ya saya tahu tapi Allah tidak suka terburu buru. Tunggu aku akan pergi bersamamu)

Naashir : Come here quickly for ablution. See the priest has entered the mosque. Right away!
(cepat kemari untuk berwudhu,lihat imam sudah memasuki masjid. Segera !)

Muhammad : Yes I want to finish ablution, a little more.
(ya saya ingin menyelesaikan wudhu, sedikit lagi.)

Naashir : Come quickly! (ayo cepat!)

CONVERSATION 2

Saim : Good morning Waseem
(Selamat pagi, Waseem)

Waseem : Good morning Saim. Where are you
going? (Selamat pagi Saim.Kemana kamu
pergi?)

Saim : I am going to mosque to offer my prayers.
It is morning prayer time. How about you?
(Saya pergi ke masjid untuk berdoa.Ini
adalah waktu sholat subuh. Bagaimana
dengankamu?)

Waseem : I am going to garden for a morning walk.
(Saya pergi ke taman untuk jalan pagi.)

Saim : Don't you offer your prayers?
(Apakah kamu tidak sholat?)

Waseem : I do sometimes but not regularly.
(Saya terkadang melakukannya tetapi tidak secara teratur)

Saim : You have to wake up your mind to offer your prayers. If a person shuns his prayers accidentally on purpose, it is a great sin.
(Anda harus memutuskan untuk berdoa. Jika seseorang sengaja tidak sengaja melakukan sholat, itu adalah dosa besar.)

Waseem : If someone is busy at prayer time then?
(Jika seseorang sibuk pada waktu sholat lalu?)

Saim : He should stop his business and offer his prayers. (Dia harus menghentikan bisnisnya dan berdoa.)

CONVERSATION 3

Melati : Siska it is time to take a dhuhur prayer, come on! (siska ini sudah waktu shalat dhuhur, ayo!)

Siska : Can you wait me for a moment? I am looking for my slipper. (bisakah kamu menungguku sebentar? Aku sedang mencari sandal ku.

Melati : Where are you save the slipper last? (dimana terakhir kamu menyimpan sandal?)

Siska : I think I save that slipper under the table in front of the television. (sepertinya saya menyimpan sandalnya dibawah meja depan Televisi)

Melati : Yeah I see it, I think you save the slipper behind the door not under the table. (yah aku melihatnya, sepertinya kamu menyimpan sandalnya di belakang pintu bukan dibawah meja).

Siska : Oh my god! Really? Alhamdulillah finally. Ok it is time to take a prayer. (Oh ya Tuhan! Benarkah? Alhamdulillah akhirnya. Baiklah sudah waktunya untuk sholat)

FIND SOME WORDS BASED ON THE PICTURE IN PUZZLE AND LINE THE WORDS

B	Q	F	G	J	H	B	K	C	M
X	U	J	F	D	S	F	H	I	O
V	R	D	U	L	D	K	D	L	S
O	A	E	M	A	T	J	K	L	Q
I	N	G	F	O	U	R	O	D	U
J	H	S	A	K	O	X	C	L	E
Q	C	I	A	S	D	G	H	J	G
T	A	W	B	K	H	O	U	R	I
W	P	Z	M	L	F	Q	E	T	O
B	A	B	L	U	T	I	O	N	Z

9

INTRODUCTION

Introduction is an expression used for introductions or self-introduction in English. Introducing yourself is a presentation about yourself (self-identity). Introducing other people is a presentation about the identity / personality of the person who wants to be known.

Vocabularies :

- Introduction / ɪntrəˈdʌkʃən / Memperkenalkan
- Name / neɪm / Nama
- Address / əˈdrɛs / Alamat
- Birthday / bɜːθ,pleɪs / Hari Lahir
- Birthplace / bɜːθ,pleɪs / Tempat Lahir
- Hobby / ˈhɒbi / Kegemaran
- Ambition / æmˈbɪʃ(ə)n / Ambisi
- Junior High School / ˈdʒuːnjə haɪ skuːl / SMP
- Senior High School / siːnjə haɪ skuːl / SMA
- University / ˌjuːnɪˈvɜːsɪti / Universitas

CONVERSATION I

Putri : Assalamu'alaikum, excuse me.
(Assalamu'aikum, permisi)

Amira : Wa'alaikumussalam, is there anything can I help? (wa'alaikumussalam, apakah ada yang bisa saya bantu?)

Putri : I wanna ask about headmaster's room, can you accompany me go there? (saya ingin bertanya tentang ruangan kepala sekolah, bisakah kamu menemani saya pergi kesana?)

Amira : Yes offcourse, are you new student? (ya tentu saja, apakah kamu murid baru?)

Putri : Ya that is right, I am a new student from Belopa, my name is Putri (ya betul, saya adalah murid baru dari Belopa, namaku Putri)

Amira	: Oh nice to meet you Putri, and my name is Amira. (oh senang bertemu denganmu Putri, dan namaku adalah Amira)
Putri	: Nice to meet you too Amira, can we go to the headmaster's room now? (senang bertemu denganmu juga Amira bolehkah kita ke ruangan kepala sekolah sekarang?)

CONVERSATION 2

Lily : Assalamu'alaikum Jane, How are you?
(Assalamu'alaikum Jane, apa kabar?)

Jane : Wa'alaikumussalam, Alhamdulillah I am fine.
How about you? (Wa'alaikumussalam Lily,
Alhamdulilah aku baik. Bagaimana
denganmu?)

Lily : I am fine too. (aku juga baik)

Jane : Oh by the way, I will introduce my cousin her
name is Sasa. (oh ngomong ngomong, aku
ingin memperkenalkan sepupuku, di bernama
Sasa)

Lily : Oh hai Sasa, my name is Jane. Where are
you school? (oh hai Sasa, namaku Jane.
Kamu sekolah dimana?)

Sasa : My School at Ahmad Razak street, I am the
eight grade of Junior high school.
(Sekolahku berada di jalan Ahmad Razak,
saya kelas 8 SMP)

Lily : Oh we are same I am the eight grade too,
Jane is my classmate, nice to know you
Sasa. (oh kita sama saya juga kelas 8,
senang berkenalan denganmu Sasa)

Sasa : Nice to know you too Lily.
(senang berkenalan denganmu juga Lily)

CONVERSATION 3

Ahmad : Hai brother, can you introduce your self?
(hai sauadaraku, bolehkah kamu
memperkenalkan dirimu?)

Ilman : Yes sure, my name is Ilman.
(ya tentu saja, namaku Ilman)

Ahmad : Where are you from ?
(dari mana kamu berasal?)

Ilman : I am from Makassar. (saya dari Makassar)

Ahmad : May I know about your favorite things like
food, beverage, your hobby, or place?
(bisakah saya tahu tentang hal yang
kamu sukai seperti makanan kesukaan,
minuman hobby, atau tempat kesukaan
mu?)

16

Ilman : My favorite food are satay, meetball, and fried rice and my favorite beverage is ice tea. Then my favorite sport is playing badminton and the place that I like is beach.
(makanan kesukaan ku adalah sate, bakso, dan nasi goreng, dan minuman kesukaan ku adalah es teh. Kemudian saya suka olahraga bulutangkis dan adapun tempat yang saya sukai adalah pantai).

Ahmad : Waw that is so nice explanation, thank you Ilman may us can be close as friends.
(wah penjelasan nya sangat bagus, terima kasih Ilman semoga kita bisa menjadi teman dekat)

Ilman : You are welcome, yes we can.

PRACTICE THIS CONVERSATION IN FRONT OF YOUR CLASS WITH YOUR PARTNER AND ANSWER THE QUESTIONS BASED ON THE CONVERSATION ABOVE !

Fitri : Hi my name is Fitri. Nice to meet you.

Kamal : Nice to meet you, too. My name is Kamal.

Fitri : Do you have brother or sister?

Kamal : Yes, I have two brothers and trhee sister.

Fitri : Wow, that is a big family. But what do your parents job?

Kamal : My father is a fisherman. And my mother is a housewife. And you where are you come from?

Fitri : I am from Bandung. And you?

Kamal : I am from Sunda.

Fitri : Oh ok.

STUDY THE DIALOG AND THEN ANSWERS TO THE FOLLOWING QUESTIONS!

1.Where is Fitri from?
Answer : ....

2.How many brothers and sister does Kamal's have?

Answer : ....

3.What is Kamal's father's job?

Answer : ....

4.What is Kamal's mother's job?

Answer : ....

5.Where is Kamal from?

Answer : ....

IN THE BEDROOM

A bedroom Conversation is a room situated within a residential or accommodation unit characterised by its usage in the bedroom. The bedroom is a room in the house for the bed, so it is mostly used for sleeping. The function of the bedroom is as a place to rest to unwind from all daily activities.

Vocabularies :

- Dream / (driːm) / bermimpi
- Wardrobe / ('wɔːdrəʊb) / lemari
- Pillow / ('pɪləʊ) / bantal
- Bolster / ('bəʊlstə) / guling
- Mattress / ('mætrɪs) / kasur
- Fan / (fæn) / kipas angin
- Pyjamas / (pə'dʒaːməz) / baju tidur
- Piggy bank / ('pɪgɪ) / / (bæŋk) / celengan
- scabbard / ('skæbəd) / Sarung
- Blanket / ('blæŋkɪt) / Selimut

CONVERSATION 1

Anton : Good Morning Andri. (selamat pagi Andri)

Andri : Morning, how are you? (selamat pagi, bagaimana kabar mu?)

Anton : I am fine thank you, and you? (aku baik-baik saja terimakasih, dan kamu?)

Andri : I am fine too thank you (aku juga baik-baik saja terimakasih)

Anton : Let's go to my bedroom (ayo kita pergi ketempat tidurku)

Andri : Ok. hey…. it is a nice bedroom (Baiklah, wah ini tempat tidur yang indah)

Anton : Thank you (Terimakasih)

Andri : What is your favourite things in the bed room? (apa benda favorit mu di tempat tidur?)

Anton : This blanket. My mom gave it to me. (selimut ini, ibuku memberikannya untuk ku)

Andri : Wow! it is wonderful! you are so lucky! (wow, ini indah, kamu sangat beruntung!)

CONVERSATION 2

Acit : Hi wida (Hai wida)

Wida : Hi Acit, how are you? (Hai acit, bagaimana kabar mu?)

Acit : I am fine, thank you, and you? (aku baik-baik saja, terimakasih, dan kamu?)

Wida : I am fine too thanks (aku juga baik-baik saja, terima kasih)

Acit : This is my bedroom. (ini kamar tidurku)

Wida : It's a nice bedroom, very clean and neat. (ini tempat tidur yang indah, bersih dan rapi)

Acit : Thank you (Terimakasih)

Wida : You've got a nice poster.
(kamu mendapatkan sebuah poster yang bagus)

Acit : Thanks. My brother gave it to me
(Terimakasih, saudara laki-laki ku memberikan ini padaku)

Wida : Lucky girl (Gadis yang beruntung)

CONVERSATION 3

Dian   : This is my bedroom, Sani. My favorite room
          in my house (Ini adalah kamar tidurku, Sani.
          Ruang favorit yang ada dirumahku)

Sani   : Oh really? (Oh..sungguh?)

Dian   : Yes, what do you think about my bedroom?
          (Ya, apa yang kamu pikirkan tentang
          Kamar tidurku?)

Sani   : I think it is a nice bedroom
          (aku pikir ini adalah sebuah kamar tidur
          yang indah)

Dian   : Do you think so, San? (apakah kamu
          berfikir begitu san?)

Sani : I think so, Your room is clean and neat. How many times a week do you clean it? (aku pikir begitu, kamar mu sangat bersih dan rapi. Berapa banyak waktu dalam seminggu kamu membersihkan tempat tidur mu?)

Dian : I sweep it every day. I change the bed sheets once a week (Aku menyapu setiap hari. Aku merubah spreinya setiap minggu)

MATCH CORRECT THE ENGLISH NAME TO SUITABLE PICTURE AND ARROW LINE

BLANKET

WARDROBE

BOLSTER

PILLOW

FAN

28

IN THE CLASSROOM

A classroom or schoolroom is a learning space in which both children and adults learn. Classrooms are found in educational institutions of all kinds, ranging from preschools to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations.

Vocabularies :

- Headmaster / (ˌhɛdˈmɑːstə) /Kepsek
- Homeroom teacher / (ˈhəʊmˌruːm, -ˌrʊm) / / (ˈtiːtʃə) /Walikelas
- Schoolmate / (ˈskuːlˌmeɪt) / Teman sekolah
- Scholarship / (ˈskɒləʃɪp) / Beasiswa
- Knowledge / (ˈnɒlɪdʒ) / Pengetahuan
- Achievement / (əˈtʃiːvmənt) / Prestasi
- Summarize / (ˈsʌməˌraɪz) / Meringkas
- Dictate /(dɪkˈteɪt) / Mendikte
- Discuss / (dɪˈskʌs) /Berdiskusi
- Assignment / (əˈsaɪnmənt) / Tugas

CONVERSATION 1

Student : Good morning, Ma'am, may I come in?
(Selamat pagi, Bu, bolehkah saya masuk?)

Teacher : Why are you coming late? (Mengapa kamu datang terlambat?)

Student : I'm sorry, I missed my bus. (Maaf, saya ketinggalan bus)

Teacher : Do you bring your homework? (Apakah kamu membawa pekerjaan rumahmu?)

Student : Yes, I do. (Ya, saya bawa)

Teacher : Alright, then. You may come in. (Baik. Masuklah)

Student : Thank you so much. (Terima kasih banyak)

CONVERSATION 2

Rafli : Hi, do you mind if I sit beside you?. (Hai, bolehkah aku duduk di sebelahmu?)

Manda : No problem. (Tidak apa-apa)

Rafli : Thanks; do we have any homework today? (Terima kasih; apakah kita ada pekerjaan rumah hari ini?)

Manda : Yes, Mr. Stark wanted us to do Exercise 5 and 6 of the previous chapter. (Ya, Mr. Stark menyuruh kita mengerjakan Latihan 5 dan 6 dari bab yang lalu)

Rafli : He did? I mean, Exercise 6 too? (Benarkah? Latihan 6 juga?)

Manda : Yep. (Ya)

Rafli : May I copy your homework, then?
(Bolehkah aku menyalin pekerjaanmu?)

Manda : No, sorry… but I'll help you do it
(Tidak, maaf…tapi aku akan membantumu
mengerjakannya)

CONVERSATION 3

Aca : Have you done your homework? (Sudahkah kamu menyelesaikan pekerjaan rumah?)

Bill : Yes have done. (iya, sudah)

Aca : Okay, so now Bill has brought in something to show the class! Bill, what have you brought for us?
(Baik, jadi sekarang Bill punya hal menarik untuk ditunjukkan pada kelas. Bill, apa yang kau bawa untuk kami?)

Bill : I have brought my dad's guitar. I love listening to him play it. It has six strings and it is brown. (Saya membawa gitar milik ayah saya. Saya senang mendengarnya memainkan gitar. Ada enam senar dan warnanya coklat)

Aca   : That's great! Can you play the guitar?
          (Bagus sekali! Bisakah kamu
           memainkannya?)

Bill   : Okay. (Baik)

Aca   : Thank you for sharing, Bill! Okay class,
          Bill's performance summed up our day.
          Class dismissed! (Terima kasih telah
          berbagi, Bill! Oke penampilan dari Bill tadi
          merangkum kelas kita hari ini. Kelas
          dibubarkan!)

Bill   : Thank you! (Terima kasih)

COMPLETE THE WORDS BELOW

S_T _OW_

TH_ _K_NG

_TA_D U_

CL_S_Y UR _O K

R S_Y UR H_ _D

BE Q_ _TE

36

IN THE CANTEEN

The school's canteen is a space where food is prepared, located in the school area or yard managed by school residents and usually open during school days. The School Healthy Canteen is an activity unit in the school that provides health benefits.

37

Vocabularies :

- Seller/ ('sɛlə) / Penjual
- Drink / (drɪŋk) / Minuman
- Food / (fuːd) / Makanan
- Eat / (iːt) / Makan
- Menu / ('Mɛnjuː) / Daftar Makanan
- Order / ('ɔːdə) / Memesan
- Treat / (triːt) / Mentraktir
- Price / (praɪs) / Harga
- Noodle / ('nuːdəl) / Mie
- Chip / (tʃɪp) / Kerupuk

CONVERSATION 1

Seller : Mila, what do you want?
(Mila, apa yang kamu inginkan?)

Mila : I am so hungry, I want a bowl of fried
noodle, please! (saya sangat lapar, tolong,
saya ingin semangkuk mie goreng.)

Seller : Ok, do you want a glass of iced tea too?
(baik, apakah kamu mau segelas es teh
juga?)

Mila : No, I do not, I want a bottle of cola. (tidak,
saya tidak mau. Saya mau sebotol cola)

Seller : Alright. What about you, Ana? (Ok.
Bagaimana denganmu, Ana?)

Ana : I want a plate of satay and a glass of iced
lemon tea. (saya mau sepiring sate dan
segelas es teh lemon)

Seller : Ok dear, wait a minute, please. I will be back soon. (baik,mohon tunggu sebentar ya. Saya akan kembali segera.)

Mila : Thank you. (Terima kasih)
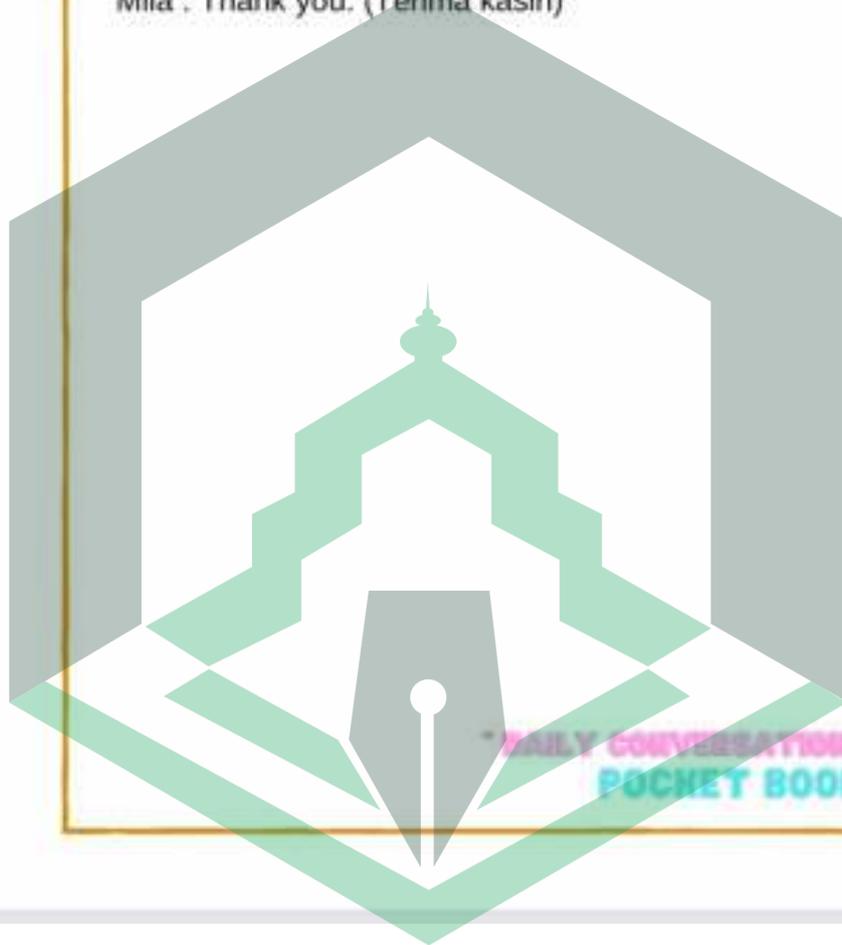
CONVERSATION 2

Rahul : Surya. It's break time. Come on. Let's go to the canteen. (Surya. Ini sudah waktu istirahat. Ayo pergi ke kantin.)

Surya : Yes, come on, Sunil please join with us. (iya, ayo Sunil ayo gabung bersama kami.)

Sunil : I am coming. (aku datang).

Rahul : What food that we will buy? (makanan apa yang ingin kita beli?)

Surya : I want cake, (aku mau kue)

Sunil : I want Samosa (aku mau samosa)

Rahul : Let's buy both. (ayo beli keduanya)

Surya : I think samosa will be tasty with a cup of coffee.
(aku pikir samosa akan terasa lezat dengan segelas kopi)

Sunil : Yes that is right. (ya betul)

Rahul : Surya I think you want buy a cake before.
(Surya aku pikir tadi kamu mau beli kue).

Surya : No, I think samosa more tasty than cake.
(Tidak, aku rasa samosa lebih enak daripada kue.)

Sales Man : How much samosa's that you want to buy.
(Berapa banyak samosa yang ingin kalian beli.)

Rahul : Give me 3 Samosa's. (berikan aku 3 samosa's)

Sales Man : Here it is. (ini dia)

Rahul : Thank you. (Terima kasih)

CONVERSATION 3

Indri : What are you going to order? (Apa yang ingin kamu pesan?)

Astri : I'm thinking about the fried chicken. How about you? (aku pikir tentang ayam goreng. Bagaimana denganmu?)

Indri : I'm trying to decide between the chicken noodle and the fried noodle. (saya mencoba untuk menentukan antara mie ayam dan mie goreng.)

Astri : I hear the chicken noodle is really good. (saya dengar mie ayam sangat bagus).

Indri : Oh, great, I will order that! Do you want to order a beverage to? (oh baik, saya pesan itu! (Apakah kamu mau pesan munuman juga?)

Astri : That sounds great. Choco Belgian is delicious. (kedengarannya bagus, coklat Belgian sangat enak)

Indri : Ok mee to! (baik aku juga)

Astri : Let's do it! (ayo lakukan)
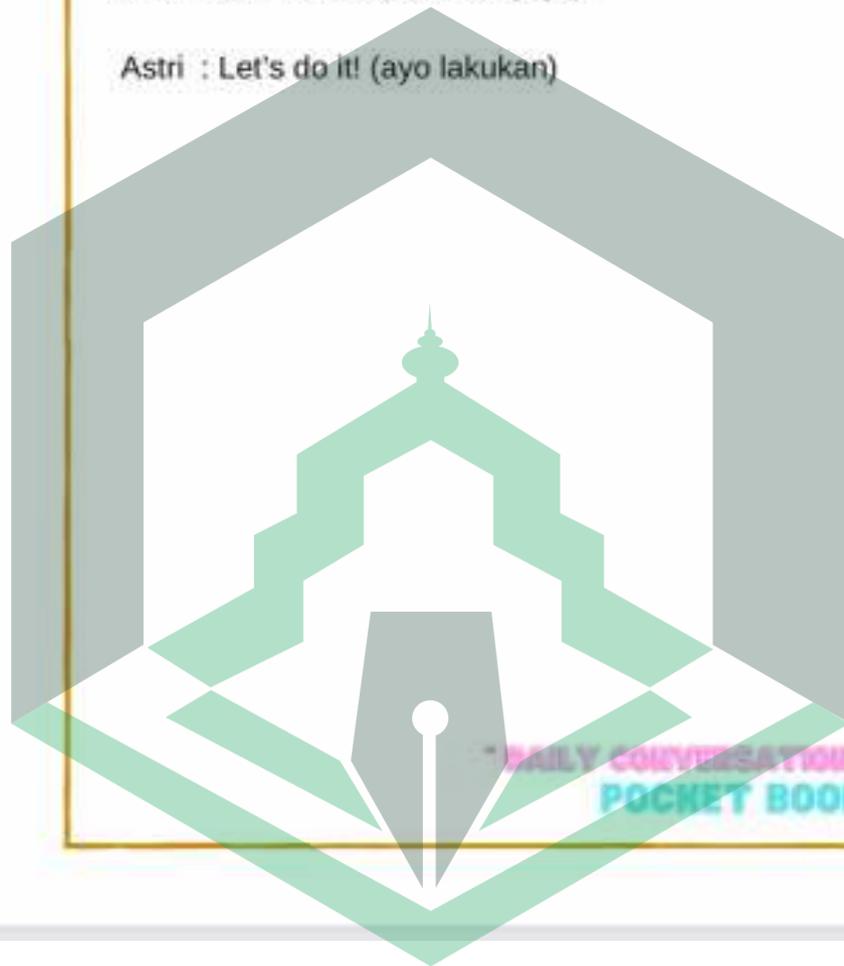
MATCH PICTURES WITH THE NAME OF FOOD THEN WRITE THE NUMBERS BELOW

1. MEETBALL
2. YELLOW RICE
3. ICE TEA
4. FRIDE RICE
5. BREAD
6. ORANGE JUS

IN THE KITCHEN

The kitchen is a place to store and prepare food so that it can be processed as the food can be served according to standards that can be consumed. Kitchen literally means a place, usually in the house or in the dormitory, where someone does an activity to process and provide food or food ingredients.

Vocabularies :

- Cook / (kʊk) / memasak
- Rubbish / (ˈrʌbɪʃ) / sampah
- Stove / (stəʊv) / kompor
- Plate / (pleɪt) / piring
- Knife / (naɪf) / pisau
- Spoon / (spuːn) / sendok
- Boil / (bɔɪl) / mendidih
- Matches / (mætʃ) / korek
- Bowl / (bəʊl) / mangkuk
- Bottle / (ˈbɒtəl) / botol

CONVERSATION 1

Mili : Do you feel hungry Meta? (apakah kamu merasa lapar Meta?)

Meta : Yes, I think we have to looking for a food. (ya, aku rasa kita harus mencari makanan)

Mili : Let's go to the kitchen. (ayo kita ke dapur)

Meta : Ok (baiklah)

Mili : There are some ingredients here, we can cook it. I think fried rice with egg so delicious. (ada beberapa bahan makanan disini, kita bisa memasaknya. Aku rasa nasi goreng dengan telur sangat enak)

Meta : Ok let's cook (baiklah, ayo kita masak)

CONVERSATION 2

Egi : Do you remember the step to make a strawberry pudding with a white sugar? (apakah kamu ingat langkah langkah unuk membuat pudding strawberry dengan gula putih?)

Afika : Yes of course. (ya tentu saja)

Egi : Can you tell me? (bisakah kamu memberitahu saya?)

Afika : Ok, first you have to prepare the ingredients like jelly powder, water, coarse sugar, fine granulated sugar dan mold . Firstly, pour water into the pot after that add a jelly powder, the coarse sugar, stir it well so as not to clump. Then cook it until boiling. After that pour into pudding mold. When it is cold add fine granulated sugar on top.

(baiklah, pertama kamu harus mempersiapkan bahannya seperti bubuk agar agar, air, gula kasar, gula halus, dan cetakan. Pertama tama, tuang air ke dalam panci lalu tambahkan bubuk agar agar dan gula kasar, aduk perlahan agar tidak menggumpal. Kemudian masak sampai mendidih. Setelah itu tuang kedalam cetakan pudding. Jika sudah dingin tambahkan gula halus di atasnya.

Egi : What a nice explanation! Thank you very much Afika.(Sungguh penjelasan yang sangat bagus! Terimakasih banyak Afika.)

CONVERSATION 3

Ustadzah : Amel can you help me to cook for our lunch today ? (Amel bisakah kamu membantu saya untuk memasak makan siang hari ini?)

Amel : Always ready Ustadzah (selalu siap Ustadzah)

Ustadzah :You can call your friends like Mila, Ayu and Fitri too. (Kamu bisa panggil temanmu juga seperti Mila, Ayu, and Fitri)

Amel : Yes Ustadzah, but how about the ingredients? that is complete or not Ustadzah? (Iya Ustadzah, tapi bagaimana dengan bahan makanan? Sudah lengkap atau belum Ustadzah?)

Ustadzah : Good question! I think we have to buy some egg and vegetable. (Pertanyaan yang bagus! Saya rasa kita harus membeli beberapa telur dan sayuran)

Amel : Let me and my friends go buy it Ustadzah. (Biar saya dan teman saya yang pergi membelinya)

Ustadzah : Thank you Amel. (Terima kasih Amel)

Amel : You are welcome Ustadzah. (Sama sama Ustadzah)

WRITE THE NAMES OF KITCHEN TOOLS
UNDER THE CORRECT PICTURE

COOKING POT

CUTTING BOARD

KNIFE

SPATULA

MUG

GLASS

PLATE

REFRIGERATOR

SPOON

FORK

53

CONDITIONS

The sentence 'how are you?' is an English question that is generally spoken when meeting other people. This sentence is said to ask how things are and show our attention to someone. In addition to the sentence how are you, there are various other question in conversation that can be used to ask someone's condition, in English it is called asking someone's condition.

Vocabularies :

- Sick/ (sɪk) /sakit
- Asthma / ('æsmə) / asma
- Medicine / ('mɛdɪsɪn) / obat
- Cough / (kɒf) / batuk
- Unconscious / (ʌn'kɒnʃəs) /pingsan
- Blood / (blʌd) / darah
- Pale / (peɪl) /Pucat
- Tired / ('taɪəd) /capek
- Headache / ('hɛd,eɪk) / Pusing
- Ulcer / ('ʌlsə) /maag

CONVERSATION 1

Andini : Hi, how are you feeling? (Hi, bagaimana perasaanmu?)

Vicky : Not really fine (tidak terlalu baik)

Andini : Do you also have a fever? (apakah kamu juga demam?)

Vicky : No. (tidak)

Andini : So what do you feel? (jadi apa yang kamu rasakan?)

Vicky : I feel headache and little nauseous (aku merasa kepala sakit dan sedikit mual)

Andini : Well, I wll give you some medicines. (baiklah saya akan memberikan beberapa obat)

Vicky : OK. Thank you. (Baiklah, terima kasih)

Andini : Do not forget to drink water avoid cool drinks.
(Jangan lupa untuk minum air putih dan
hindari air dingin)

Vicky : Ok I got it. (ok, saya mengerti)
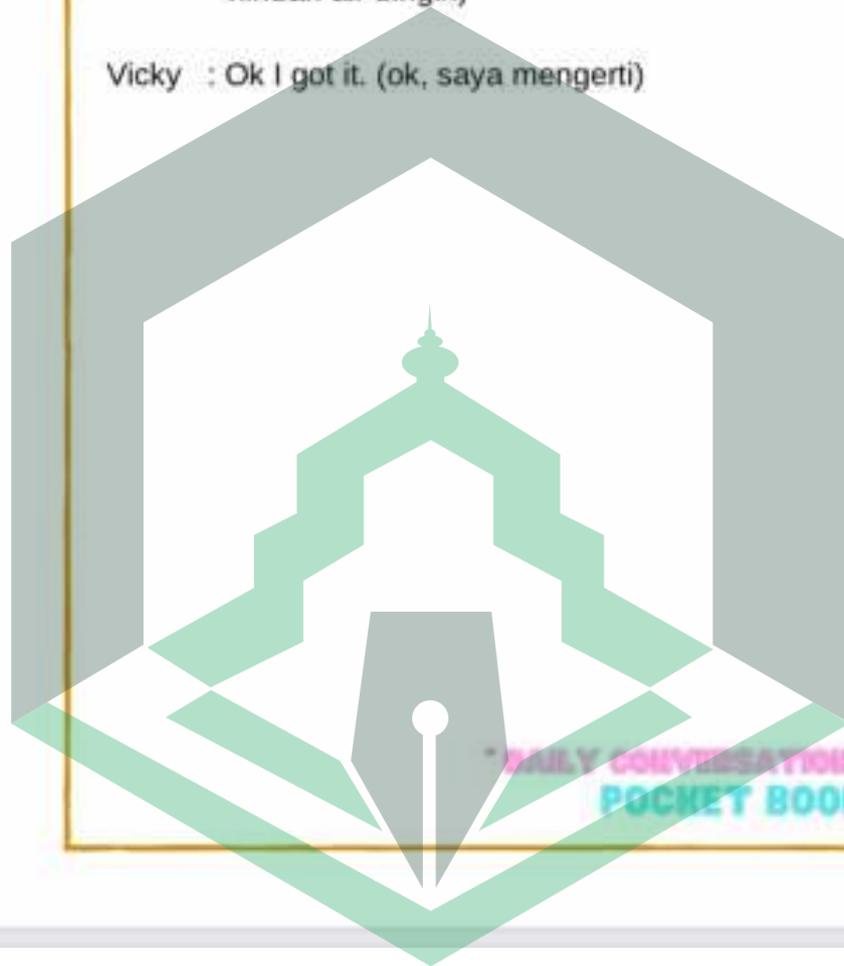
CONVERSATION 2

Jaya : Could you give me some suggestions on how to stay healthy? (Bisakah kamu memberi saya saran bagaimana menjaga kesehatan?)

Alvin : Well, first of all, you have to eat the right foods. (Pertama-tama, kamu perlu mengkonsumsi makanan yang tepat)

Jaya : And then, what are the best foods to eat? (Dan apa saja makanan terbaik untuk dimakan?)

Alvin : You should focus more on vegetables and fresh fruit, along with whole grains and protein. (Kamu harus lebih mengutamakan sayur dan buah segar, bersama dengan biji-bijian dan protein)

Jaya : What else is important to stay healthy. (Apa lagi yang penting untuk menjaga kesehatan?)

Alvin : You need to get exercise every day, even just 15 minutes. If you're smoking, you should stop right now. (Kamu harus berolahraga setiap hari, meskipun cuma 15 menit. Jika kamu merokok, kamu harus berhenti sekarang juga.)

Jaya : Ok, thank you so much for your suggestion. I really appreciate that. (Ok, terima kasih atas saran yang kamu berikan, saya sangat menghargainya.)

CONVERSATION 3

Arief : Good afternoon. Doctor Smith? (selamat siang, dokter Smith?)

Fuji : Hi, How can I help you Ms. Anne? (Hai, apa yang bisa saya bantu nona Anne?)

Arief : I've had diarrhea (saya sedang diare)

Fuji : How long have you had diarrhea? (berapa lama Anda mengalami diare?)

Arief : I had diarrhea during three days ago (saya mengalami diare sejak tiga hari yang lalu)

Fuji : Do you have any food allergis? (apakah kamu punya alergi makanan?)

Arief : Yes, I cant eat gluten. (saya tidak bisa makan gluten)

Fuji : It seems you have collitus due to a food allergies but it is nothing serious. (sepertinya kamu mengalami radang usus akibat alergi makanan, tapi bukan sesuatu yang serius)

Arief : That's a relief (melegakan sekali)

Fuji : Just take some loperamide3 times in a day and then go to sleep. You'll feel better after that. (konsumsi loperamide 3 kali sehari dan tidurlah. Anda akan merasa lebih baik)

MATCH PICTURES WITH THE NAME OF FOOD THEN WRITE THE NUMBERS BELOW

1.MEASLES   **2. HEADACHE**   **3. COUGH**

4. THROW UP   **5. TOOTHACHE**

6. STOMACHACHE   **7. FEVER**

62

ASKING OPINION

Asking opinion In language, asking means asking while opinion has the meaning of opinion. When the two words are combined, asking opinion means "asking for an opinion" or "asking an opinion". Asking opinion is used when you want to ask or need the opinion of others.

Vocabularies :

- According / əˈkɔːdɪŋ / Berdasarkan
- Think / θɪŋk / Pikir
- Between / bɪˈtwiːn / Di antara
- Meeting / miːtɪŋ / Rapat
- Opinion / əˈpɪnjənəˈpɪnjən / Pendapat
- Suggestion / səˈdʒɛstʃən / Saran
- Speak / spiːk / Bicara
- Feed back / fiːd bæk / Respon balik
- Conversation / kɒnvəˈseɪʃən / Percakapan
- Dialogue / daɪəlɒg / Obrolan

CONVERSATION 1

Vicky : Hi Kev, have you heard about the new bakery store? (Halo Kev, apakah kamu sudah mendengar tentang toko roti yang baru?)

Kevin : Yes, I have (Ya, sudah)

Vicky : What do you think about it? (Bagaimana menurutmu mengenai itu?)

Kevin : Personally, I think the flavor is little bit too sweet (Secara pribadi, menurutku rasanya agak terlalu manis)

Vicky : Hmm, I disagree with you. (Hmm, aku tidak setuju denganmu.)

Kevin : Then, what is your point of view? (Lalu, bagaimana menurut pandangmu?)

Vicky : In my opinion the cake and bread is delicious.
(Dari sudut pandangku, kue dan rotinya enak)

Kevin : Fair enough, As far as I am concerned they're
still new so they can still develop. (Cukup adil,
Setahu saya mereka masih baru jadi masih
bisa berkembang.)

Vicky : Yes, I totally agree with you. (Ya, aku sangat
setuju denganmu)

CONVERSATION 2

Sunny : I'm going to the party tonight. Which one do you think I should wear? (aku ingin ke pesta malam ini. Yang manakah seharusnya aku kenakan?)

Tania : I think this pink dress is nice. (aku pikir gaun pink ini bagus)

Sunny : Okay. I'll wear this one. (baiklah, aku akan kenakan ini)

Tania : Do you think the party will be fun? (apakah menurutmu pestanya akan meriah?)

Sunny : I reckon it will be so fun. They said that some people will sing songs. (menurutku akan meriah. Kata mereka kalau ada beberapa orang yang akan bernyanyi.)

Tania : Really? I hope you will enjoy the party.
(benarkah? Aku harap kamu akan menikmati
pestanya)

Sunny : Thanks, Tania. (terimakasih Tania)
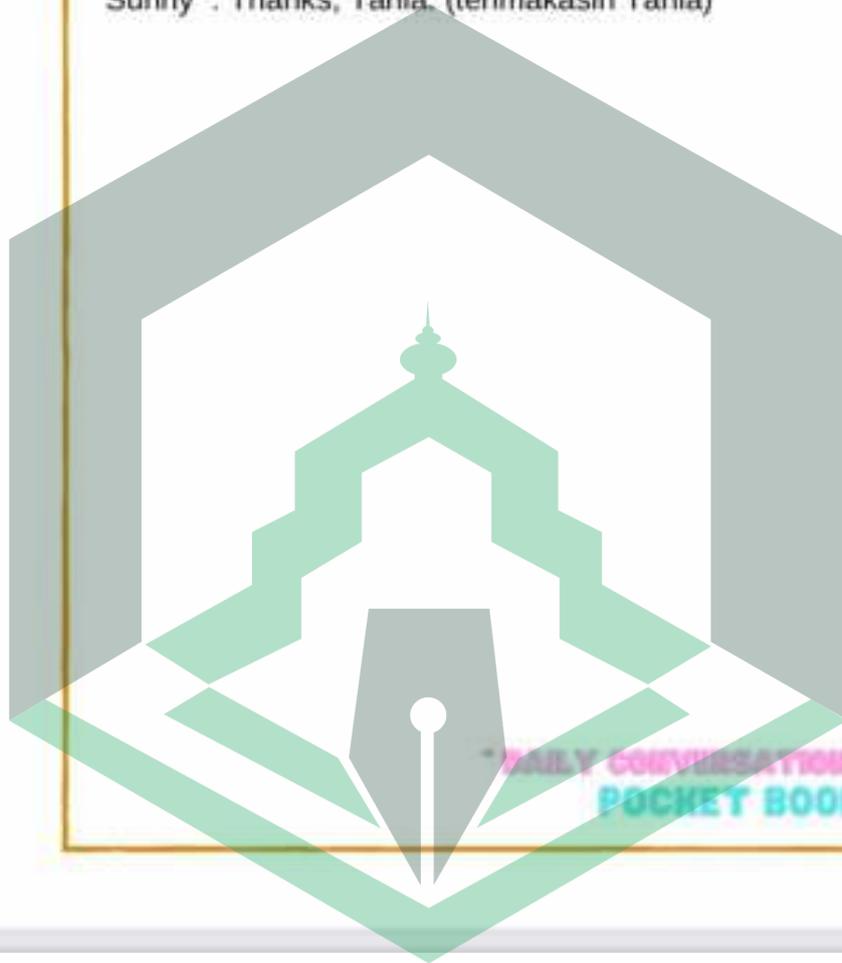
CONVERSATION 3

Suci : Next week is holiday, do you have any recommended place to vacation? (Pekan depan adalah hari libur, apakah kamu mempunyai beberapa tempat yang bagus untuk liburan?)

Tono : Wow that is a nice plan. So many nature places like beach, zoo, underwater travel, and etcetera. (wah itu adalah rencana yang bagus. Ada banyak wisata alam seperti pantai, kebun binatang, wisata bawa laut, dan lain lain.

Suci : I am interest with underwater travel, we can take so many photos there, the vibes is blue also exactly awesome place. (saya tertarik dengan wisata bawa laut, kita bisa mengambil foto di bawah laut, suasana nya biru, dan juga tempatnya pasti keren)

Tono : okay I will be invite our classmate. (baiklah aku
akan mengajak teman kelas kita)

Suci : ok Thanks for the opinion Tono. (bailah,
terimakasih atas pendapatnya Tono)
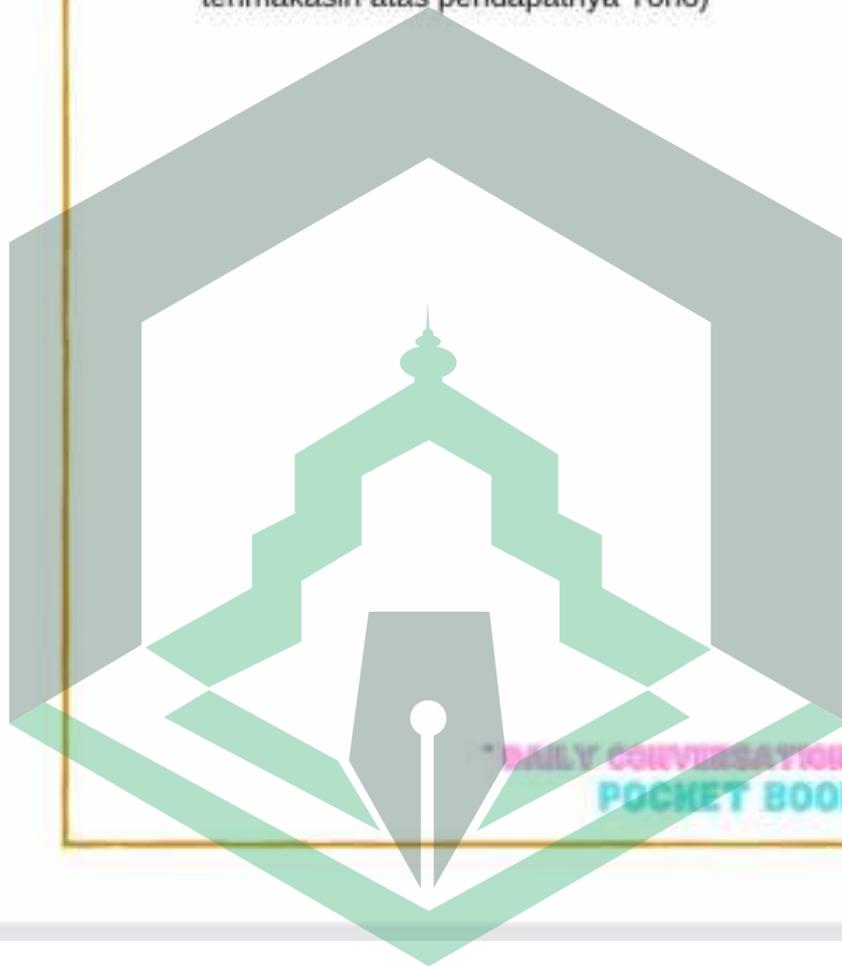
WRITE YOUR OPINION WITH INDONESIAN LANGUAGE BELOW

Azizah : Look at this! This dress so beautiful!
(Lihatlah ini! Gaun ini sangat indah!)

Widya : Ya that is right. The color is..
....
(....)

Azizah : How about you dila? (bagaimana denganmu dila?)

Dila : ....
(....)

GET PLAYING

Get playing conversation tells about inviting friends to play and how to respond to friends also several kinds of games or other sports to play.

Vocabularies :

- Soccer/('sɒkər)/ Sepak bola
- Badminton / ('bædmɪntən) / Bulu tangkis
- Racket / ('rækɪt) / Raket
- Volleyball / ('vɒlibɔːl) / Bola voli
- Basketball /'(baːskɪtbɔːl) / Basket
- Swim / (swɪm) / Berenang
- Gymnastics/ (dʒɪm'næstɪks) / Senam
- Chess/(tʃes) / Catur

CONVERSATION 1

Abu : Hay Rey let's playing football this afternoon.
(Hay Rey ayo kita bermain sepak bola siang ini)

Rey :This afternoon? (siang ini?)

Abu : yeah what is wrong? (ya apa ada yang salah?)

Rey : I think we have assignment to do. (Aku rasa kita punya tugas yang harus dikerjakan)

Abu : There is no, it is Friday. Our assignment on Saturday. (Tidak ada, ini Jum'at. Tugas kita ada di hari sabtu)

Rey : Oh yeah? Oh my god I think today is Saturday. (oh ya? Ya Allah aku kira hari ini hari sabtu)

Abu : So join or not? (jadi gabung atau tidak?)

Rey : Exactly join. (Tentu saja gabung)

Abu : Okay. See you later. (Baiklah, sampai bertemu
nanti)
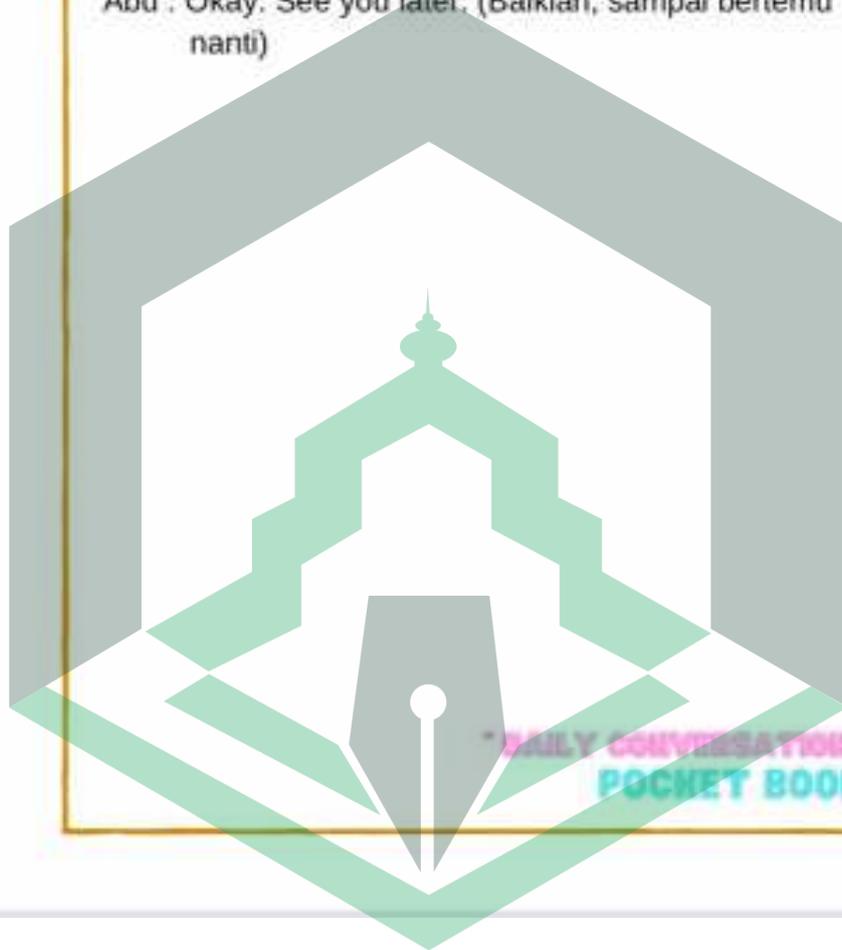
CONVERSATION 2

Annisa : It is a rest time, lets playing badminton hana. (ini sudah waktu istirahat, ayo kita main bulu tangkis hana.

Hana : I am starving, how if we going to the canteen first? (aku sangat lapar, bagaimana jika kita pergi ke kantin dulu?)

Annisa : Hehe mee to. That is right we need energy to play. (Hehe saya juga. Itu benar kita perlu kekuatan untuk bermain)

Hana : Ok let's go to the canteen. (Baiklah, ayo kita pergi kekantin)

76

CONVERSATION 3

Hajra : How about the sports tournament ce?
What kinds of sports that you want to follow?
(Bagaiamana dengan pertandingan olahraga
ce? Jenis pertandingan olahraga apa yang
ingin kamu ikuti?)

Cece : Maybe basket and badminton. How about the
tournament schedule? (Mungkin basket dan
bulu tangkis. Bagaimana dengan jadwal
perlombaan?)

Hajra : I do not know. I think the schedule will be
share on pamphlet soon. (Aku tidak tahu. Aku
pikir jadwalnya akan di sebarkan lewat pamflet
segera)

Cece : Okay. Please to company me soon bestie?.
(baiklah, tolong untuk menemaniku nanti ya
sobat?)

Hajra : Of course Cece just call me. (Tentu saja Cece, telfon aku saja)

Cece : Thank you so much Hajra (Terima kasih banyak Hajra)
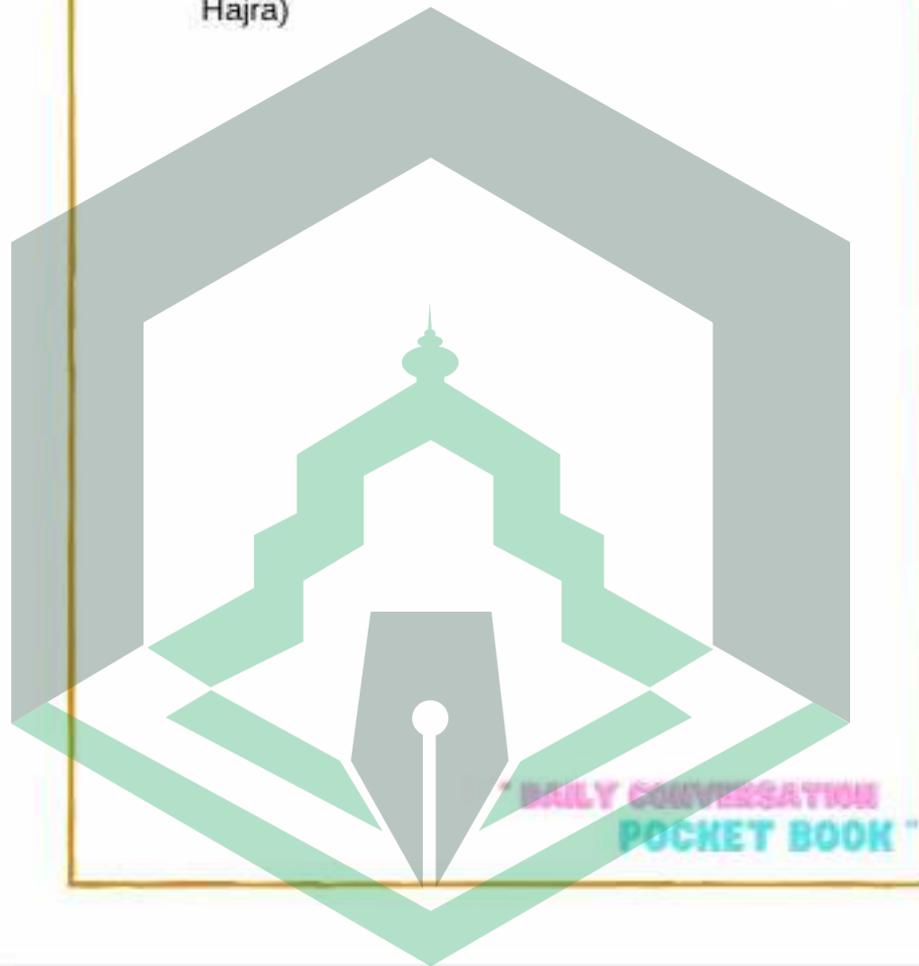
MATCH CORRECT AND CHOOSE THE ENGLISH NAME TO SUITABLE PICTURE AND ARROW LINE

GOLF

DIVING

BOXING

AEROBICS

ARCHERY

RIDING

ROWING

FOOTBALL

RUNNING

CYCLING

SWIMMING

" DAILY CONVERSATION POCKET BOOK "

ASKING DIRECTIONS

Asking directions is a way of asking and giving directions to others. Asking and giving directions is not only by meeting but can with telephone or others media.

Vocabularies :

- Go straight / gəʊ streɪt / Lurus
- Left / lɛft / Kiri
- Right / raɪt / Kanan
- turn left / tɜːn lɛft / Belok kiri
- turn right / tɜːn raɪt / Belok kanan
- Near / nɪə/ Dekat
- Far / fɑ / Jauh
- U-turn / juː-tɜːn / Putar balik
- In front of / ɪn frʌnt ɒv / Didepan
- Behind / bɪˈhaɪnd / Dibelakang
- Crossroads / ˈkrɒsˌrəʊdz / Persimpangan
- Road/street / rəʊd / striːt / Jalan

CONVERSATION 1

Intan : Excuse me! Could you help me please?
(Permisi! bisakah anda menolong saya?)

Fatin : Ok. What the help? (Bisa, pertolongan apa?)

Intan : Can you show me road to market? (bisakah anda perlihatkan jalan menuju pasar?)

Fatin : Of course. Firstly go along this street until you reach the traffic lights. Turn left at the crossroads. You can see a bank on the left. You will see it infront of you. (Tentu saja. Pertama-tama ikuti jalan ini sampai Anda mencapai lampu lalu lintas. Belok kiri di persimpangan jalan. Anda dapat melihat bank di sebelah kiri. Anda akan melihatnya di depan Anda)

Intan : I am very greatful to meet you here. Thank you
        so much. (saya sangat bersyukur bertemu
        denganmu disini. Terima kasih banyak)

Fatin : Glad to help. (sama sama)
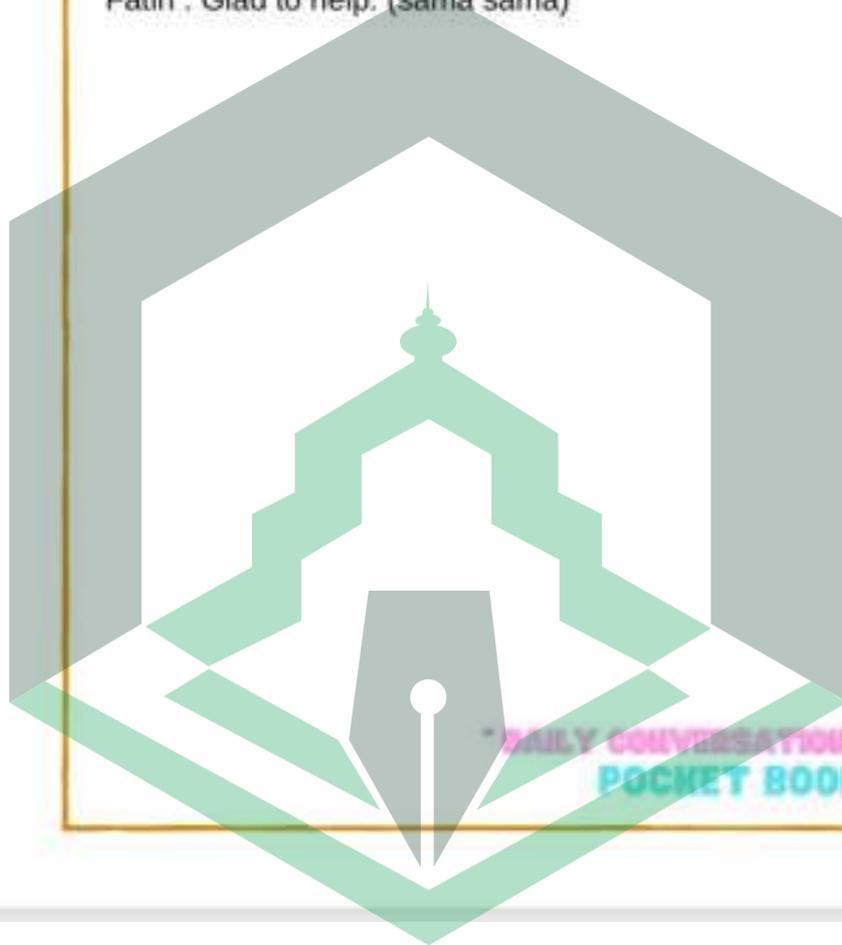
CONVERSATION 2

Vera : Excuse me! (Permisi)

Tari : Yes? (ya?)

Vera : I am lost. Could you show me how to get to the Bono Cafe? (Saya tersesat. Bisakah kamu memperlihatkan saya bagaimana untuk ke Cafe Bono?)

Tari : Oh, of course. Go straight and follow this street. When there is a T-junction, you need to turn right. After that, go along the street for about 150 meters and you will find the café on your left side. It's near a bookstore.
(Oh, tentu saja. Lurus dan ikuti jalan ini. Ketika ada pertigaan, Anda harus belok kanan. Setelah itu, menyusuri jalan sekitar 150 meter dan Anda akan menemukan kafe di sisi kiri Anda. Itu dekat toko buku.)

DAILY CONVERSATION POCKET BOOK

Vera : Oh, I see. Thank you very much. (Oh, saya
mengerti. Terima kasih banyak)

Mrs. Tuti : No problem. (sama sama)
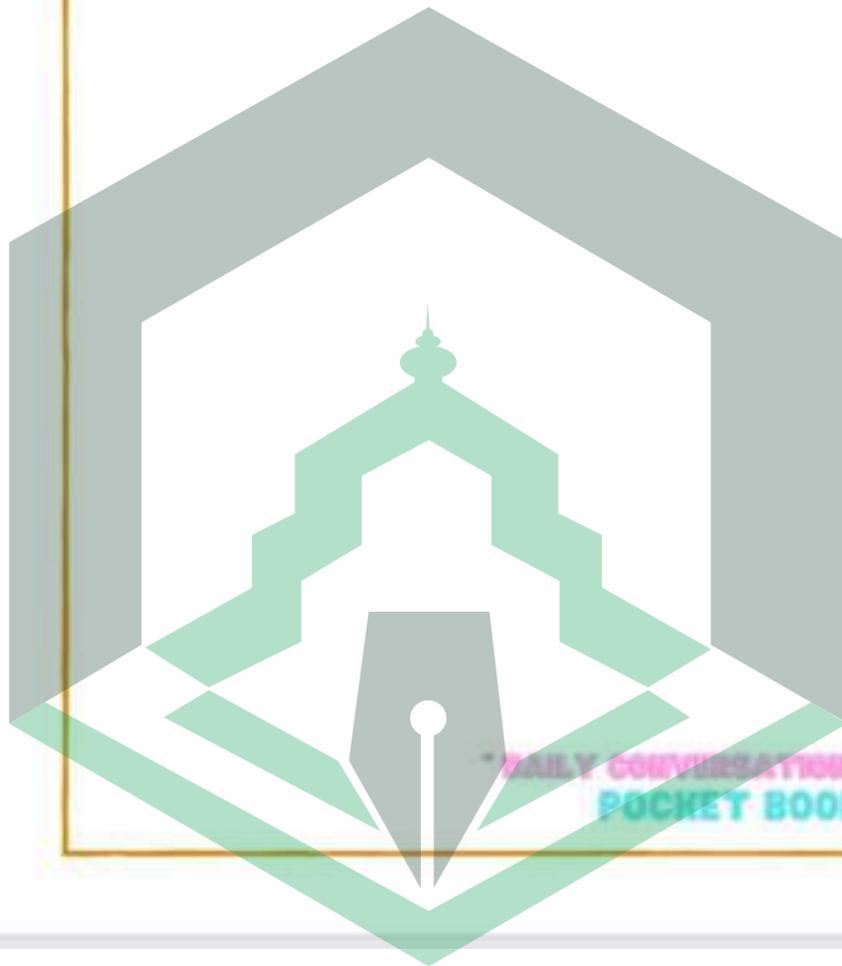
CONVERSATION 3

Tom : I'm sorry if I'm disturbing you. I am looking for the train station. How do I get there? (Maaf jika aku mengganggumu. Aku sedang mencari stasiun kereta api. Bagaimana aku harus kesana?)

Enda : Oh, I'm sorry. I don't know where it is. Maybe my cousin does. Oh, there he is. (Oh, maaf. Aku tidak tahu di mana itu. Mungkin sepupuku tahu.)

Paul: What's up, Enda? (Ada apa, Enda?)

Enda: He asked how to get to the train station. (Dia bertanya bagaimana cara ke stasiun kereta api.)

Paul : Oh, I know it. You need to remember this. You can go straight from here until you find an intersection. Then continue straight until you pass a traditional market. There is a road to the right but it is under construction so you need to find the next turn. Take a right and follow the street until you find the train station. It's across the Big Crown Hotel.
(Oke. Kamu perlu mengingat ini. Kamu bisa jalan lurus dari sini sampai menemukan perempatan. Kemudian jalan terus sampai kamu melewati pasar tradisional. Ada jalan ke arah kanan tetapi sedang dalam perbaikan jadi kamu harus mencari belokan berikutnya. Belok kanan dan ikuti jalan sampai kamu menemukan
stasiun kereta. Itu ada di seberang Hotel.)

Tom : Oh, I'm sorry, can repeat it? I remember only until the construction. (Oh, maaf, bisakah diulang? Aku hanya ingat sampai di perbaikan jalan.)

Paul : Sure. If you find a road construction, you need to find the next turn. Maybe it's about 50 meters from where you are. Then you take a right and follow the street until you find the train station. It's across the Big Crown Hotel. (Tentu. Jika kamu menemukan konstruksi jalan, kamu perlu mencari belokan berikutnya. Mungkin sekitar 50 meter dari tempatmu berada. Kemudian belok kanan dan ikuti jalan sampai kamu menemukan stasiun kereta. Stasiun ada di seberang Hotel.)

Tom : Oh, okay. It's very clear. Thank you for your help. (Oh, oke. Sangat jelas. Terima kasih untuk bantuannya.)

Paul : Yeah, not a problem. (ya, sama sama)

PRACTICE WITH YOUR CLASSMATE

This conversation for two students, write your name with your parter!

(..................) : Excuse me, can you show me the road to shopping mall? If we are in bakeri on summer street.

(..................) : ....
....

(..................) : Thank you!

(..................) : I need your help too. I am looking for bank if we are on park, can you show me?

(..................) : ....
....

(..................) : Thanks!

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91
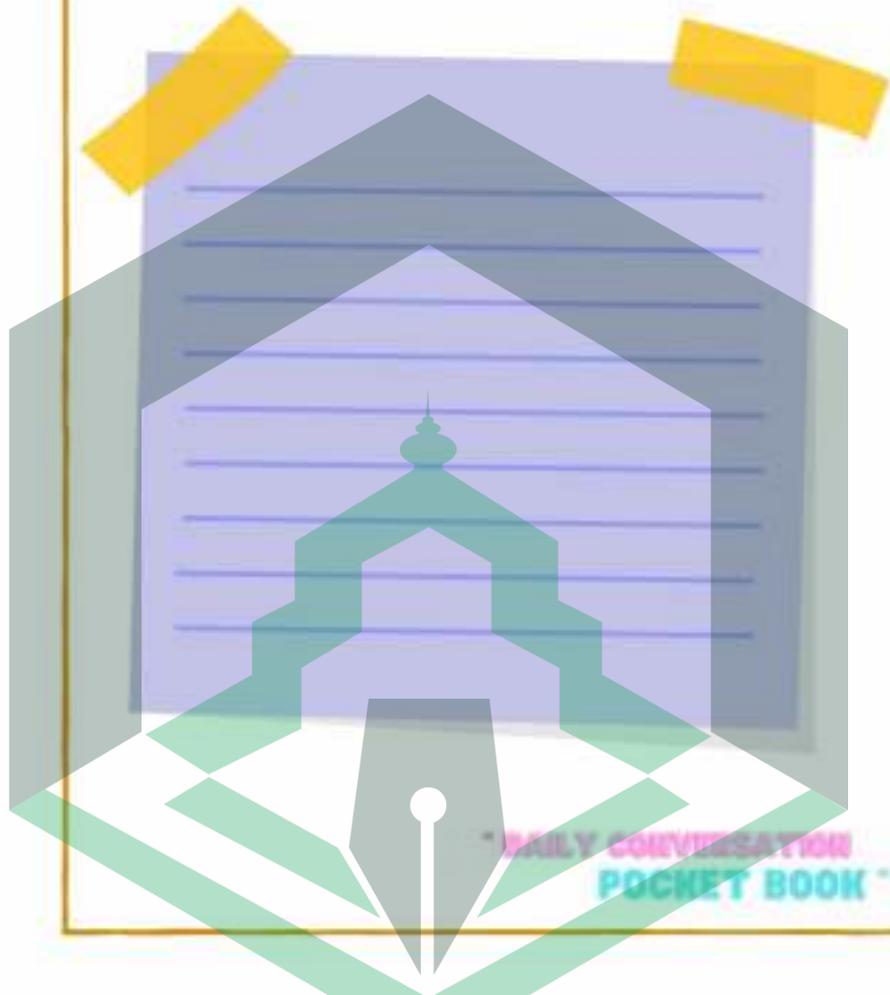
NOTES :

NOTES :

APPENDIX 12

SURAT KETERANGAN

PLAGIASI

INSTITUT AGAMA ISLAM NEGERI PALOPO
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SURAT KETERANGAN
No.1032/In.19/FTIK/PBI/PP.00.9/03/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama   : Reski Ariyani
NIM   : 17 0202 0099
Semester   : X (sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat similarity 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 2 Februari 2022

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012008

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

APPENDIX 13

DOCUMENTATION

NEED ANALYIS

TRY OUT