DESIGNING THE VOCABULARY POCKET BOOK FOR NURSING STUDENTS AT SMKS ANALIS MANDALA BHAKTI PALOPO

A THESIS PROPOSAL

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

IAIN PALOPO

BY:

IKHLASUL HAMZAH

REG. NUM: 18 0202 0188

Supervised By:

Prof. Dr. Sahraini, M. Hum.

Dewi Furwana, S.Pd. I, M. Pd

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

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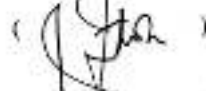
STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis entitles *"Designing Vocabulary Pocketbook for Nursing Student at SMKS Analis Mandala Bhakti Palopo"*, which is written by **Ikhlasul Hamzah,** Reg. Nim 18 0202 0188, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, July 11th November 2022. Coincided with Rabiul Akhir 16th 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, December 2nd 2022

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HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul *Designing Vocabulary Pocketbook for Nursing Student at SMKS Analis Mandala Bhakti Palopo* yang ditulis oleh Ikhlasul Hamzah, Nomor Induk Mahasiswa (NIM) 18 0202 0188, mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palopo, yang telah diujikan dalam sebuah seminar hasil penelitian pada hari Jum'at, 11 November 2022 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian *munaqasyah*.

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Di

Palopo

Assalamu'alaikum wr. wb.

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

Nama	: Ikhlasul Hamzah
NIM	: 18 0202 0188
Program studi	: Pendidikan Bahasa Inggris
Judul skripsi	: Designing the Vocabulary Pocketbook for Nursing Student at SMKS Analis Mandala Bhakti

menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

wassalamu'alaikum wr. wb,

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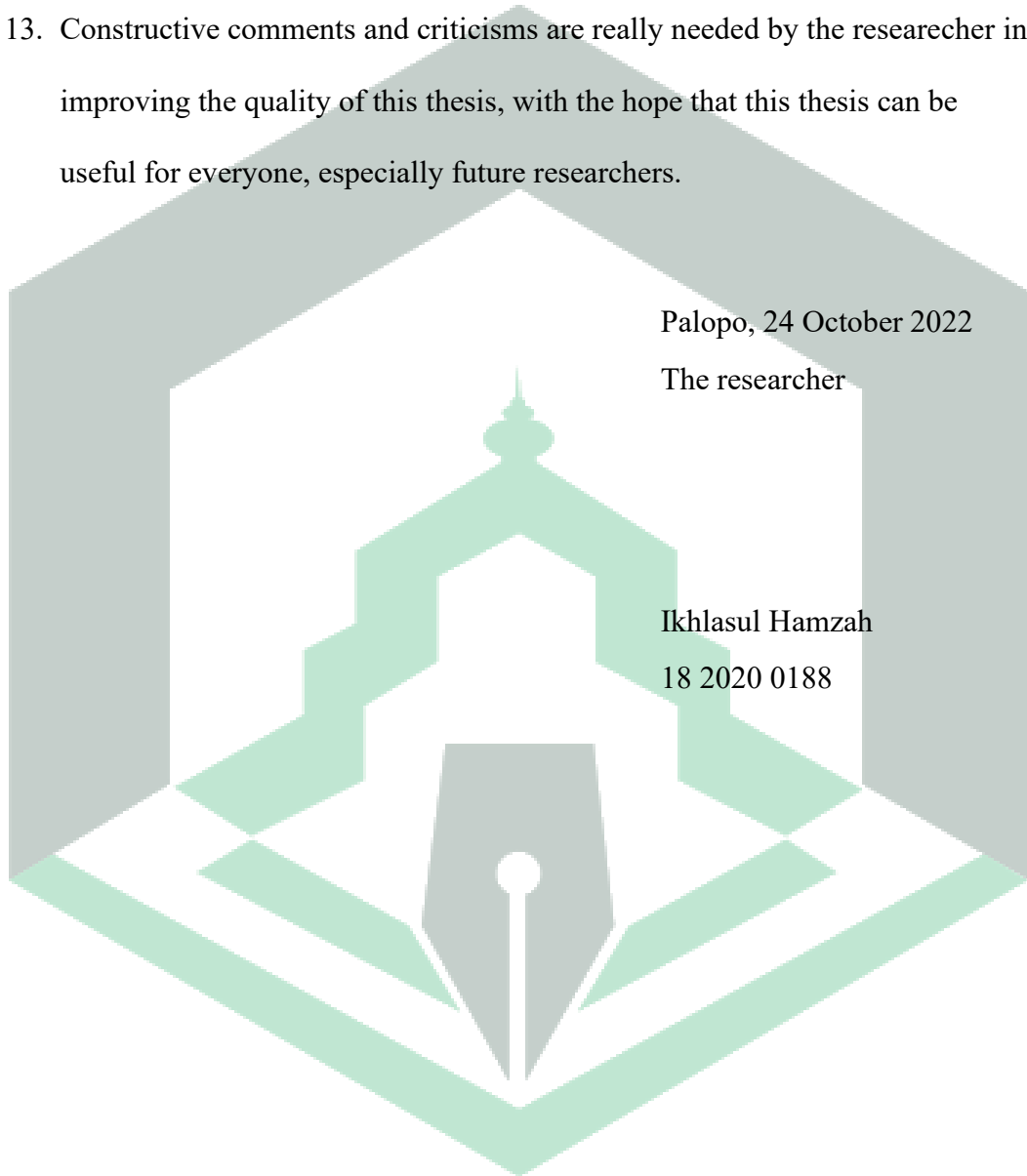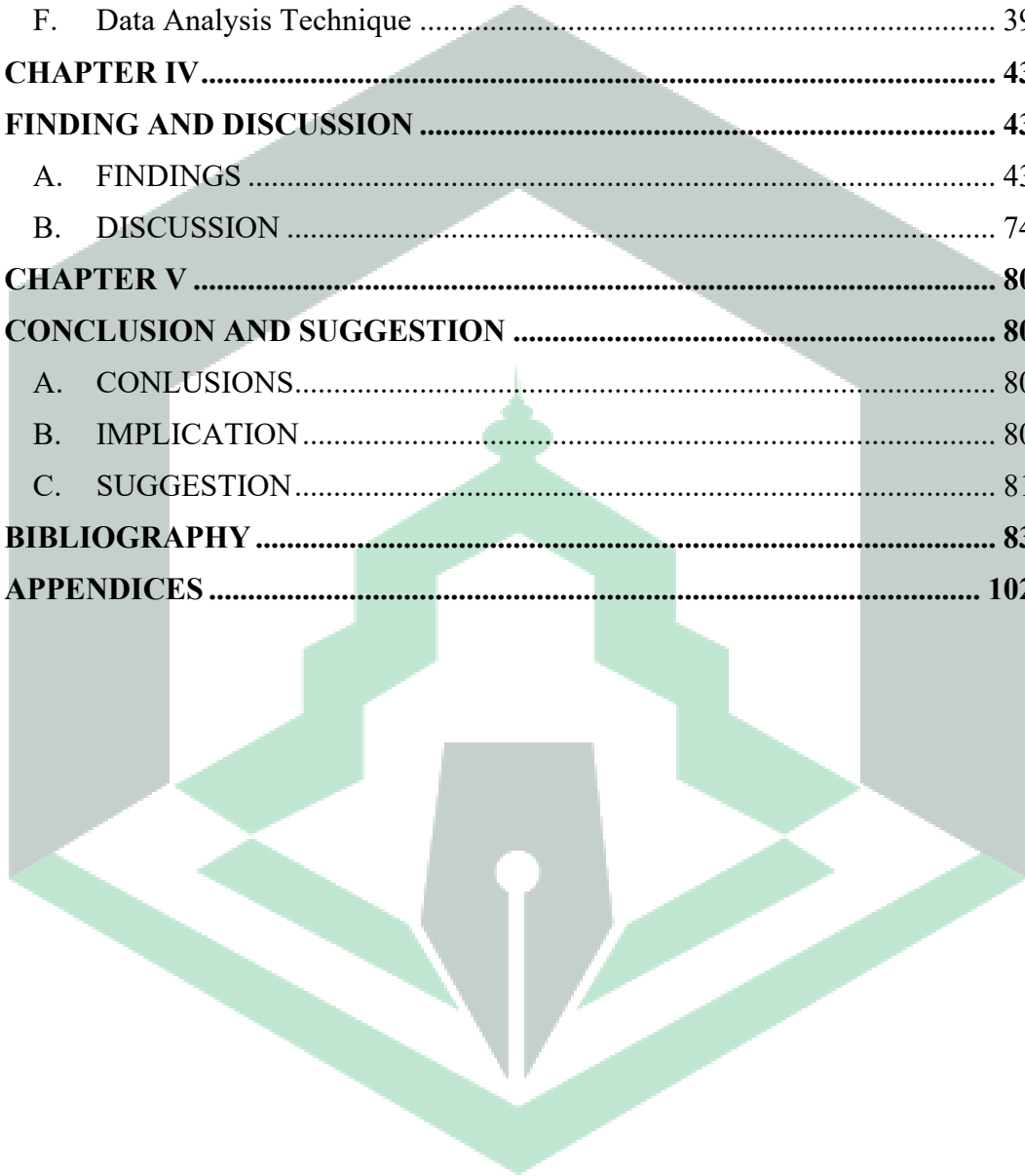The researcher

Ikhlasul Hamzah
18 2020 0188

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ABSTRACT

Ikhlasul hamzah, 2022, "Designing Vocabulary Pocket Book for Nursing Student at SMKS Analyst Mandala Bhakti". The thesis of the English Education Study Program. Consultant Sahraini and Dewi Furwana

This research attempts to design a vocabulary pocketbook for nursing students at SMKS Analyst Manda bhakti. The formulation of this research is "what is the appropriate vocabulary pocket book for nursing students at SMKS Analyst Mandala Bhakti?". The researcher used the research and development (R&D) method by means of the ADDIE model. This kind of model consist of Analysis, design, development, implementation and evaluation. there is a product that will be made, namely a book used as a learning resource entitled Vocabulary pocketbook for nursing students which consists of 6 units namely, 1. health activities, 2. medical devices, 3. medicine, 4. diseases, 5. profession, 6. room, with a total vocabulary of 376 vocabularies. instruments used in this research were an observation questionnaire, need analysis questionnaire, need analysis interview, sheets for instruments and products from expert validators questionnaire for product evaluation. Therefore, the result showed that regarding the expert's validation and the perception of students and teacher, it proved that the product was in the "good" classification which was designing pocketbook for nursing is apropriate for the students at SMKS Analyst Mandala Bhakti. The product of this research would be valuable to use as teaching and learning resources to increase and encourage the students in mastery vocabulary specially for nursing students.

Keywords: Design, Vocabulary, Pocket book, Nursing students

CHAPTER I

INTRODUCTION

A. **Background**

Mastery of English vocabulary is needed to improve English language skills to keep up with the times in the current era. We haven that English is spoken by at least a quarter of the world's population[1]. In addition to the opportunity to get a job in the international world, it is also wide for those who are professionally competent and master the English language. Therefore, mastery of English vocabulary to improve English language skills is very important in this era.

Considering how important it is to master English vocabulary to improve speaking skills, nurses as health workers should improve their communication skills both in Indonesian and English. It is necessary to underline that Indonesia is one of the countries with many tourists. Nurses who have the ability and skills both in terms of communication will easily establish relationships with patients and families[2] In other words, increasing the ability to master English vocabulary can support communication skills and can increase professionalism in working primarily as a nurse.

Based on the results of observations that have been carried out at the SMKS Analis Mandala Bhakti, it was found that several problems were faced in learning

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[1] Harmer Jeremy, "Learning the Language of Practice," *Curriculum Inquiry* 17, no. 3 (1987): 293–318, https://doi.org/10.1080/03626784.1987.11075294.
[2] Maria Liljeroos, Ingrid M Snellman, and Mirjam H Ekstedt, "A Qualitative Study on the Role of Patient–Nurse Communication in Acute Cardiac Care," *Journal of Nursing Education and Practice* 1, no. 1 (2011), https://doi.org/10.5430/jnep.v1n1p17.

English, namely: 1). Lack of mastery of English vocabulary. 2). students are not accustomed to using English in their daily life. 3.) the lack of English teaching media for nursing students 4.)This school still uses general English learning which is applied to all majors at SMKS Analyst Mandala Bhakti[3]. Based on the data obtained, it can be concluded that students only study English as a subject without studying English more deeply because when English subjects, all majors are united and learn English in general. In addition, SMKS Analis Mandala Bhakti lacks learning resources, especially in the nursing department, therefore the researcher decided to design a teaching resource, namely the Vocabulary Pocketbook for Nursing Student at Mandala Bhakti Analyst Vocational School. researchers decided to make a pocketbook because pocketbook is a small size media designed to provide readers with tricks and techniques in solving problems[4], besides that the product that would be produced would not only be used at the high school level but could be used by nurses in supporting their duties.

Considering the developments in the current era, the level of vocabulary mastery of the students of SMKS Analis Mandala Bhakti can be increased by using teaching media, in this study we will discuss how pocketbooks are suitable for nursing students. so that the results of this study are in the form of a pocketbook that can improve students' vocabulary mastery. The researcher will conduct research uses the Research and Development (RnD) method with ADDIE models and and based on material experts, linguists, lay out experts, students perception

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[3] "Students of SMKS Analis Mandala Bhakti," 2014.
[4] R Bly, *Money Making Writing Job* (United States of America, 2009).

and teacher perception to make products to make a product, namely Vocabulary Pocket Book for Nursing Students at SMKS Analis Mandala Bhakti.

B. Research Question

Based on the existing problems, the researcher formulated the problem by asking the question "what is the appropriate vocabulary pocket book for nursing students at SMKS Analis Mandala Bhakti?".

C. Research purposes

The purpose of this research is to design the appropriate vocabulary pocket book for nursing students at SMKS Analis Mandala Bhakti.

D. Benefits of research

The results of this study are expected to be useful so that they can improve their English vocabulary mastery, while the benefits are as follows:

1. Researcher

a. The results of this research can be used as teaching and learning materials in the future.

b. Researcher gain knowledge in making teaching media, namely pocket books with the ESP approach.

2. Teacher

a. Teachers can use the results of this research as a reference in teaching.

b. Teachers get new teaching media so that it can facilitate the teaching and learning process.

3. Students

a. Students can improve their mastery of English vocabulary as professional nurses.

b. Make students more confident in speaking using English due to the vocabulary mastery that is supported by the vocabularies pocket book for nurses.

4. For further researcher

a. The results of this study can be used as reference material to improve speaking skills using vocabulary books

b. The result of this study can improve existing products to be better than before, namely the Vocabularies collection book for nursing students at SMK Analis Mandala Bhakti.

E. Specification of the Expected Product

In this research, researchers will produce a product in the form of a vocabulary collection book made for nursing students at the SMKS Analis Mandala Bhakti, the specifications are:

1. The vocabulary book form is printed in the form of a pocketbook.

2. The vocabulary in the book has been adapted to the abilities and needs of students in adding new English vocabulary.

3. The vocabulary in the book is designed to make it easier for students to master vocabulary by giving meaning and how to pronounce it.

F. Assumptions and limitations of the research

Researchers have several assumptions in designing a pocket book for nursing students at SMKS Analyst Mandala Bhakti as follows:

1. Developmental assumption

Vocabulary books are expected to improve English language skills, especially in mastering vocabulary and general conversation.

2. Developmental limitation

a. The topics in the vocabulary pocketbook are general vocabularies related to nursing.

b. The researcher chose vocabulary according to the needs and abilities of nurses which would be adapted into the vocabulary pocketbook design.

c. This vocabulary pocketbook is intended to improve the development of English language skills for nurses, especially in the field of vocabulary mastery.

d. Vocabulary pocket book created by researcher can be used and functioned in various school at the same level.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In this study, the researcher finds that there were previous studies related to nursing and also about pocketbooks, and will be described as follows:

1. A journal from Mayasari, T. (2017), "Handout Development for Task-Based Approach-Based English Learning for Nursing Study Program Students at STIKes Mercubaktijaya Padang (Doctoral dissertation, Padang State University).", This research is designed to develop English learning materials based on Task-Based Approach for Nursing Study Program students at STIKes Mercubaktijaya Padang. The method used is the R&D (Research and Development) research method and applies the ADDIE development model known as the Analyze, Design, Develop, Implement, and Evaluation stages. The author knows the needs of nursing students in the analysis stage, designing learning materials in the design stage, developing the design and testing its validity at the develop stage, 4) and testing the practicality of the material developed at the implementation stage. Respondents in this study were 60 nursing students, 2 classes of 1st semester nursing students, 1 nursing lecturer, 1 English lecturer with a nursing background, 1 expert on nursing, 2 English language experts and the development of learning materials. The instruments used are Needs Analysis questionnaire, validation sheet, and practicality questionnaire.

The results of the needs analysis activity show that students are more inclined and prefer learning English for special nursing needs than learning English in general. From these topics, learning materials were developed in the form of handouts. Based on the validation results from experts, the learning materials developed in this study were included in the very valid category. And based on the perceptions of lecturers and students, the material developed is included in the practical category for use by nursing students[5].

The similarity of the two studies is the method used, both of these studies use the R&D (research and development) method. The difference between the two studies can be seen from the subject and object used in the study, namely developing a task-based approach-based English handout for nursing students at STIKes Mercubaktijaya Padang.

2. A journal from Nur Aisyah, 2021, "Developing Daily Expression Pocketbook for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo". The thesis of The English Education Study Program, IAIN Palopo. This research endeavored to develop a daily expression Pocket Book for Islamic Boarding School Student at Muhammadiyah Boarding School Putra Palopo. The formulation of this research was "how to develop appropriate daily expression pocket book for Islamic Boarding School Students at Muhammadiyah Boarding school Putra Palopo? This research aimed to develop an appropriate daily expression pocket book for Islamic boarding. The research design used in this

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[5] T. Mayasari, "Pengembangan Handout Untuk Pembelajaran Bahasa Inggris Berbasis," *Doctoral Dissertation, Universitas Negeri Padang*, 2017.

research was research and development (R&D) dan applied using the 4-D model. This kind of model consist of defining, designing, developing and disseminating. As the product of this research, ten daily expression topics were developed through the students', daily expression pocketbook. The topics include expression in the mosque, expression in the classroom, expression in the canteen, expression in the bathroom, expression in the kitchen, expression bedroom, expression get temperature, telling time and price. The instrument used in this research were a need analysis questionnaire, observation sheets for instruments and products from expert validators, and the students' try out focuses on their perception towards the product. Therefore, the result showed that regarding the experts' validation and try out on the students' perception, the product of this research was appropriate to implement for the students Muhammadiyah boarding school Palopo. The designed daily expression pocketbook on this research would be valuable to use as teaching and learning resources to increase and encourage the students' motivation to study and speak English every day.[6]

The similarity of the two studies is the method used, both of these studies use the R&D (research and development) method using Pocket book media. The difference between these two studies can be seen from the research model used, namely 4D models.

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[6] Nur Aisyah, "Developing Daily Expression Pocketbook for Islamic Boarding School Students At Muhammadiyah Putra Palopo," 2021.

3. A journal from Ratih hardianti, 2020. "Developing Vocabulary Pocketbook for the Seventh Grade Satap at SMPN 02 Baebunta". Thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training, IAIN Palopo". This thesis is research on the development of a Vocabulary Pocketbook for the seventh grade SATAP students at SMPN 02 Baebunta. The questions are what is the appropriate vocabulary pocketbook for the seventh-grade SATAP (one roof) at SMPN 02 Baebunta and how is the students' perception in using the vocabulary pocketbook and to find out the students' perception in using English vocabulary pocketbook to improve vocabulary for the seventh grade SATAP students at SMPN 02 Baebunta. The method used in this research is the R&D method. The population was seventh-grade SATAP students of SMPN 02 Bebunta with a total of very class are 15 students. To take the number of samples, the researcher only took 15 students from the seventh0grade. Researchers 5 steps in development, namly (1) need analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The product in this research is a pocketbook. The contents of the pocketbook consist of English vocabulary. The structure of the pocketbook consists of a cover, foreword, English vocabulary. This product is considered useful for SATAP students of SMPN 02 Baebunta. This can be seen from the assessment given by the expert judgement with a value of 4.6. in the interval, this category gets "Very good". From the result of students' perception also got a score of 4.46. in the interval, this category gets "Very good".[7]

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[7] Ratih Hardianti, "Developing Vocabulary Pocketbook for The Seventh Grade of Satap Students at Smpn 02 Baebunta English Language Education STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO DEVELOPING VOCABULARY POCKETBOOK FOR THE SEVENTH," 2020, http://repository.iainpalopo.ac.id/id/eprint/3377/.

The similarity between the two studies is the method used, both of these studies use the R&D (research and development) method using Pocket Book media and use the same research model, namely ADDIE model. The difference between these two studies can be seen in the research objectives, in the previous research the pocketbook was intended for junior high school, while the research that will be carried out is focused on nursing vocational high school.

4. A journal from Batari AS, 2021. "Designing speaking handbook for srudents in the elevent-grade of SMAN 2 Palopo". Thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training, IAIN Palopo". Considered the importance of learning English speaking, this research aims in desgining thge appropriate Speaking Handbook for students in The Eleventh Grade of SMAN 2 Palopo. This research answered two qestions; (1) what is aprropriate speaking handbook for students in the eleventh grade of SMAN 2 Palopo?, and (2) How is the perception of the studentss in the eleventh grade of SMAN 2 Palopo toowards the speaking handbook?. The method of this research was Research and Development (R&D) wwith TBLT and Hutchinson and Walters as its approach. The designing speaking handbook used $D model wwich has four stages, they are define, design, develop, and disseminate by using observation, interview, and queationnaire as the insturment of the research. Further, the speaking handbook was dsgined into four chapters and consist of seven sub unit; 1) Let's starting up, 2) Language learning, 3) Small talk, 4) Sound on, 5) Let's ractice more, 6) Games, and 7) Learning journal. Those lerning materials are indicate as the appropriate speaking ghandbook as students' need and choices. Based on the

students' perception towards the speaking handbook a man sckore was 3,75, or 93,75% which means the speaking hadnbook was appropriarte for students in the eleventh grade of SMAN 2 Palopo. The speaking handbook was validated by three experts they are: language expert, material expert, and design & lay out expert. Furthermore, the result of the experts' judgements shown a mean score 3,41 with 85% of percentages which qualifed as "good". The try-out was represented by twenty six repondents. The result of the interview both of students and teacher are qualifed in content, the design & layout was interesting with aractive learning materials and based on the students' needs, wants, and lacks. It is indicated that the speakibg handbook are avaiable to use[8].

The similarity between the two studies is the method used, both studies use the R&D method (research and development) and have the same question to answer, namely the appropriate teaching media for the object of research. The difference between these two studies can be seen from the model used, in the previous study using the 4D model while this study used the EDDIE model, and the difference can also be seen from the teaching materials made and the object of research.

5. A journal from Khanna Soliha, 2020. "Developing pocketbook of islamic vocabulary for the first-grade students of madrasah tsanaiyah 32 Lamasi". Thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training, IAIN Palopo". This thesis is a research on the development of an islamic vocabulary pocketbook for grade I students of Madrasah Tsanwiyah 32 Lamasi.

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[8] Batari As, "Designing Speakingm Handbook for Students In The Eleventh-Grade Of SMAN 2 PALOPO English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute Of PALOPO," 2021.

The question is how to develop a pocketbook of Islamic vocabulary for grade I students at Madrasah Tsnawiyah 32 Lamasi?. The purpose of this research was to develop a pocketbook of islamic vocabulary for grade I students at Madrasah Tsanawiyah 32 Lamasi. The method used in this research is the R&D (research and development) method. The population was grade 1 students of MTs 32 Lamasi with total of 60 students from grades 1a and b. To take the number of sampels, the researcher only took 30 students from class 1a. Research develop products used Addie's development model. The Addie model consist of 5 steps in development, namely (1) needs analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The product in this study is a pocketbook. The contents of the pocketbook consist of Islamic vocabulary. The structure of the pocketook consist of foreword, islamic vocabulary and bibliography. This product is considered useful for students of MTs 32 Lamasi. This can be seen from the assessment given by the expert judgement with a value of 4.09. In the interval, this category gets "good". From the result of students perceptions also got a score of 4.18. in the interval, this category gets "good"[9].

The similarity between the two studies is the method used, both studies use the R&D method (research and development) and ADDIE model, and desgining lerning media pocketbook. The difference between these two studies can be seen from the object of research.

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[9] Khanna Soliha, "Developing Pocketbook of Islamic Vocabulary for the First-Grade Students of Madrasah Tsanawiyah 32 Lamasi" (2020).

B. Literatures reviews

In this research, there are several literature reviews which will be described as follows:

1. Learning Media

Learning media is a tool used to convey messages in the teaching and learning process so that interaction and education between educators and students can take place appropriately and can stimulate the thoughts, feelings, and willingness of students in learning so that it can encourage learning process in students. And make it easier for educators to convey it[10].

One of the learning media commonly used is books. A book is a collection of data or information. As a source of information, books can provide information about everything at a relatively affordable cost for the community. Even though today is more advanced with electronic media, the role of books as a source of information remains the choice of the community, the benefits of reading books cannot be doubted because with books one can get to know the world, increase imagination, and increase knowledge[11]. Based on the type, books can be divided into several categories as follows[12]:

a. Novels

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[10] N. P. Amanda, "PENGEMBANGAN MEDIA PEMBELAJARAN INTERAKTIF DALAM PENGENALAN KOMUNIKASI DASAR BAHASA INGGRIS BERBASIS MACROMEDIA FLASH KELAS V SD/MI," *Doctoral Dissertation, UIN Raden Intan Lampung*, 2019.

[11] Roy Santoso, Margana, and Anang Tri Wahyudi, "Perancangan Buku Panduan Belajar Menggambar Untuk Anak Usia 4-6 Tahun," *Jurnal Adiwarna* 1, no. 6 (2015): 1–13.

[12] Ibid.

A work of fiction written in the form of narrative writings. Novels have at least 40,000 words or more in a book in the form of a story. In general, a novel tells everyday life or tells a character.

b. Magazine

Magazines are one type of book that is of interest to the public, because magazines have several collections of articles, writings, or pictures that discuss a topic among the general public.

c. Dictionary

A dictionary is a kind of book that explains the meaning of words or the meaning of words. The dictionary serves to help readers recognize new vocabulary or new terms. In addition to explaining the meaning of the word itself, the dictionary also has guidelines for the designation, origin (etymology) of a word and also examples of usage for a word.

d. Guide.

A guide book is a book that provides information in the form of writing and pictures step by step that guides the reader to follow the instructions given. The guide book is also a learning tool for ordinary people.

e. Encyclopedia.

Encyclopedia is a number of writings and pictures that contain explanations or information that is easy to understand and understand. The contents of the encyclopedia are usually neatly arranged alphabetically or by category.

2. Pocketbook

In this research the researcher will design a pocket book for nursing students at the Mandala Bhakti Analyst Vocational School, while the explanation of the pocket book will be described as follows:

a. Definition pocket book

A pocket book is a book that is smaller than the size of a book in general, which is easier to use and carry anywhere.

b. Pocketbook development

The development of a pocket book here is the process of making a small pocket book that can be put in a pocket and easy to carry everywhere[13]. In designing this pocket book, the researcher uses several indicators:

1) Design pocketbook

Pocket book design is an outline/shape or design, this pocket book design is useful for an initial overview/concept before a pocket book is made.

2) Pocketbook size

Pocketbooks are small print media that can be stored in pocket clothes and are practical to carry anywhere[14].

3) Pocketbook appearance

Pocket book appearance is the process, method, act of displaying a pocket book. This appearance is useful for attracting students to read.

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[13] A Mutholib, "Pengembangan Buku Saku Sebagai Media Pembelajaran Berbasis SETS (Science, Environment, Technology, Society) Pada Materi Zat Adiktif Dan Psikotropika Di MTs …," 2011, http://eprints.walisongo.ac.id/2181/.

[14] Hizair, *Kamus Lengkap Bahasa Indonesia* (Jakarta, 2013).

4) Material in the pocket book

Material is something that becomes material to be tested, thought about, discussed[15].

3. Vocabulary

In this research, researchers will collect vocabulary related to nursing majors at the SMKS Analis Mandala Bhakti, while the explanation of the vocabulary will be described as follows:

a. Definition

Vocabulary is a set of words that are known by a person or other entity or are part of a particular language. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to construct new sentences. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education[16].

In other studies, it is stated that vocabulary is words that have a meaning that is owned by humans to be used in language and communication[17] and vocabulary is a whole word or vocabulary or term that refers to certain concepts possessed by a child in an environment[18].

[15] T. PenyusunKamusPusatBahasa, "KamusBesarBahasa Indonesia.," 2005.
[16] Ira Miranti, Engliana, and Fitri Senny Hapsari, "Penggunaan Media Lagu Anak-Anak Dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa Di PAUD," *Jurnal Ilmiah Kependidikan* 2, no. 2 (2015): 167–73.
[17] Noni Marlianingsih, "Pengenalan Kosa Kata Bahasa Inggris Melalui Media Audio Visual (Animasi) Pada PAUD," *Faktor Jurnal Ilmiah Kependidikan* 3, no. 2 (2016): 133–40.
[18] Yulia Maretsya, "Pengenalan Kosa Kata Bahasa Inggris Melalui Penggunaan Media Animasi Gambar Kelompok B Tk Rafflesia Kota Bengkulu Skripsi Oleh : Yulia Maretsya A1I111199," *Doctoral Dissertation, Universitas Bengkulu*, 2013.

Based on the above understanding, it can be concluded that vocabulary is a marker tool for a particular object or purpose in order to facilitate communication without any misunderstanding in capturing information.

b. The importance of vocabulary

This vocabulary has an important role in language learning because vocabulary mastery is very influential on language skills. The higher vocabulary mastery allows someone to be more skilled in writing or speaking to convey information or messages to listeners or readers[19].

4. Nurses

a. Definition

Nursing is the activity of providing care to individuals, families, groups or communities, both sick and healthy.

A nurse is someone who has passed higher education Nursing, both domestically and internationally recognized by the Government in accordance with the provisions of the legislation.

b. Skills

Nursing skills need to be trained from start to finish. Nursing education on an ongoing basis. In carrying out the practice, nursing graduates must master nursing skills to carry out nursing Care.

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[19] S. F. Lukitosari, "Pengembangan Buku Cerita Sebagai Upaya Peningkatan Penguasaan Kosakata Jawa Siswa Sekolah Dasar Di Kabupaten Semarang," *Doctoral Dissertation, UNIVERSITAS NEGERI SEMARANG*, 2016.

Nursing interventions are all forms of action taken by nurses based on knowledge and assessment to achieve improvement, prevention, and restoration of health for individual clients, families, and communities.

c.   Areas of Competence

Nursing is a synthesis of biomedical sciences, psychology, social, behavioral, anthropological, and cultural. Quality nursing services/care for the community need to get guarantee of competency standards. Nurse competencies include knowledge, attitudes and skills (soft and hard skills). The nurse competency framework is grouped into 5 (five) competency areas. This area corresponds to the 5 (five) domains of the ASEAN Nursing Common Core Competencies as follows:

1)   Practices based on Ethical, Legal, and Culturally Sensitive.

2)   Professional Nursing Practice.

3)   Leadership and Management.

4)   Education and Research.

5)   Personal and Professional Quality Development[20]

d.   Nurse's workspace and duties
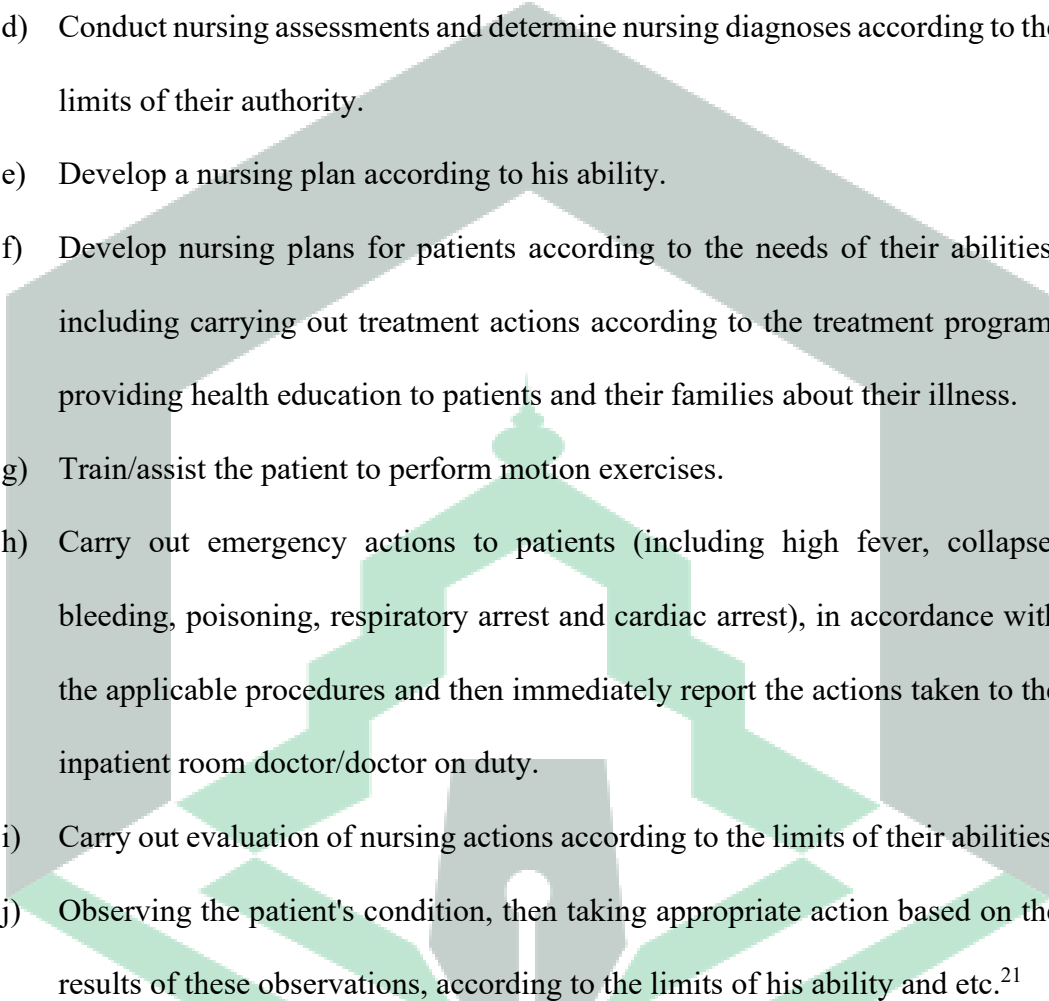
There are workspaces and nurse duties in hospitals, as for workspaces and nurse duties in hospitals as follows:

1)   Ward

The person in charge in this case is a nurse who is authorized to carry out nursing services/care in the ward. The duties of the nurse in the ward are:

a)   Maintain the cleanliness of the treatment room and its environment.

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[20] "KMK-No-01-07-MENKES-425-2020-Ttg-Standar-Profesi-Perawat," n.d.

b) Accepting new patients in accordance with applicable procedures and regulations.

c) Maintain nursing and medical equipment so that it is always ready for use.

d) Conduct nursing assessments and determine nursing diagnoses according to the limits of their authority.

e) Develop a nursing plan according to his ability.

f) Develop nursing plans for patients according to the needs of their abilities, including carrying out treatment actions according to the treatment program, providing health education to patients and their families about their illness.

g) Train/assist the patient to perform motion exercises.

h) Carry out emergency actions to patients (including high fever, collapse, bleeding, poisoning, respiratory arrest and cardiac arrest), in accordance with the applicable procedures and then immediately report the actions taken to the inpatient room doctor/doctor on duty.

i) Carry out evaluation of nursing actions according to the limits of their abilities.

j) Observing the patient's condition, then taking appropriate action based on the results of these observations, according to the limits of his ability and etc.[21]

2) Surgery room

This health worker is a professional nurse who is given the task of carrying out direct nursing care services to all patients who are handed over to their caretakers

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[21] Uraiantugas.com, "Uraian Tugas Tanggungjawab Dan Wewenang Perawat Pelaksana Di Ruang Rawat Inap," 2018, https://www.uraiantugas.com/2018/01/uraian-tugas-tanggungjawab-dan-wewenang-perawat-pelaksana-ruang-rawat-inap.html.

and are responsible to the head of the room through the nurse in charge. The duties of the nurse in the surgery room are:

a) Carry out nursing care according to established standards.

b) Participate in the pass in each shift.

c) Follow doctor visite.

d) Provide accurate and correct information to the extent of responsibility.

e) Participate in conducting health education to patients and families.

f) Carry out duties for the cleanliness of patients, patient rooms, and the environment in accordance with responsibilities.

g) Make nursing care reports correctly / appropriately.

h) Store, maintain, and prepare the necessary equipment so that it is ready for use.

i) Carry out nursing actions within the limits of their abilities and authority.

j) Provide guidance to students who practice in their room and etc.[22]

3) ICU room

This health worker is a professional nurse who is given the task of carrying out direct nursing care services to all patients who are handed over to their caretakers and are responsible to the head of the room through the nurse in charge. The duties of the nurse in the ICU room are:

a) Carry out nursing care according to the standards set.

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[22] Uraiantugas.com, "Tugas Perawat Pelaksana Kamar Operasi (OK) Dibidang Keperawatan," 2019, https://www.uraiantugas.com/2019/02/tugas-perawat-pelaksana-icu.html.

b) Participate in the pass in each shift.

c) Follow the doctor visite.

d) Provide accurate and correct information to the extent of responsibility.

e) Participate in conducting health education to patients and families.

f) Carry out duties for the cleanliness of patients, patient rooms, and the environment in accordance with responsibilities.

g) Make nursing care reports correctly / appropriately.

h) Store, maintain, and prepare the necessary equipment so that it is ready for use.

i) Carry out nursing actions according to the limits of their abilities and authority.[23]

4) Perinatology room

The duties of the nurse in the ICU room are:

a) Accompany the pediatrician during the visit

b) Taking care of babies with full responsibility, especially problematic babies and paying more attention to children's advice

c) Drying babies, especially yellow babies

d) Fill out and complete the baby status file

e) Make sure baby clothes are not mixed up

f) Fill out the baby report book clearly and completely

g) Keeping the perinatology room clean

h) Report clearly the baby's condition during shift operations

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[23] Uraiantugas.com, "Tugas Perawat Pelaksana ICU Dibidang Keperawatan," 2019, https://www.uraiantugas.com/2019/02/tugas-perawat-pelaksana-icu.html.

i) Prepare a request for formula feeding

j) Help with ear piercing services for babies and etc.[24]

5) Polyclinic room

The duties of the nurse in the Polyclinic room are:

a) Prepare polyclinic facilities and environment for smooth service and make it easier for patients to receive services

b) Assess patient needs

c) Carry out emergency actions according to patient needs, especially in emergency cases

d) Helping the patient during the doctor's examination, among others, providing an explanation to the patient about the action to be taken

e) Carry out treatment according to the treatment program 6. Provide health education to patients and/or families

f) Refer the patient to other members of the health team as needed for diagnostic examination, treatment and care

g) Implement a recording and reporting system

h) Maintain nursing medical equipment in a ready-to-use state

i) Advise repeat visits, especially first-time patients

j) Attend regular meetings held by the person in charge of maintenance

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[24] Iwansyah, "Uraian Tugas, Wewenang, Dan Tanggung Jawab Perawat Perinatologi," n.d., https://suaraliterasiperawatindonesia.blogspot.com/2017/12/uraian-tugas-wewenang-dan-tanggung.html.

k) Representing the head of the nursing field if the nursing field is unable to attend[25]

5. Need analysis

Need analysis was proposed into language teaching in English for specific (ESP) movements. According to Hutchinson and Waters that is also cited in Sagita the needs in ESP into two kinds as follows[26]:

a. Target needs

Target need is a term that referred to what students need to do in the target situation. Furthermore, Hutchinson and Walter categorized the target needs into three terms; those are: a) *Necessities,* type of the need determined by the demands of the target situation to see what students have to do in order to function effectively in the target situation; b) *Lacks,* refer to previous knowledge or what the students, divided know already; and c) *Wants,* address to students' desire or what students want to learn. Concerning these, the detailed orientation of a target analysis conceptual framework is listed below:

1) Why is the language needed?

2) How will the language be used?

3) What will the content areas be?

4) Who will the learner use the language with?

5) Where and when will the language be used?

[25] Dokumen.tips, "Uraian Tugas Perawat Pelaksana Rawat Jalan," n.d., https://dokumen.tips/documents/uraian-tugas-perawat-pelaksana-rawat-jalan.html.

[26] & A. Waters T. Hutchinson, "English for Specific Purposes: A Learning-Centred Approach," *English for Specific Purposes* 7, no. 2 (1987): 137–45, https://doi.org/10.1016/0889-4906(88)90032-4.

b. Learning needs

The term of learning needs refers to what nurses require to do in order to learn. The learning need is closely related to what the object must do to achieve the ability to perform the needed level of competence in the target situation. Nunan underlines several learning needs: input, procedure, setting, teacher's role, and students' role[27]. The details of the learning need analysis framework are followed:

1) How do the learners learn?

2) What are the learners?
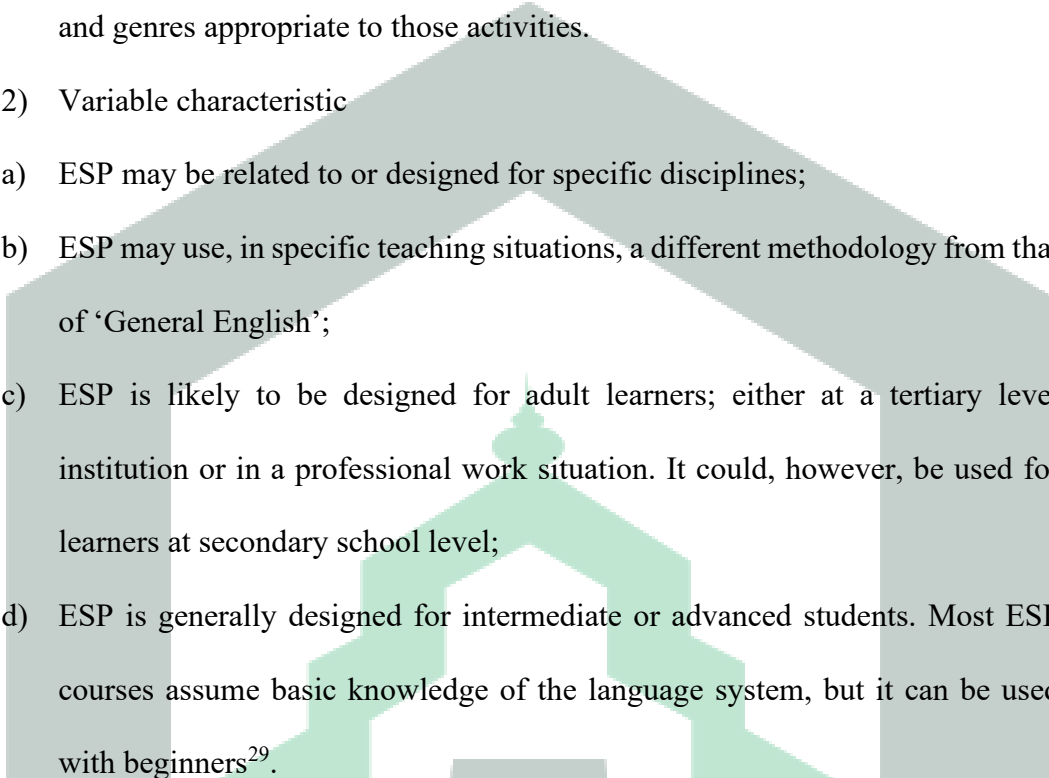
English for Specific Purposes, known as acronym "ESP", has been a distinct activity in the field of English Language Teaching (ELT) since 1960s. English for Specific Purposes (ESP) is not General English (GE) teaching and learning, but it is specialized English. It has been growing as a distinct discipline since 1960s. ESP is Focused-English learning and teaching situation in which teaching methods and learning environment are different from General English. The most important difference between ESP and GE (General English) is that the learners and their purposes for learning English[28].

Dudley-Evans & St John (1998) provide their definition of ESP. They also use absolute and variable characteristics of ESP as Strevens centers on defining ESP.

1) Absolute characteristic

a) ESP is designed to meet specific needs of the learner;

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[27] Nunan, *Task-Based Language Teaching*, n.d.
[28] Momtazur Rahman, "English for Specific Purposes (ESP): A Holistic Review," *Universal Journal of Educational Research* 3, no. 1 (2015): 24–31, https://doi.org/10.13189/ujer.2015.030104.

b) ESP makes use of the underlying methodology and activities of the disciplines it serves;

c) ESP is centered on the language (grammar. Lexis, register), skills, discourse and genres appropriate to those activities.

2) Variable characteristic

a) ESP may be related to or designed for specific disciplines;

b) ESP may use, in specific teaching situations, a different methodology from that of 'General English';

c) ESP is likely to be designed for adult learners; either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;

d) ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners[29].

6. Instructional design model

In the literature, several instructional designed modules are often applied in research. Among them are the ADDIE model, Borg and Gall, and 4-D models.

a. ADDIE

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[29] Tony Dudley-Evans, "An Overview of ESP in the 1990s," *The Japan Conference on English for Specific Purposes Proceedings*, 1998, 5–11, https://files.eric.ed.gov/fulltext/ED424775.pdf.

This model was created by the Centre for Educational Technology at Florida State University in 1975. The ADDIE model was developed in 1978 by Dick and Carey and revised in 1981 by Russel Watson, who was considered essential for developing educational and training programs[30]. The ADDIE model consists of five steps they are:

Figure 2. 1[31] ADDIE Model

1) Analysis (Needs, requirements, tasks, participants current capabilites),

2) Design (Learning objectives, delivery format, activites & exercises),

3) Development (Create a prototypr, develop course materials, review, pilot session),

4) Implementation (Training implementation, tool in place, observation),

5) Evaluation (Awerness, konwledge, behavior, reluts).

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[30] Wallace Hannum, "Instructional System Develompent: A 30 Year Restorative" 45 (2005): 5–21, http://www.jstor.org/stable/44429217.

[31] "The Design Phase of ADDIE, ‖ Futuristic Playground," 2014, https://is.gd/FwA158.

b. Borg and Gall

In the development model, Borg & Gall contains a systematic guide to the steps taken by researchers so that the products they design have a feasibility standard. These systematic steps are not standard things that must be followed, the steps taken can be adjusted to the needs of the developer[32]. Based on previous research using the Borg and Gall model, the stages of the Borg and gall model are divided into 10 stages as follows[33]:
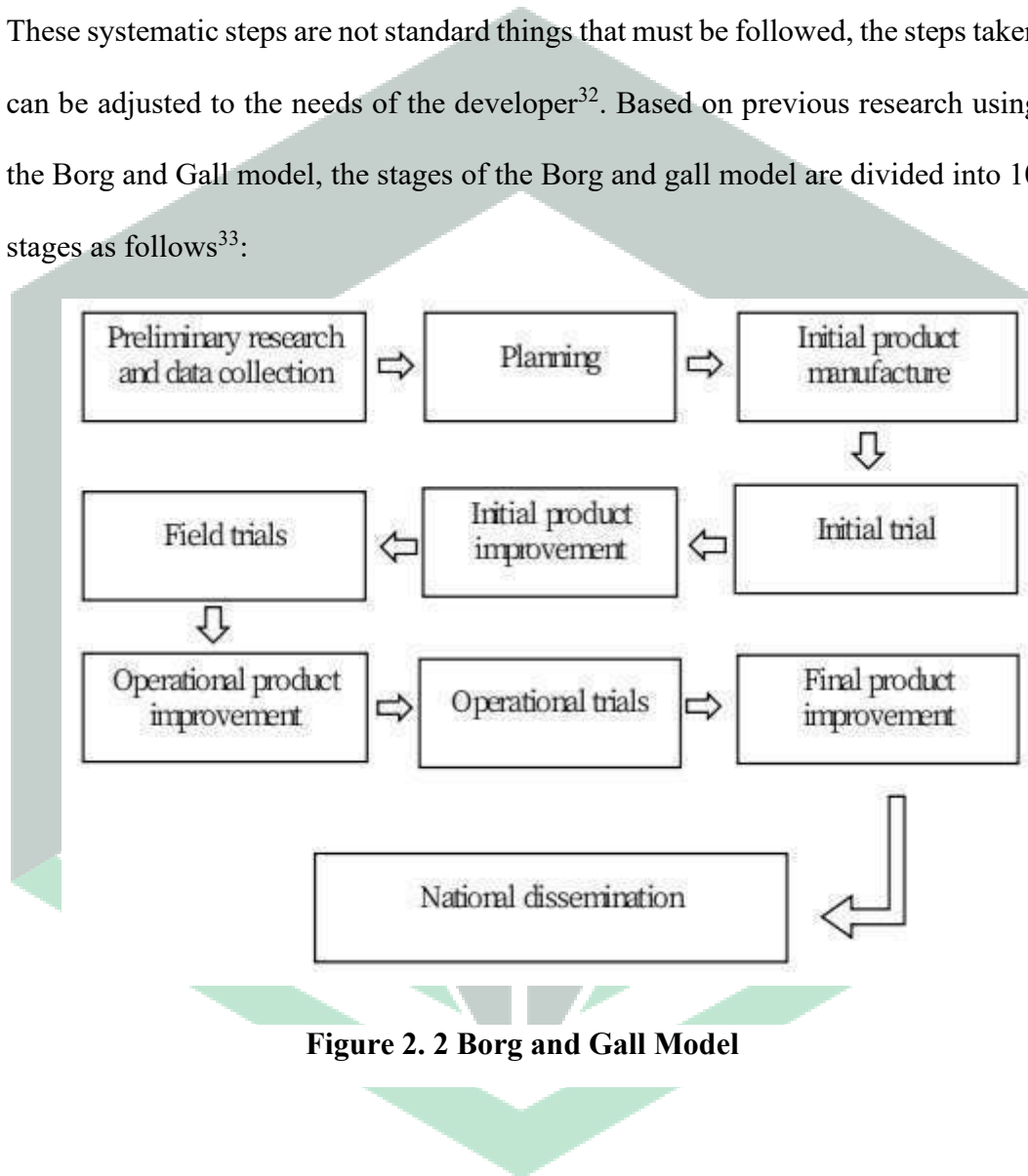
Figure 2. 2 Borg and Gall Model

[32] Sutopo, Hadi. "Pengembangan model pembelajaran pembuatan aplikasi multimedia khususnya puzzle game pada mata kuliah multimedia." *Jakarta: Universitas Negeri Jakarta* (2009).
[33] Lu'mu Tasri, "Pengembangan Bahan Ajar Berbasis Web," *Jurnal Medtek 3.2*, 2011, 1–8.

1) Premilinary research and data collection

Initial research and data collection, in this step include choosing topics, studying literature related to the problems studied, and preparing to formulate a development framework.

2) Planning

Planning including in this step making a map of teaching materials, formulating goals, compiling evaluation tools, and collecting teaching material references.

3) Initial product manufacture

Making the initial product, namely developing the initial form of the product to be produced. Included in this step is starting to compile teaching materials for the preparation of supporting components such as assessment instruments for responses from material experts, media experts and design experts, preparing lecturers and student manuals, editing, then uploading teaching material files to the blog.

4) Initial trial

Preliminary trials, namely evaluating material experts, learning media experts, and learning design experts.

5) Initial product improvment

Improvement of the initial product, namely making improvements to the product based on the results of the responses of material experts, learning media experts, and learning design experts.

6) Field trial

Field trials, after the initial product improvement is carried out in accordance with the advice of material experts, learning media experts, and learning design experts, then proceed with field trials.

7) Operational product improvement

Operational product improvement, namely conducting data analysis (reflection) from the results of field trials, to make improvements to the product.

8) Operational trials

Operational trial.

9) Final product improvement

Final product improvement.

10) National dissemination

Dissemination.

c.   4-D models

The 4-D is a simple instructional design model that consists of 4 stages as[34]:

Figure 2. 3 4-D Model

[34] S Thiagarajan, "Instructional Development for Training Teachers of Exceptional Children: A Sourcebook," *Journal of School Psychology* 14, no. 1 (1974): 75, https://doi.org/10.1016/0022-4405(76)90066-2.

1) Defining – conducting learners' need analysis.

2) Designing – producing and developing a product based on learners' need analysis.

3) Developing – developing the product through validation from the expert judgments, teacher, and users (learners).

4) Dissemination – product published through a journal, seminar, etc.

Based on several instructional design models explained above, the researcher decided to apply ADDIE models in this research. The researcher chose ADDIE models because it is practical and dynamic. Besides, it provides systematic processes that continuously evaluate and revise to create a valid and reliable product. Moreover, the steps of product development are more rational and comprehensive. Furthermore, Robert Maribe Branch stated that ADDIE is considered responsive (accepts goals orientation), interdependence, dynamic, cybernetic, and systemic in designing learning products, which supports these considerations.

C. Conceptual framework

The Basic vocabulary pocket book for nursing students at SMKS Analis Mandala Bhakti was developed into several criteria. Indeed, not all the theories were applied in this research. However, the researcher combined the theories that were approved for this research. In developing the speaking module, the researcher adopted the ADDIE instructional design models. The design materials of the module used the task-based language approach. It provided task varieties that aimed

to motivate nurses to study and practice English. The varieties of tasks were designed by adapting the types of activity proposed by Pattinson and Willis. In this research, the researcher used ten from thirteen activities: questions and answers, matching activities, dialogues and role-plays, problem-solving, listing, ordering and sorting, comparing, discussions, sharing personal information, and creative tasks.

In this research, the tasks were chosen based on the principles of task-based language teaching proposed by Nunan. The researcher applied three from seven principles of task-based language teaching. They are active learning (provide enough chance for the students to practice speaking), reproduction to creation (support the students to produce the language), and reflection (provide the students with a space to reflect on what they have done during the completion of the unit).
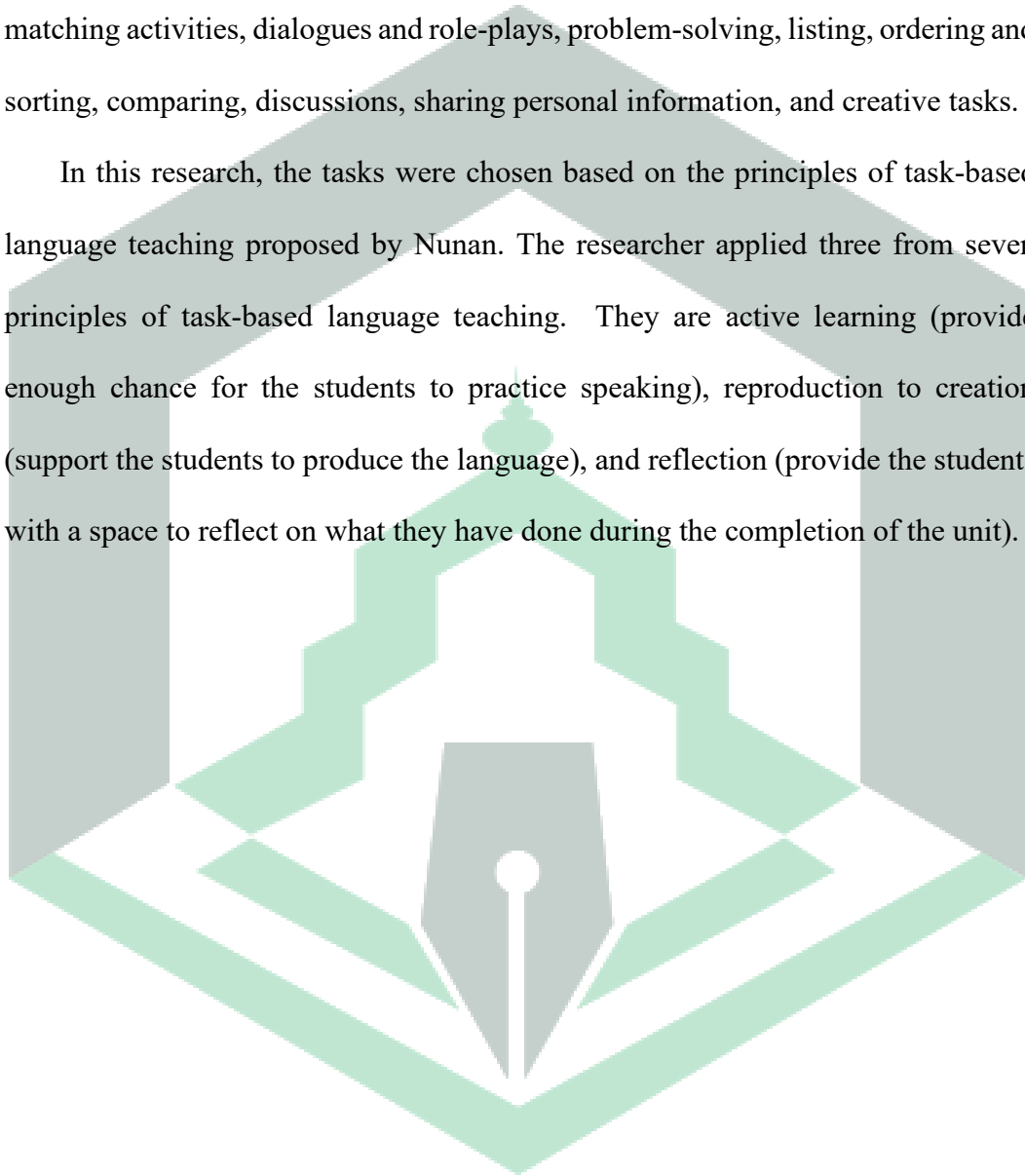
ADDIE MODEL

Designing a Vocabularies Collection Book for Students Nursing at SMKS Analis

Mandala Bhakti
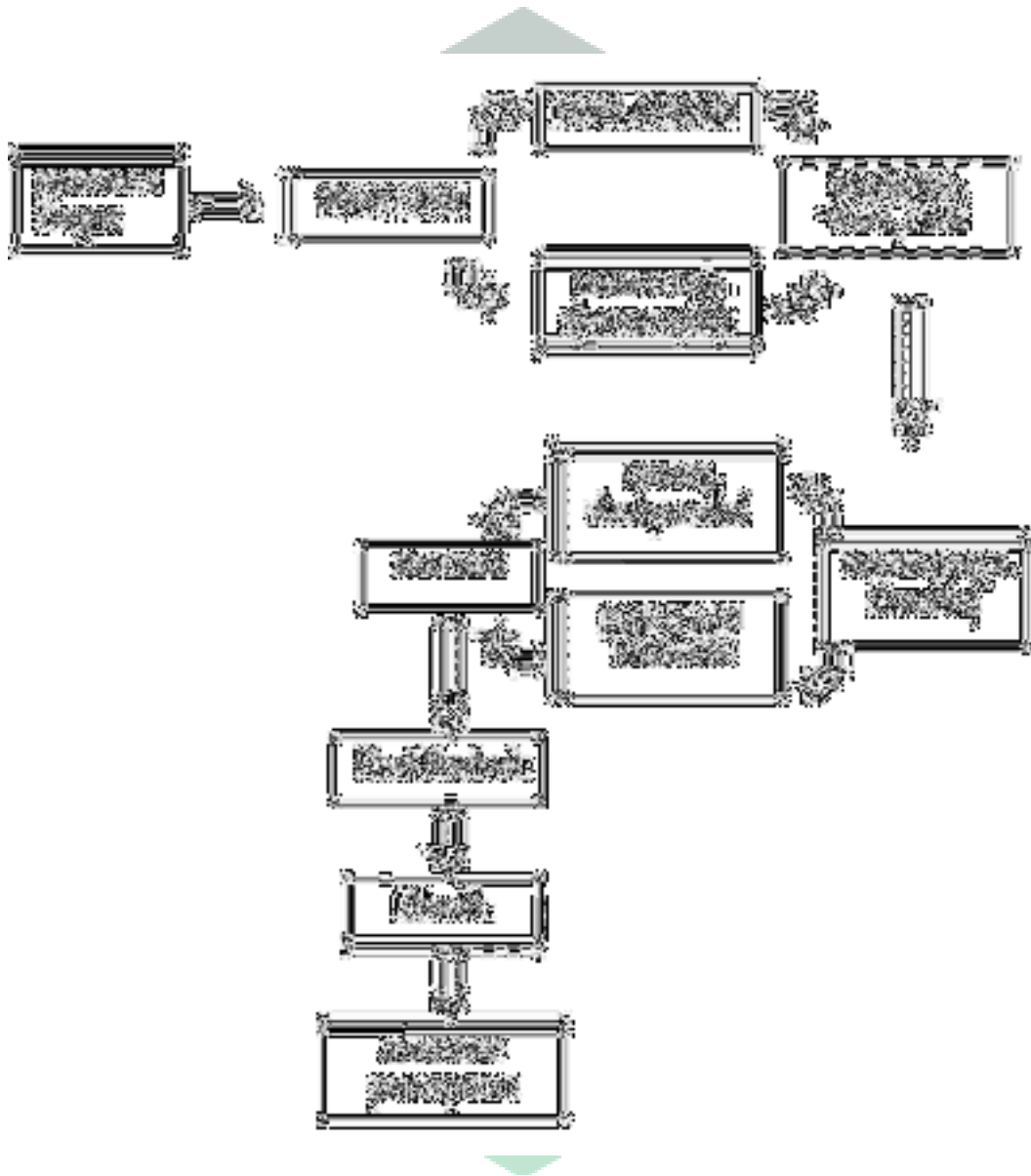
Figure 2. 4 Conceptual Framework Addie Model

The framework of this research was presented as follows:

a. Target Research

At this stage the researcher has determined the research objectives based on the topic and focus of the research that has been made.

b. Observation

After the researcher has determined the research target, the researcher will make observations to the research target location by conducting to obtain information about the topic and focus of the research.

c. Need analysis

At this stage, the needs analysis is determined based on the results of the interview data and is supported by the results of the questionnaire which will be distributed to the research target.

d. Make a plan

In this section, the researcher focuses on adjusting the material to be included in the pocket book according to the needs of the research target.

e. Resourcing and Make a Product

Furthermore, the researcher has determined the contents of the pocket book as needed based on the results in the previous stage and the teacher will try out the students as an initial product.

f. Final Product

At this stage, the final product is produced after being tested and validated by the research object.

g. Try-out

The pocket book that has been validated has been re-tested from the final product to be produced to determine the effectiveness of the pocket book used by students.

D. Hypothesis

Based on the researcher observations that the product that will be produced, namely vocabularies pocket book for nursing students at SMKS Analis Mandala Bhakti will improve the ability to master English vocabulary and help students learn English easily because the shape of the book design is easy to carry.

H_0: The vocabulary pocket book is not appropriate for nursing students at SMKS Analis Mandala Bhakti.

H_1: The vocabulary pocket book is appropriate for nursing students at SMKS Analis Mandala Bhakti.
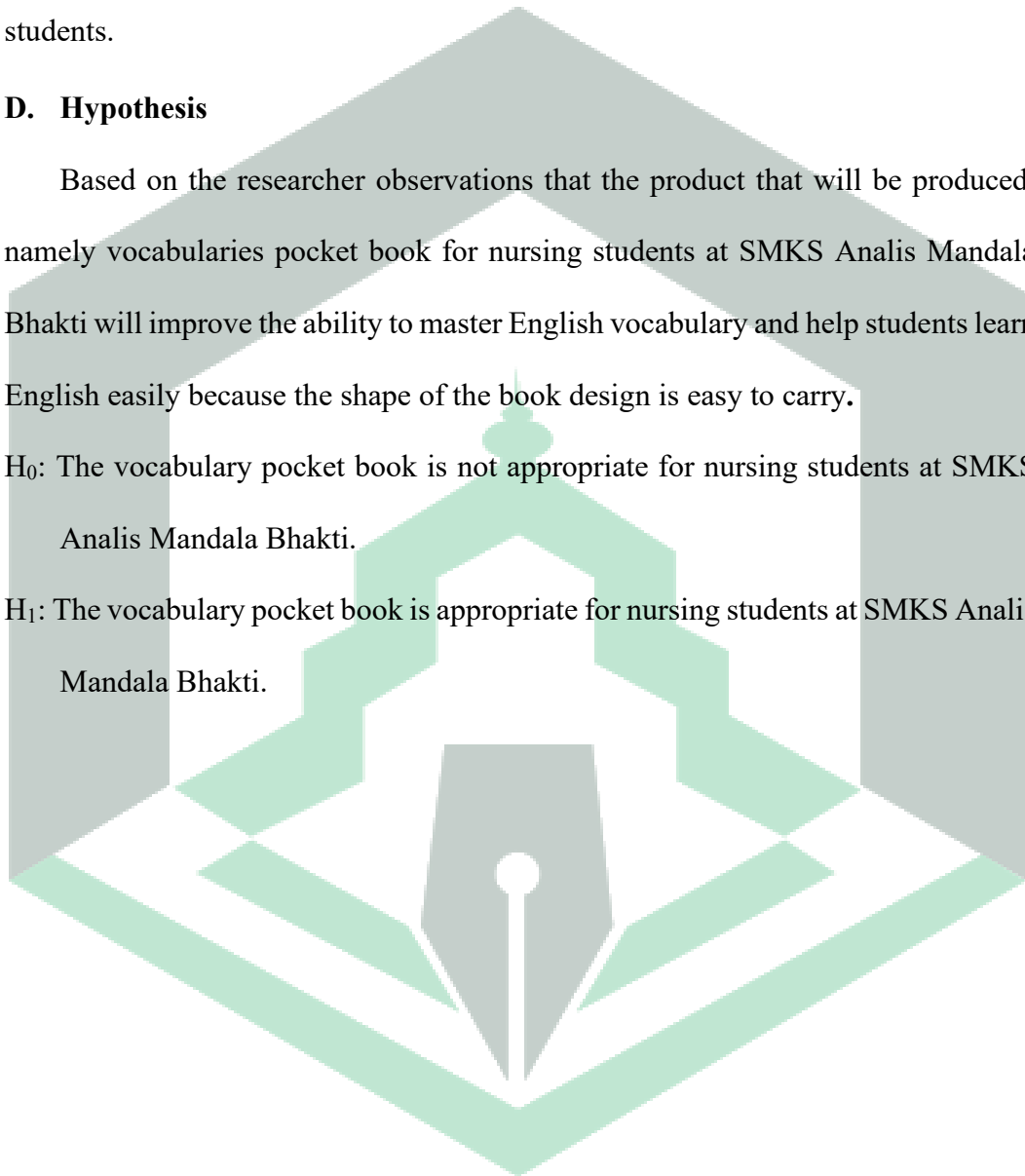
CHAPTER III

RESEARCH METHOD

A. Type of The Research

In this research, researcher conducted research that was categorized into R&D (research & development). R&D as we know that this research will produce a product which will be utilized by the object of research to improve skill in accordance with the product to be produced. The purpose of this research is to design a product that will be produced, namely a vocabulary pocket book that is made based on an analysis of the needs of the object of research, namely the students at SMKS Analis Mandala Bhakti to improve English vocabulary mastery using the ADDIE model method (Analysis, Designing, Developing, Implementation & Evaluation), The ADDIE model was chosen by the researcher because the development model is in accordance with the research and the stages carried out are felt to be carried out clearly and easily.

B. Research Location and Time

SMKS Analisis Mandala Bhakti, Sampowae, No. 77, Dangerakko, Kec. Wara, Kota Palopo, Prov. Sulawesi Selatan, 26 july until 21 september 2022

C. Subject and Object of Research

1. Subject of research

The subjects in the study were validators (expert lecturers and English teachers at SMKS Analyst Mandala Bhakti) to assess product manufacture and students to follow directions for product trials.

2. The object of research

The object in this study is the vocabulary pocketbook using the CBI (content-based instruction) approach to determine the material to be included in the pocketbook so that the product is in accordance with the student material so that it can improve students' ability to master English.

D. Procedure of Designing

In this research, the researcher used the ADDIE model to improve speaking skills by mastering vocabulary through the product to be made by the researcher, namely the vocabulary book by going through five processes, namely:

1. Analysis

At this stage the researcher has conducted field observations to see the needs of students, this is done to find out the needs of the research object so that adjustments can be made in designing the vocabulary book that has been made, for additional information needed by the researcher after conducting interviews with the English teacher and students as objects study.

2. Design

At the design stage, the results of the needs analysis are used as a benchmark in designing vocabulary books, the design has been adjusted based on the results of the needs analysis so that it can facilitate the goals to be achieved in the

manufacturing process. vocabulary book namely vocabulary mastery and improving the ability to communicate using English.

3. Development

    In this third stage the researcher focused on improving the vocabulary book based on the design results that had been made, the product improvement process that had been carried out through several stages:

 a. Material collection.

 b. Arrange material.

 c. Prepare material using CBI (content-based instruction).

 d. Validating by expert.

4. Implementation

    At this stage, the product is tested on the research object to see the effectiveness of the product in improving English speaking skills and vocabulary mastery.

5. Evaluation

    In this fifth stage, the researcher has evaluated the product. Researchers have conducted interviews and given questionnaires to several students so that the data obtained can be used as a benchmark for improving the product made, namely the nurse's vocabulary book at SMK Analyst Mandala Bhakti, Palopo city.

E. Data collection technique

Instruments to obtain data in this study are:

1. Interview

Researchers will interview several students and teacher to find out information and data to determine the suitability of the results needed.

a) Teacher interview

The researcher came to the school as the object of research and interviewed one of the English teachers, namely the 11th grade teacher by asking 9 questions to get information about the students' deficiencies and needs in mastering English vocabulary.

b) Students' interview

The researcher went to the research object school and interviewed 5 students, but at that time learning was taking place and the researcher did not want to interfere with the teaching and learning process, so the researcher turned to filling out the google form created by the researcher to get information about the shortcomings and needs of students in mastering English vocabulary.

2. Questionnaire

a) Questionnaire for students

Researchers distributed questionnaires to students who would assist in the process of making pocketbooks so that researchers would know the needs and desires of students in mastering vocabulary to develop speaking skills in English. This questionnaire consists of 10 questions.

b) Expert judgement

After the initial product is finished, the expert provides an assessment by filling out a questionnaire provided as an assessment tool and product development suggestions so that it is ready for use..

c) Student's perceptions

The last stage in making this pocketbook is to take students' perceptions of the pocketbook model as a consideration in developing the product until the product is ready for use.

F. Data Analysis Technique

1. The Data Analysis of Interview

The data of teacher's interviews are analyzed through the descriptive qualitative method.

2. Data Analysis of Questionnaire

The researcher analyzes the data by using the quantitative descriptive method. The researcher calculates the percentage of the answers. The result of the calculating of questionnaires uses the formulation below[35]:

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[35] Reski Jayanti Sagita and Andi Tenrisanna Syam, "Designing English Syllabus for Islamic Education Study Program at IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 1 (2020): 15–28.
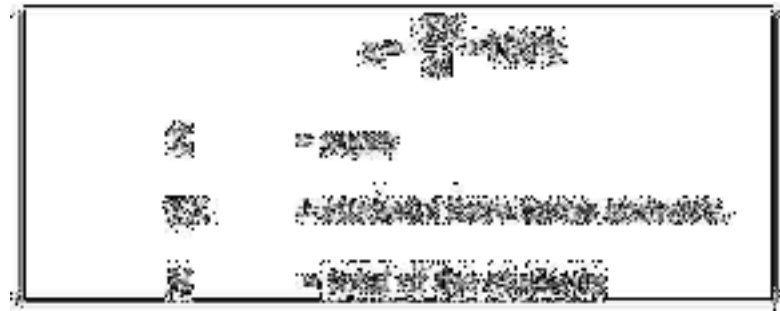
Figure 3. 1 Formulation for Need Analysis Result

The most frequent answer that students choose become the background of this research to design a vocabularies pocket book.

3. Data Analysis of Expert Judgement

The researcher applies the *Likert-Scala* method to analyzing the data of expert judgment. The result of the data is calculated by the average of the experts' answers. The data analysis uses the formula stated by Arifin, Z (2013) as cited in Sagita[36]:

The number of *Excellent* answers : E x 4 = . . .

The number of *Good* answers : G x 3 = . . .

The number of *Fairly* answers : F x 2 = . . .

The number of *Poor* answers : P x 1 = . . .

Total score = . . .

The result in the analysis will be averaged by using the formula below:

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[36] Ibid.

Figure 3. 2 Average Score Formulation

After collecting the result, the researcher calculates the value by using the formula below:

Figure 3.3 Value score Formulation

Once the researcher collects the result, the researcher defined it into an appropriate vocabularies collection book for nursing students in at SMKS Analis Mandala Bhakti.

Table 3. 1 Material Topics Qualification of the product

No.		Average Score	Qualification	Categories	Expert Validation

Table 3. 2 The Example of Table Expert Validation

No.		Average Score	Qualification	Categories	Expert Validation

Table 3. 3 The Example of Table Students' Perception

CHAPTER IV

FINDING AND DISCUSSION

A. RESEARCH FINDINGS

In this section, the researcher will discuss the findings and the research process in Designing a Pocket Book for Nursing Students at SMKS Analis Mandala Bhakti.

1. Need Analysis for Nursing student at SMKS Analis Mandala Bhakti

At this stage the researcher conducted a needs analysis to make a product, namely Vocabulary Pocketbook for Nursing Students at SMKS Analyst Mandala Bhakti, this needs analysis was carried out by interviewing 2 alumni and 2 teachers and distributing questionnaires to 13 students. The following is the presentation of the results of the need analysis:

a. Interview

Ten questions were used in the interview to obtain the data needed to design a pocket book for nursing students, there were four sources in the interview, namely two alumni and two teachers of SMKS Analis Mandala Bhakti[37], while the results stated that first of all, the placement of nursing students to practice at home sick, determined by the hospital itself, the rooms that are usually placed for nursing students are wards, information rooms, ICU and IGD, the second is the activities carried out by nurses are patient retention, providing information needed by patients, changing infusions, and checking patients , the third is the knowledge of

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[37]Yunuarti A., dkk. 2022. "Pokcetbook for Nursing Student SMKS Anlis Mandala Bhakti". Hasil wawancara Pribadi: 19 agustus 2022, SMKS Analis Mandala Bhakti

the informants about the products made, namely Pocket Books and good pocket book models, according to the informants a good pocket book is a pocket book that is easy to carry everywhere and contains material that is easy to understand, then vocabulary about medical devices known by sources are tension devices, thermometers, injecting rums, infusions and other tools in general, then about the knowledge of resource persons on diseases during nursing practice including fever, dengue fever, typhoid, tuberculosis, cholesterol, diabetes, asthma and other common diseases, then about drugs such as paracetamol, mefenamic acid and medicines commonly used, next is the health room in the hospital, namely the ward, children's room, operating room, emergency room, isolation room, and other rooms that will be known during nursing practice at the hospital, and the last is General activities carried out by nurses are taking care of patients, joining doctors to examine, and mobilizing patients.

Based on the answers to the interview questions above from student and teacher, the following conclusions can be drawn:

Placement of nursing student practice depends on the hospital. The rooms that are usually placed by students are the ICU, information room, and emergency room. The activities of nursing students while in the hospital are serving and assisting patients, changing infusion fluids, holding patients, mobilizing patients and participating in supervising the actions taken by doctors during examinations. Furthermore, regarding other matters such as medical devices, diseases, medicines, rooms and the profession of medical personnel in hospitals, nursing students generally only know the general parts. Therefore, a suitable pocketbook is needed

to make it easier to improve vocabulary mastery, namely a pocket book that is easy to carry and the contents of the material are easy to understand.

b. Questionnaire

There are 10 questions asked, and divided into (need, lack you wants). a description of the results of the questions are presented as follows:

1) Necessities

Necessities is type of the need determined by the demands of the target situation to see what students have to do in order to function effectively in the target situation, from the questionnaire, the following data were obtained:

Chart 4. 1 The Percentage of Students' Need in English

Based on the diagram above, the purpose of learning English for nursing students at SMKS Mandala Bhakti is a need question. It can be seen that more

students choose option A (53,8%) which is to speak English fluently. Mastery of English vocabulary can support the ability to communicate in English.
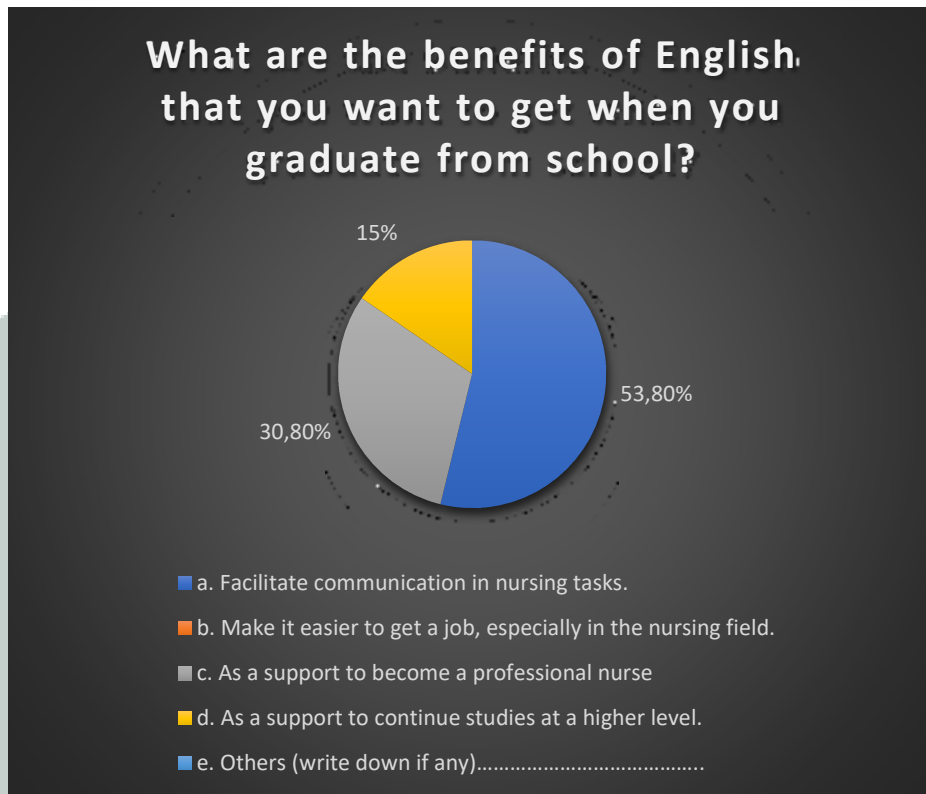
Chart 4. 2 The Percentage of Students' Need in English

Based on the diagram above, the benefits of English for nursing students at SMKS Analis Mandala Bhakti when they graduate from school are a need question. It can be seen that more students choose option A (53,8%) which is to facilitate communication in nursing assignments. Mastery of English vocabulary facilitates communication in nursing assignments if there are patients who use foreign languages, especially English in communicating and need information

2) Lacks

At this stage, the data taken refers to prior knowledge or what students already know, from the questionnaire, the following data were obtained:

46
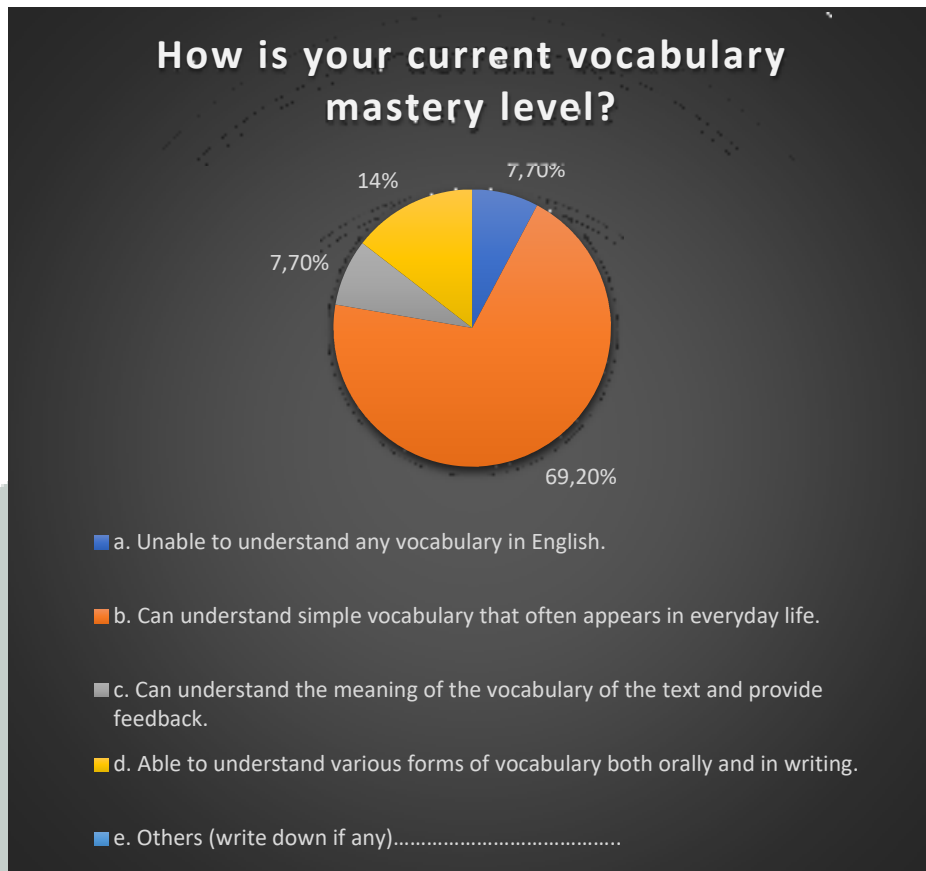
Chart 4. 3 The Percentage of Students' Lacks in English

Based on the diagram above, namely the level of mastery of English vocabulary for nursing students at SMKS Analis Mandala Bhakti which is a lack of question. It can be seen that more students choose option B (69,2%) which is able to understand vocabulary that appears in everyday life. Improving the mastery of English vocabulary can help understand foreign languages, especially English in carrying out their duties as nurses.

How do you understand new vocabulary in English related to your current major?

15%

30,80%

30,80%

23,10%

- a. Guess the meaning of words from English vocabulary
- b. Using a vocabulary list book or bilingual dictionary
- c. Learn new vocabulary by memorizing it
- d. Ask a friend to teach
- e. Others (write down if any)………………
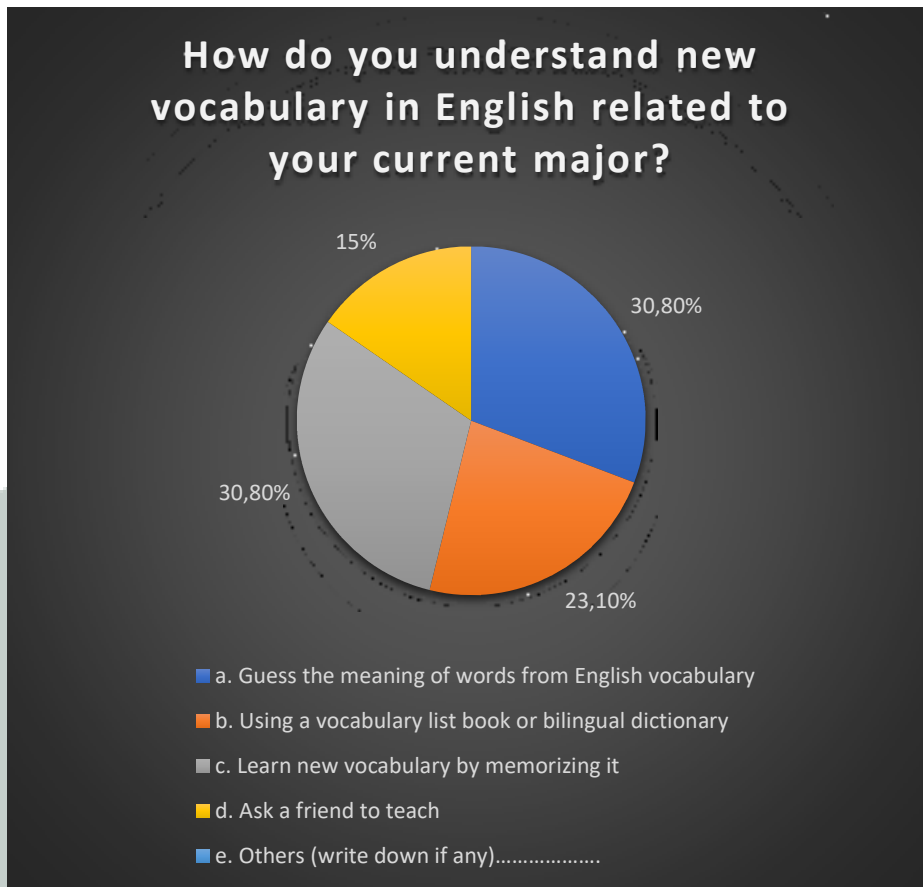
Chart 4. 4 The Percentage of Students' Lacks in English

Based on the diagram above, that is how to understand new vocabulary in English for nursing students at SMKS Analis Mandala Bhakti which is a lack of question. It can be seen that more students choose options B and C (30,8%) which are guessing the meaning of words and memorizing new vocabulary. Adding and understanding English vocabulary can help foreign languages, especially English in carrying out their duties as nurses.
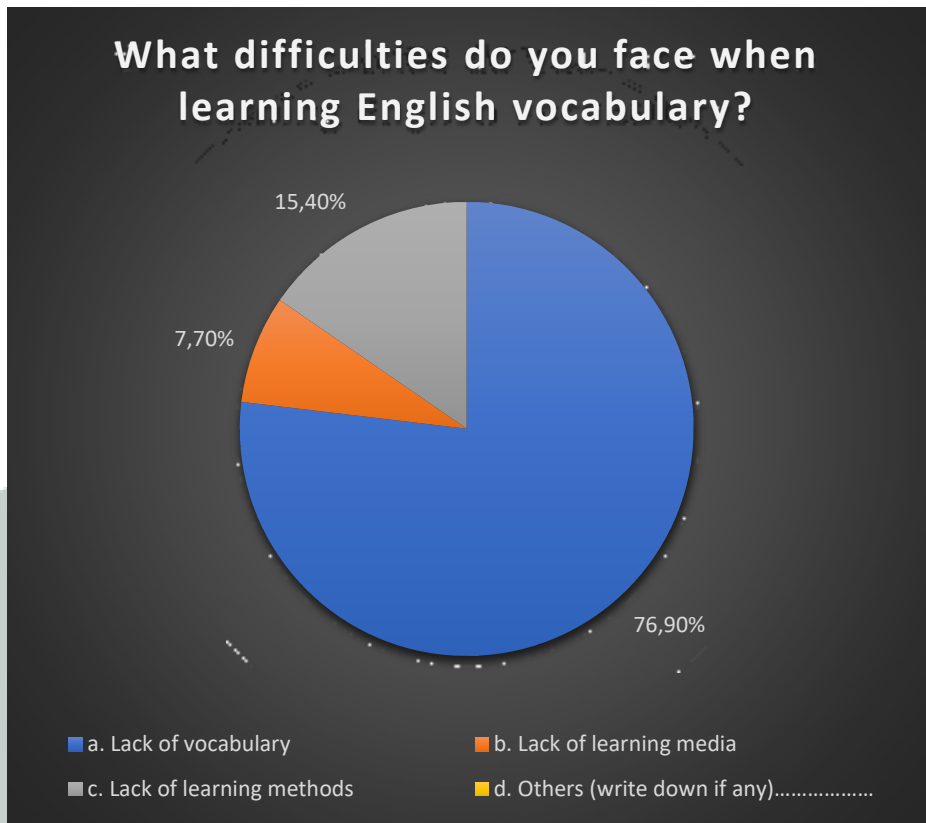
Chart 4. 5 The Percentage of Students' Lacks in English

Based on the diagram above, there are obstacles in learning English for nursing students at SMKS Analis Mandala Bhakti which is a lack of question. It can be seen that more students choose option A (76,90%) which is a lack of vocabulary. The importance of increasing vocabulary can help in communicating with foreign languages, especially English in carrying out their duties as nurses.
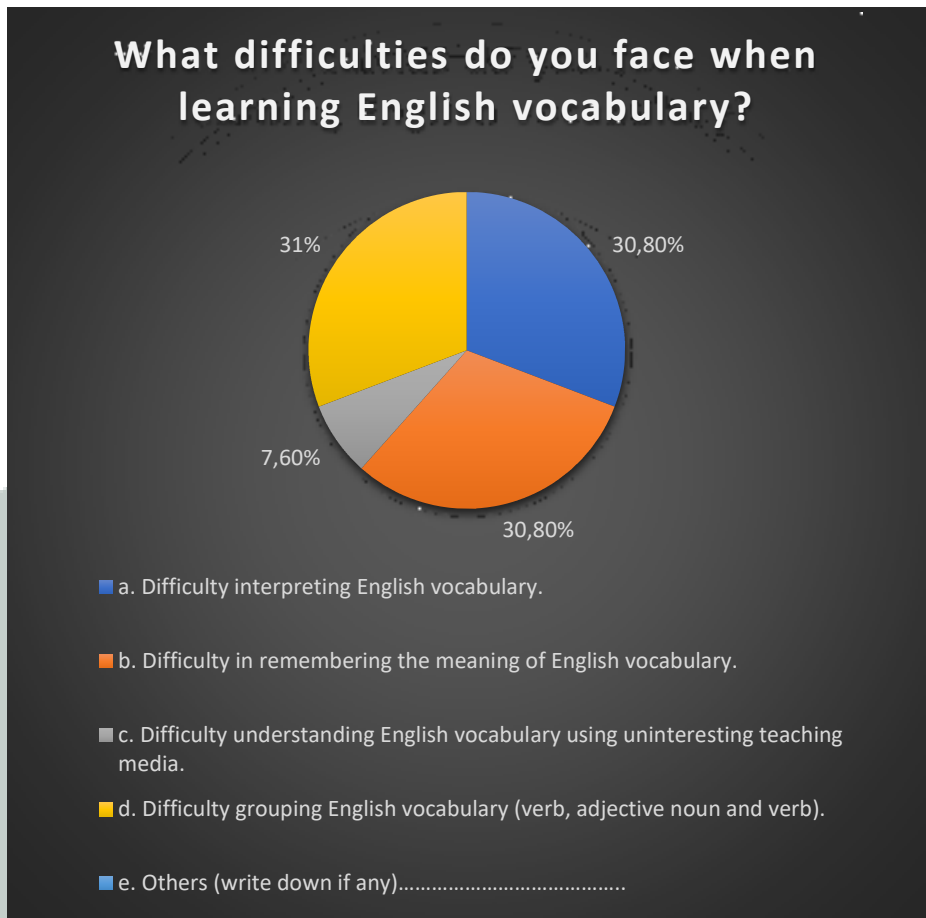
Chart 4. 6 The Percentage of Students' Lacks in English

Based on the diagram above, namely the difficulties faced when learning English vocabulary for nursing students at SMKS Analis Mandala Bhakti which is a lack of question. It can be seen that more students choose options A, B, D (30,8%) which are difficulties in interpreting, remembering meaning, and classifying vocabulary. The difficulties experienced in learning English vocabulary must be faced by everyone with different difficulties, but learning English can help support knowledge and make it easier to communicate using foreign languages, especially English in carrying out duties as a nurse.
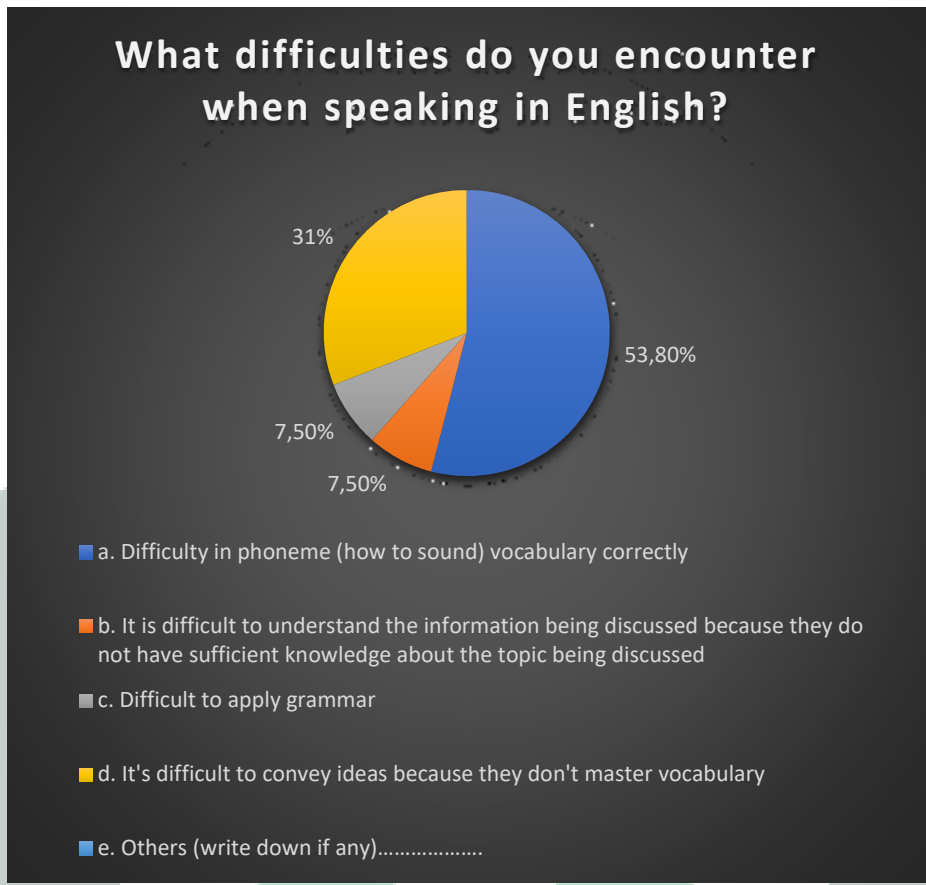
Chart 4. 7 The Percentage of Students' Lacks in English

Based on the diagram above, the difficulty in speaking using English for nursing students at SMKS Analis Mandala Bhakti is a lack of question. It can be seen that more students choose option A (53,8%) which is difficult in phonemes (how to sound) vocabulary well. Knowing how to sound vocabulary well can help in communicating in a foreign language, especially English in carrying out duties as a nurse.

3) Wants

At this stage the data is taken based on the address of the student's desire or what the student wants to learn, the following data were obtained:
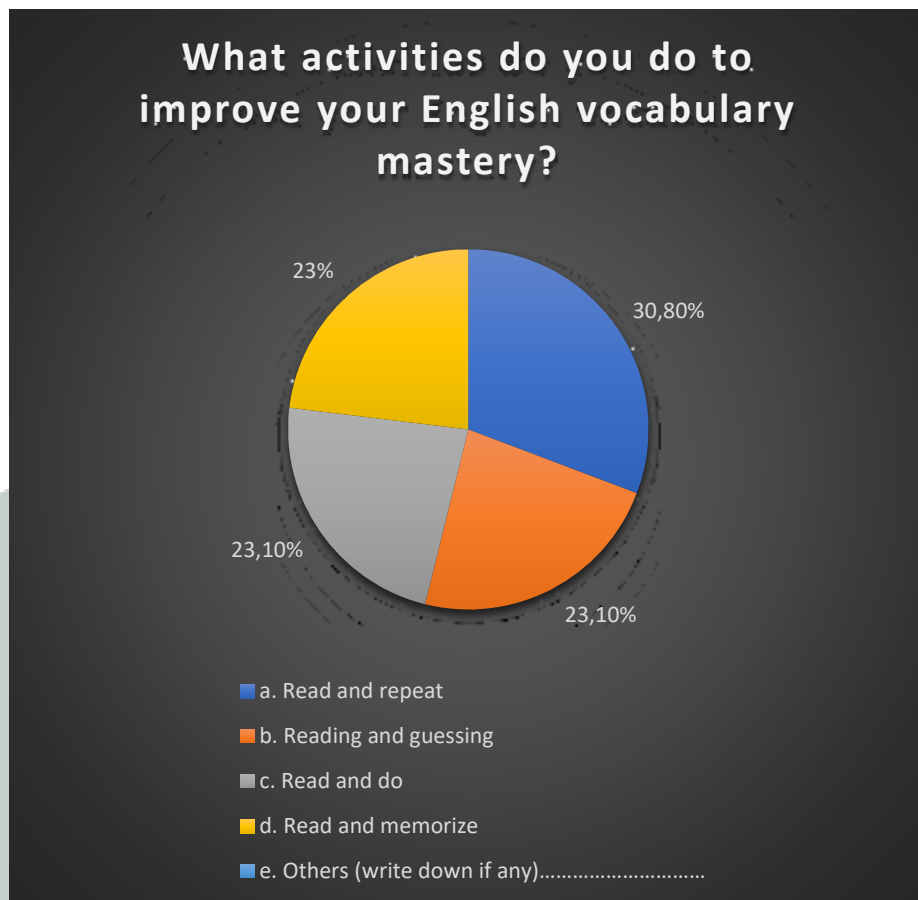
Chart 4. 8 The Percentage of Students' Wants in English

Based on the diagram above, the activities are carried out to improve the mastery of English vocabulary for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that more students choose option A (30,8%) which is reading and repeating. There are many activities that can improve English language skills so that they can help communicate in foreign languages, especially English in carrying out their duties as nurses.
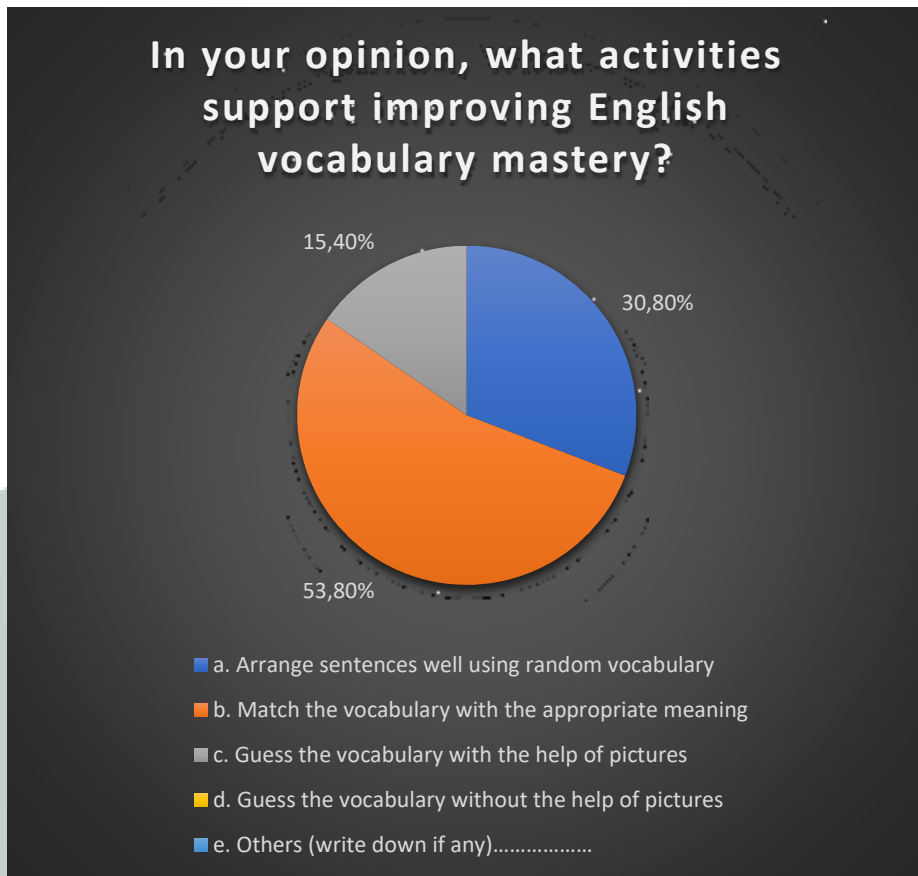
Chart 4. 9 The Percentage of Students' Wants in English

Based on the diagram above, there are activities that support increasing mastery of English vocabulary for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that more students choose option B (53,8%) to match vocabulary with the appropriate meaning. There are many activities that can improve English language skills, one of which is doing the task of matching words with appropriate sickles so that they can help communicate in foreign languages, especially English in carrying out their duties as nurses.
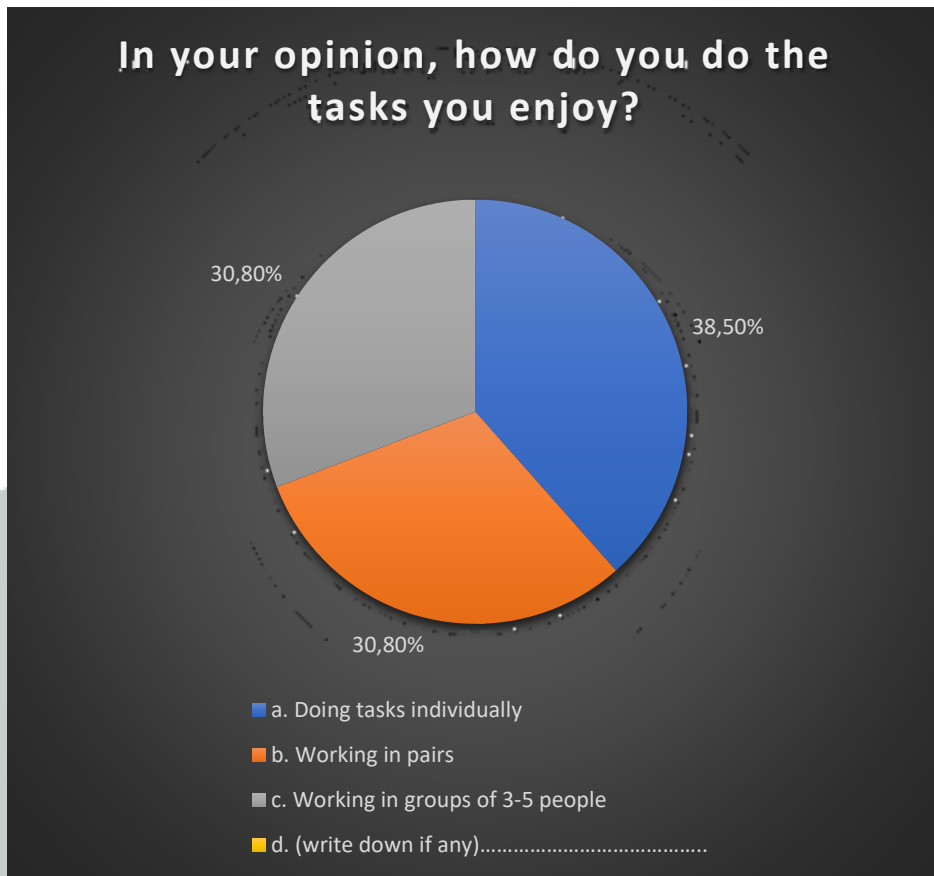
Chart 4. 10 The Percentage of Students' Wants in English

Based on the diagram above, that is how to do the preferred task for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that students prefer option B (38,50%) which is to do assignments individually. Improving the ability to speak English individually is a good effort, thus using a foreign language, especially English, can be more easily done in carrying out duties as a nurse.

In your opinion, the appropriate number of vocabulary per page to support in increasing mastery of English vocabulary about nursing is

8%

30,80%   46,20%

15,40%

■ a. Less than 10 words ■ b. More than 10 words
■ c. More than 15 words ■ d. More than 20 words
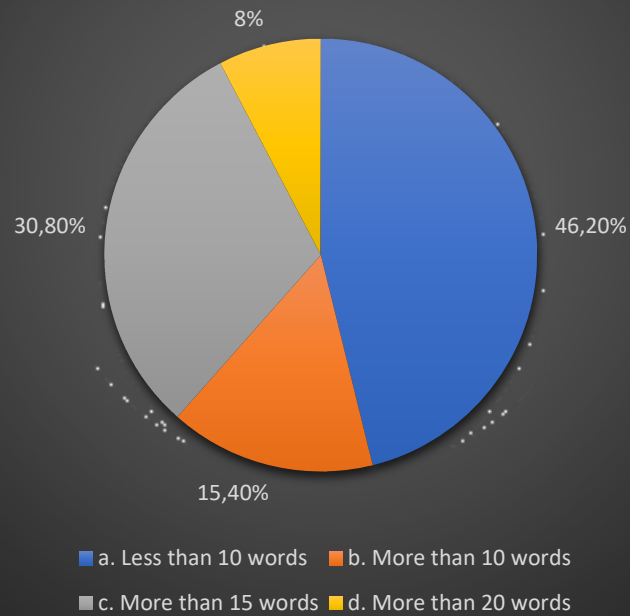
Chart 4. 11 The Percentage of Students' Wants in English

Based on the diagram above, the number of vocabularies per page in the pocketbook is suitable for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that more students choose option A (46,2%) which is less than 10 words. Matching students' needs with teaching media is an effective way to improve students' English language skills.
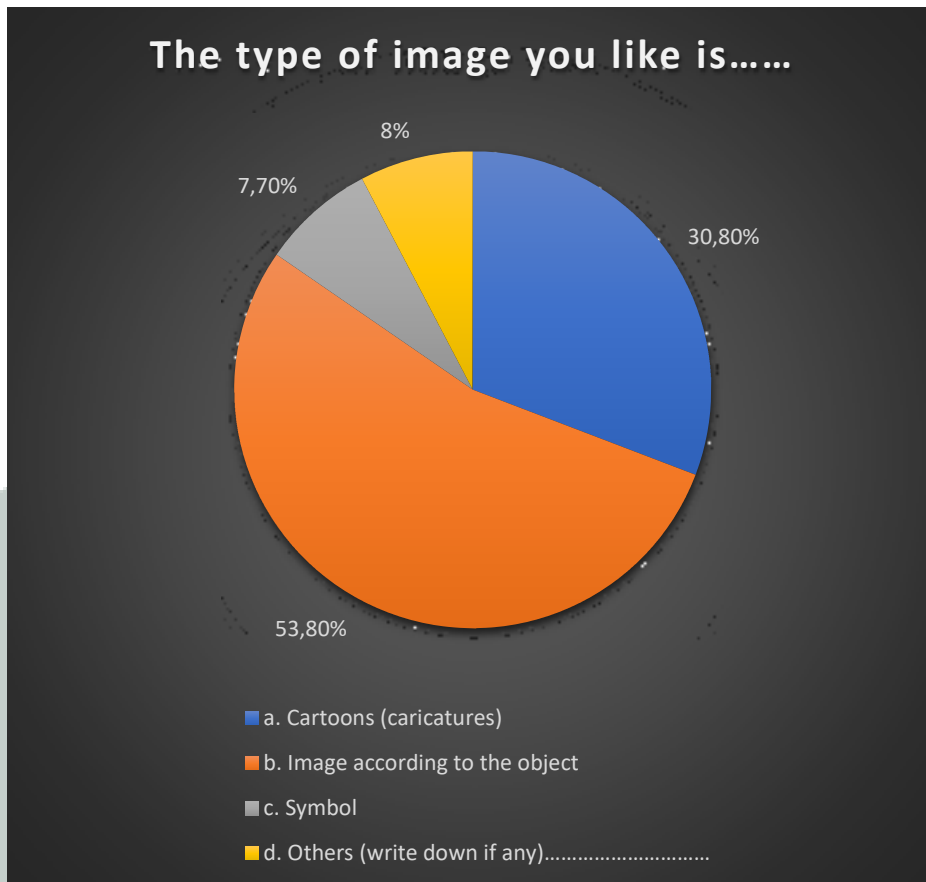
Chart 4. 12 The Percentage of Students' Wants in English

Based on the diagram above, the type of picture in the pocketbook is suitable for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that students prefer option B (53,8%) which is the image according to the object. Matching students' needs with teaching media is an effective way to improve students' English language skills.
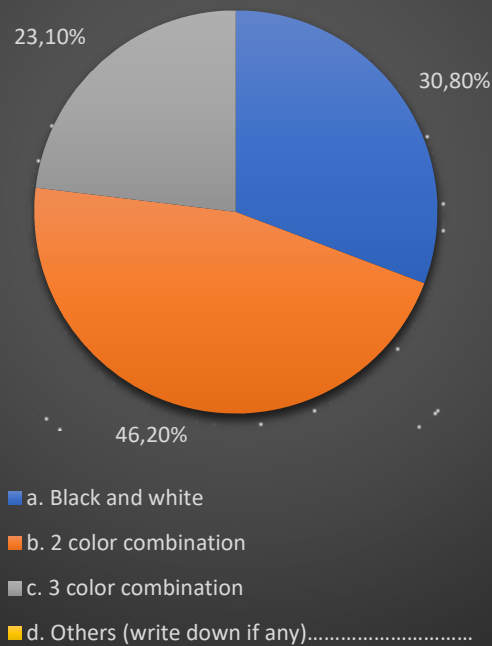
Chart 4. 13 The Percentage of Students' Wants in English

Based on the diagram above, the color of the pocketbook is suitable for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that students prefer option B (46,2%) which is a combination of 2 colors. Matching students' needs with teaching media is an effective way to improve students' English language skills.
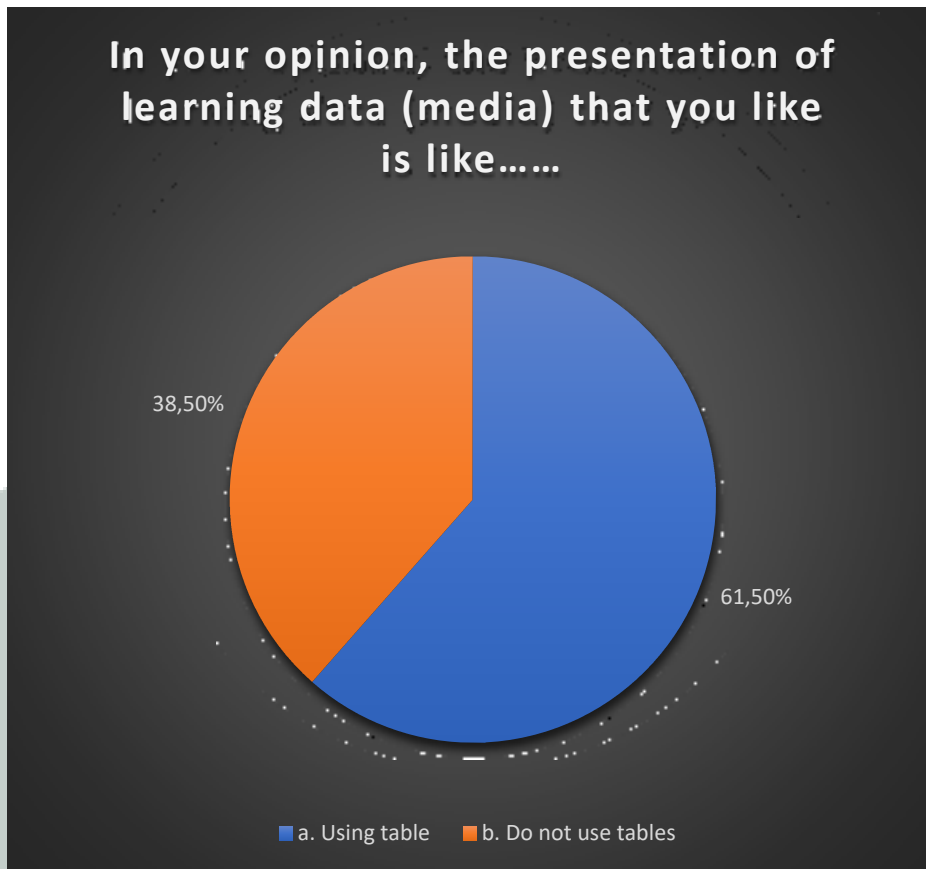
Chart 4. 14 The Percentage of Students' Wants in English

Based on the diagram above, the presentation of data in a pocketbook is suitable for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that more students choose option A (61,5%) by using tables. Matching students' needs with teaching media is an effective way to improve students' English language skills.
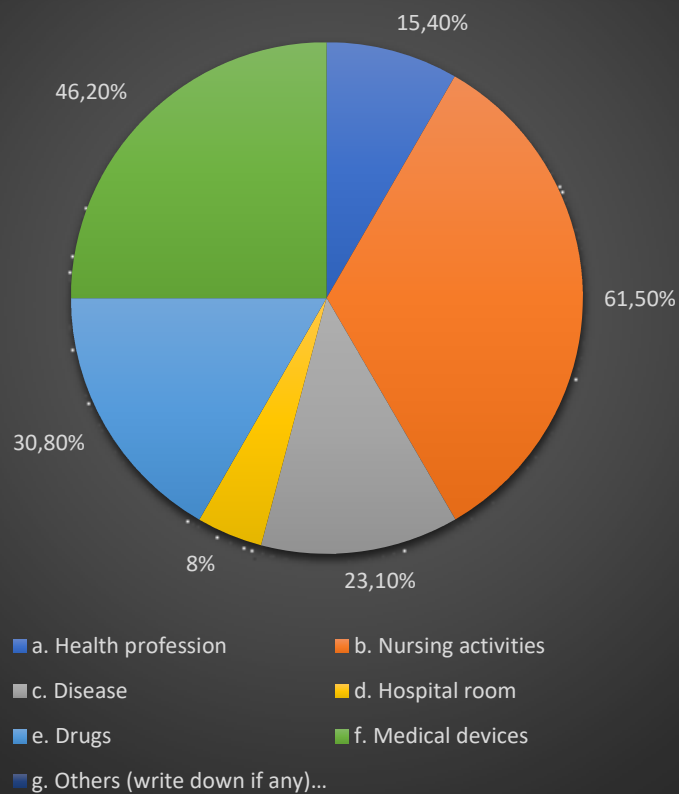
Chart 4. 15 The Percentage of Students' Wants in English

Based on the diagram above, the desired topic is in a pocketbook that is suitable for nursing students at SMKS Analis Mandala Bhakti which is a want question. It can be seen that students choose several topics which are described as follows: activities as nurses (61.5%), medical devices (46.2%), medicines (30.8%), diseases (23.1%), professions (15.4%), room (8%). Matching students' needs with teaching media is an effective way to improve students' English language skills.

2. Design

On this step the researcher arrange and design the product by write the blueprint as follows:

Table 4. 1 The Blueprint of The Product

Theory	Dimension	Elements of Pocketbook	Objective
ESP	Vocabulary pocketbook	Pocketbook guide	In this section, the pocketbook guide helps students to know how to use the pocket book
		Phonetic symbols	In this section, phonetic symbols can help students to pronounce English vocabulary correctly
		Unit I: Health actifity	In this section, it contains vocabulary about health activities to increase students' vocabulary, especially about health activities to support the work they are doing. This

60

			unit consists of 85 vocabularies
		Unit II: Medical device	In this section, it contains vocabulary about medical devices to increase students' vocabulary to support the work they are doing. This unit consists of 101 vocabularies
		Unit III: Medicine	in this section, contains vocabulary about drugs to increase students' vocabulary to support the work they are doing. This unit consists of 29 vocabularies
		Unit IV: Deseases	in this section, contains vocabulary about diseases to

			increase students' vocabulary to support the work they are doing. This unit consists of 139 vocabularies
		Unit V: Profession	In this section, it contains vocabulary about professions in hospitals to increase students' vocabulary to support the work they are doing. This unit consists of 29 vocabularies
		Unit VI: Room	In this section, it contains vocabulary about the rooms in the hospital to increase students' vocabulary to support the work they are doing. This

| | | | unit consists of 17 vocabularies |
| | | Synopsis | The synopsis is at the back of the book, useful for readers to know who the book is for, the contents, and the purpose of the book |

3. Development

a. Expert's Judgement on Instrument

1) Material expert

Based on all evaluations from material experts in every aspect, the pocketbook obtained a total score of 8.5 with average 2.8 which is very good category

Table 4. 2The results of the assessment of research instruments by material experts in every aspect

Question Part	Aspect	Average Score
I	Contents	3
II	Scope	2.5
III	language	3

Total score 8.5

Mean = 8.5/3 = 2.8

2) Language Expert

Based on the evaluation of linguists for the interview in every aspect, pocket book has a total score of 11.5 with an average of 3.75 which is "Good"

Table 4. 3The results of the assessment of research instruments by language experts in every aspect

Question Part	Aspect	Average Score
I	Contents	4
II	Scope	4
III	language	3.25

Total score 44

Mean = 44/12 = 3.6

Based on the evaluation of linguists for the questionnaire in every aspect, pocket book has a total score of 10 with an average of 3.3 which is "Good"

Table 4. 4The results of the assessment of research instruments by language experts in every aspect

Question Part	Aspect	Average Score
I	Contents	3
II	Scope	4
III	language	3

Total score 10

Mean = 10/3 = 3.3

At this stage the researcher has processed the results of the data from the needs analysis. The presentation of the results of data processing in the form of a design is as follows:

a. The Course Grid

The Vocabulary pocketbook for nursing students at SMKS Analis Mandala Bhakti is designed based on the needs of students obtained through the results of a needs analysis carried out by means of interviews and distributing questionnaires to students and teachers to get more information.

b. The First Draft of Material

Researchers design products based on the results of the course grid in the form of design, material content, and student ability levels:

1) Front and back cover of Vocabulary pocketbook

2) Foreword and list of contents of Vocabulary pocketbook

3) Contents and bibliography of Vocabulary pocketbook

At this stage the researcher has developed a product based on input or additions from supervisors, material experts, linguists and linguists.

a. Expert's Judgement on Pocket Book

In this research, the researcher validated the product that was made, namely the Vocabulary Pocket Book for Nursing Students at SMKS Analyst Mandala Bhakti to material experts, layout experts, and language experts. The experts as validators for the product are, Fadliyah Rahma Muin, M. Pd, Anastassa Yuniarti S. Pd and Devi Ismayanti S. S., M. Hum

1) Lay out expert

Based on the assessment results from the expert layout in every asxpect, the design of the vocabulary pocketbook got a total score of 21 with an average of 3 which is included in the "Good" category.

Table 4. 5 The results of the assessment of product by lay out experts in every aspect

Question Part	Aspect	Average Score
I	pocketbook suitability	3
II	pocketbook consistency	3
III	pocketbook accuracy	3
IV	pocketbook update	3
V	pocketbook format	3
VI	pocketbook attraction	3
VII	pocketbook presentation	3

Total score 21

Mean = 21/7 = 3

Based on the results of the validation of the layout above, the expert provides corrections to be able to make the product even better by paying attention to the size, color and font used.

2) Material Expert

Based on the assessment results from the expert layout, the design of the vocabulary pocketbook got a total score of 26 with an average of 4 which is included in the "Very good" category.

Table 4. 6 The results of the assessment of product by material experts in every aspect

Question Part	Aspect	Average Score
I	Contents	4
II	Scope	4

Total score 8

Mean = 8/2 = 4

3) Language expert

Based on the assessment results from the expert layout, the design of the vocabulary pocketbook got a total score of 16 with an average of 4 which is included in the " Very Good" category.

Table 4. 7 The results of the assessment of product by language experts

Question Part	Aspect	Average Score
I	Language	4

Total score 4

Mean = 4/1 = 4

4. Implementation

At this stage, after carrying out product development from the initial draft, the researchers conducted product trials to students and teachers to get suggestions and constructive criticism so that the product could be used for the purpose of making this product.

The trial was carried out by giving 1 product, namely a vocabulary pocketbook for nursing students to each class and teacher to be used for 8 days, from September 8 to September 16, after which a questionnaire in the form of students and teacher perception was distributed as an instrument for assessing the product.

5. Evaluation

At this stage, all stages of the research carried out will be re-evaluated to get better results than before. The following is the presentation of the results of the try out:

a. The Results of the Material Try-out

Try out in is done by distributing questionnaires in the form of try out teacher and students' perception to find out whether in the product there are still things that can be developed so that the product is ready to be used without any further revision.

1) Students' perception

Product try outs were carried out to 11 students from all nursing students, as many as 15 statements were submitted to determine the suitability of the product that had been made with learning needs. The following is the presentation of the results of the try out for students' perceptions:

Tabel 4. 8 The Result of the Students' perceptions

No	Statements	Means	Description of Agreement
1	Desain *pocketbook* yang diberikan menarik	3.4	Good
2	Ukuran *pocketbook* sudah tepat	3.0	Good
3	Jenis huruf yang digunakan sudah tepat	3.4	Good
4	Ukuran huruf yang digunakan sudah tepat	3.2	Good
5	Bahasa yang digunakan dalam *pocketbook* sudah baik dan benar	3.0	Good
6	Bahasa yang digunakan dalam *pocketbook* mudah untuk di pahami	3.2	Good
7	Bahasa yang digunakan dalam *pocketbook* sesuai dengan tingkat kemampuan berbahasa anda/siswa saat ini	3.1	Good
8	Konten yang ada dalam *pocketbook* mudah untuk dipahami	3.0	Good
9	Konten yang ada dalam *pocketbook* menarik	3.0	Good
10	Materi yang ada dalam *pocketbook* sesuai dengan kebutuhan anda	3.0	Good
11	Konten materi secara keseluruhan beragam/bervariasi	3.3	Good
12	Dengan *pocketbook* dapat membantu anda belajar di sekolah mauapun di luar sekolah	3.3	Good

No	Statements	Means	Description
13	Menggunakan pocketbook membantu menambah kosa kata lebih mudah	3.0	Good
14	Penguasaan kosakata menggunakan pocketbook menjadi lebih mudah	3.0	Good
15	Pocketbook membantu anda lebih bersemangat dalam mempelajari kosakata yang berkaitan dengan jurusan anda	3.2	Good

2) Teachers' perception

Try out the product for 2 English teachers, as many as 15 statements were submitted to determine the suitability of the product that has been made with learning needs. The following is the presentation of the results of the try out for the teacher's perception:

Tabel 4. 9 The Result of the Teachers' perceptions

No	Statements	Means	Description of Agreement
1	Desain *pocketbook* yang diberikan menarik	4	Very Good
2	Ukuran *pocketbook* sudah tepat	3	Good
3	Jenis huruf yang digunakan sudah tepat	4	Very Good
4	Ukuran huruf yang digunakan sudah tepat	4	Very Good
5	Bahasa yang digunakan dalam *pocketbook* sudah baik dan benar	4	Very Good

6	Bahasa yang digunakan dalam *pocketbook* mudah untuk di pahami	3.5	Good
7	Bahasa yang digunakan dalam *pocketbook* sesuai dengan tingkat kemampuan berbahasa anda/siswa saat ini	4	Very Good
8	Konten yang ada dalam *pocketbook* mudah untuk dipahami	3.5	Good
9	Konten yang ada dalam *pocketbook* menarik	4	Very Good
10	Materi yang ada dalam *pocketbook* sesuai dengan kebutuhan anda	4	Very Good
11	Konten materi secara keseluruhan beragam/bervariasi	3.5	Good
12	Dengan *pocketbook* dapat membantu anda belajar di sekolah mauapun di luar sekolah	3.5	Good
13	Menggunakan pocketbook membantu menambah kosa kata lebih mudah	4	Very Good
14	Penguasaan kosakata menggunakan pocketbook menjadi lebih mudah	4	Very Good
15	Pocketbook membantu anda lebih bersemangat dalam mempelajari kosakata yang berkaitan dengan jurusan anda	4	Very Good

Based on the data above, it can be seen that the Nursing Student Vocabulary Pocket Book can be used after making slight improvements to the product before it is used to help students improve their English vocabulary mastery skills according to the current needs of students. This can be proven by looking at the results of students' perceptions with an average of 3 which is included in the Good category (can be used with a little improvement) and the teacher's perception with an average of 3.8 which is included in the Very good category (can be used without any improvement) and from the two perceptions, the results are an average of 3.4 which means the product needs a little improvement before it is feasible to use.

B. DISCUSSION

Improving vocabulary mastery is very important, especially in an era like now, some jobs are required to interact with other people, such as nurses whose work is related to patients and does not rule out meeting patients from other countries. Nursing students at SMKS Mandala Bhakti Mandala Bhakti are not accustomed to using English in their daily activities and also lack of English learning media at school. The Vocabulary pocket book for nursing students was created using the ADDIE model to help students improve their English vocabulary mastery, especially according to the student's major.

First step the researcher conducts field observations to see the needs of students, this is done to find out the needs of the object of research so that adjustments can be made in designing the vocabulary book that is made, for additional information needed, the researcher carries out this stage by distributing questionnaires and conducting interviews, at this stage Those involved as resource

persons are 13 students of SMKS Analyst Mandala Bhakti, 2 teachers and 2 alumni. Based on the results of interviews and questionnaires, researchers can draw conclusions that students want to be fluent in English and can improve them in carrying out their duties as nurses using English, then students can only understand simple vocabulary in everyday life, lack of vocabulary, improve skills mastery of English by guessing the meaning of words and memorizing new vocabulary, difficult to translate, guessing and grouping vocabulary, difficult to pronounce (sound) vocabulary correctly, improve mastery of English vocabulary by reading and repeating, matching vocabulary with meaning the right way to improve English mastery, do assignments in an individual way, choose more than 10 vocabularies for each page of the book, like pictures according to the object, like 2-color combinations, like data presentation with tables, sort topics of discussion from medical devices, medicine , diseases, profession, and room. in addition to the results of the interview, namely Placement of nursing student practice depends on the hospital. The rooms that are usually placed by students are the ICU, information room, and emergency room. The activities of nursing students while in the hospital are serving and assisting patients, changing infusion fluids, holding patients, mobilizing patients and participating in supervising the actions taken by doctors during examinations. Furthermore, regarding other matters such as medical devices, diseases, medicines, rooms and the profession of medical personnel in hospitals, nursing students generally only know the general parts. Therefore, a suitable pocketbook is needed to make it easier to improve vocabulary mastery, namely a pocket book that is easy to carry and the contents of the material are easy to

understand this can be proven by referring to tables 4.2, 4.3. 4.4, namely instrument validation for data collection that will be used in the next stage.

The next stage, the results of the needs analysis are used as a benchmark in designing vocabulary books, the design will be adjusted based on the results of the needs analysis so that it can facilitate the goals to be achieved in the process of making vocabulary books. vocabulary book, namely vocabulary mastery and improving the ability to communicate using English. The results of this stage can be seen in table 4.1, namely the blueprint for the book and on pages 61 - 63 for the design.

After that, the researcher focuses on developing the vocabulary book based on the results of the designs that have been made, the process of product improvement that will be made through several stages, (1) Material collection. (2) Arrange material, (3) Prepare material using CBI (content-based instruction).

The next step, the product is tested on the research object to see the effectiveness of the product in improving vocabulary mastery. At this stage, the researcher also distributed sheets, namely student and teacher perception to assess the suitability of the product made with the needs of current students, it can be seen from tables 4.5, 4.6, 4.7 which are product validations to do a try out, the results of which can be seen in table 4.8 which the average of the respondents' answers are included in the "Good" category, which means the product is feasible and suitable for use with minor improvements to the product.

The last step, the researcher evaluates the product. The test results at the implementation stage become a reference for product improvement so that it is feasible and suitable for use by Nursing student at SMKS Analis Mandala Bhakti.

Based on the results of students perception which resulted in an average of 3 which was included in the good category (can be used with a little improvement) and teacher perception which resulted in an average of 3.8 which was included in the Very good category (can be used without any improvement), the researcher then made adjustments so that the product is feasible to use, This is supported by the theory form Mulyasana Deddy (2012) which says that learning resources can be formulated as anything that can provide ease of learning, so that the required amount of information, knowledge, experience, and skills is obtained[38], in line with the benefits and use of a pocketbook that can be used anywhere and anytime.

As for the differences and similarities in the results of this study and previous studies, they can be seen as follows:

1. A journal from Mayasari, T. (2017), "Handout Development for Task-Based Approach-Based English Learning for Nursing Study Program Students at STIKes Mercubaktijaya Padang (Doctoral dissertation, Padang State University). The similarity of the two studies is the method used, both of these studies use the R&D (research and development) method. The difference between the two studies can be seen from the subject and object used in the study, namely developing a task-based

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[38] Mulyasana Deddy, *Pendidikan Bermutu Dan Berdaya Saing* (Bandung: PT Remaja Rosdakarya, 2012).

approach-based English handout for nursing students at STIKes Mercubaktijaya Padang.

2. A journal from Nur Aisyah, 2021, "Developing Daily Expression Pocketbook for Islamic Boarding School Students at Muhammadiyah Boarding School Putra Palopo". The thesis of The English Education Study Program, IAIN Palopo. The similarity of the two studies is the method used, both of these studies use the R&D (research and development) method using Pocket book media. The difference between these two studies can be seen from the research model used, namely 4D models.

3. A journal from Ratih hardianti, 2020. "Developing Vocabulary Pocketbook for the Seventh Grade Satap at SMPN 02 Baebunta". Thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training, IAIN Palopo". The similarity between the two studies is the method used, both of these studies use the R&D (research and development) method using Pocket Book media and use the same research model, namely ADDIE model. The difference between these two studies can be seen in the research objectives, in the previous research the pocketbook was intended for junior high school, while the research that will be carried out is focused on nursing vocational high school.

4. A journal from Batari AS, 2021. "Designing speaking handbook for srudents in the elevent-grade of SMAN 2 Palopo". Thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training, IAIN Palopo". The similarity between the two studies is the method used, both studies use the R&D method (research and development) and have the same question to answer, namely the

appropriate teaching media for the object of research. The difference between these two studies can be seen from the model used, in the previous study using the 4D model while this study used the EDDIE model, and the difference can also be seen from the teaching materials made and the object of research.

5.   A journal from Khanna Soliha, 2020. "Developing pocketbook of islamic vocabulary for the first-grade students of madrasah tsanaiyah 32 Lamasi". Thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training, IAIN Palopo".The similarity between the two studies is the method used, both studies use the R&D method (research and development) and ADDIE model, and desgining lerning media pocketbook. The difference between these two studies can be seen from the object of research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **CONLUSIONS**

Based on the results of the research which refers to needs analysis in the form of interviews and questionnaires, a Vocabulary Pocket Book is needed for nursing students at SMKS Mandala Bhakti Analyst by considering appropriate topics related to nursing, while topics suitable for nursing students are health activity, medical devices, medicine, diseases, profession, room. researchers designed and developed vocabulary pocket books and product validation for material, language, and layout experts. After making revisions based on three expert suggestions, the researcher implemented the product.

In accordance with the research question mentioned in this study, namely "what is the appropriate vocabulary pocketbook for nursing students at SMKS Analis Mandala Bhakti", the researchers succeeded in answering this question by making a pocketbook suitable for nursing students, as for the suitability of the pocketbook for nursing students at SMKS Analyst Mandala Bhakti is proven by the results of student and teacher perceptions that are included in the "Good" classification which can be used after making minor improvements to the book..

B. **IMPLICATION**

Based on the conclusions in this research, namely designing a vocabulary pocket book for nursing students at SMKS Analyst Mandala Bhakti, the implications obtained from this research are:

1. Vocabulary pocket book for nursing student at SMKS Analyst Mandala Bhakti can help students improve vocabulary mastery anywhere and anytime. The small pocketbook size makes it easy to use and carry anywhere, thus, nursing students' vocabulary mastery can increase

2. The application of the Vocabulary pocket book for nursing students at SMKS Analyst Mandala Bhakti is not only used by students but the benefits can also be felt by teachers, this vocabulary pocket book can be used as teaching media in schools for students so that it can help teachers improve their English skills student

3. The content of the Vocabulary pocket book for nursing students at SMKS Analyst Mandala Bhakti has been adjusted to the needs and desires of students so that the use of the pocketbook does not only stop at the high school level but can be used at the college level and can even assist in carrying out duties as a nurse to become a nurse. professional one

C. SUGGESTION

In this chart, the researcher will give a suggestion, especially to students, English teachers and further researchers in the form of:

1. Suggestion for the Students

Students must further improve their ability to master English vocabulary, especially vocabulary according to their major using the Vocabulary Pocketbook for Nursing Students, so that it can be useful in the future both in daily life and in continuing education to a higher level.

2. Suggestion for teacher

Teachers are expected to be able to use this product, namely the Vocabulary Pocketbook for Nursing Students as teaching materials to help improve students' abilities in supporting the achievement of students' goals.

3. Suggestion or further researcher

Future researchers are expected to be able to use the results of this study as a reference or research material so that they can improve the quality of this research.
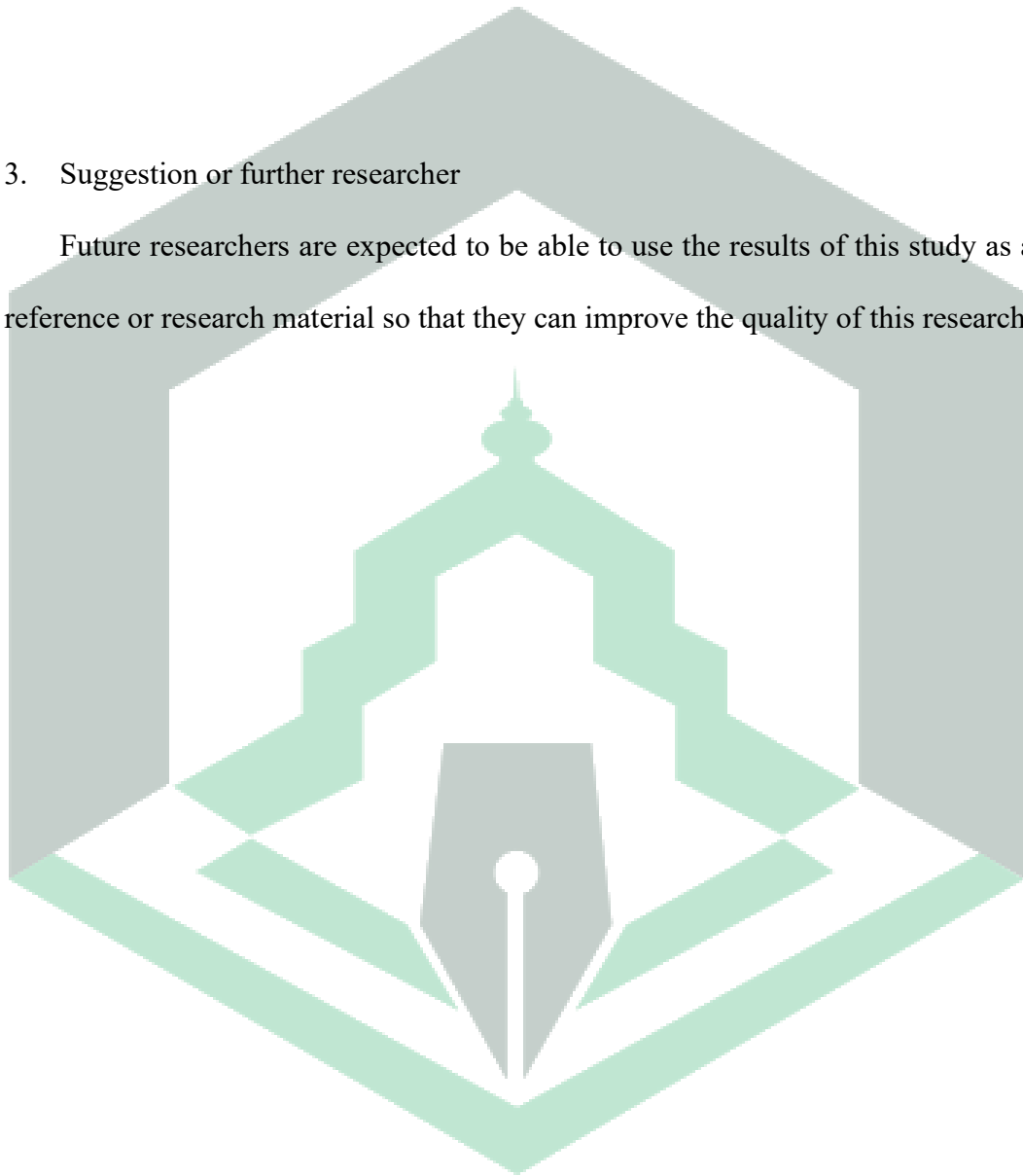
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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 738/IP/DPMPTSP/VII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2040 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 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	:	IKHLASUL HAMZAH
Jenis Kelamin	:	Laki-Laki
Alamat	:	Jl. Bakau Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0189

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

DESIGNING THE VOCABULARIES POCKET BOOK FOR NURSING STUDENTS AT SMKS ANALIS MANDALA BHAKTI

Lokasi Penelitian	:	SMKS ANALIS MANDALA BHAKTI PALOPO
Lamanya Penelitian	:	13 Juli 2022 s.d. 13 Oktober 2022

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. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar 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 dan ternyata tidak mentaati ketentuan-ketentuan tersebut di atas.

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

Diterbitkan di Kota Palopo
Pada tanggal : 13 Juli 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

SMK ANALIS MANDALA BHAKTI PALOPO

Jln.Panuanjala No.7777 Telp.23669 Palopo 91921

Surat Keterangan
Nomor : 421.5/366/Upt SMK AMB/Disdik

Yang bertanda tangan dibawah ini Kepala UPT.SMK Analis Mandala Bhakti Palopo menerangkan bahwa,

Nama	:	Ikhlasul Hamzah
NIM	:	18 0202 0188
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan IAIN Palopo

Telah melaksanakan penelitian di SMK Analis Mandala Bhakti Palopo dari tanggal 26 Juli sampai dengan 21 September 2022 dengan Judul penelitian " *Designing Vocabulary Pocketbook for Nursing Student at SMK Analis Mandala Bhakti Palopo*".

Demikian Surat keterangan ini diberikan untuk dipergunakan seperlunya

Palopo, 21 September 2022

Kepala Sekolah

Oktavianus Otje Tangnga, S.Pd., SH.
19681023 200604 1 012

SINSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
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SURAT KETERANGAN
No.2025/ln.19/FTIK/PBI/PP.00.9/11/2022

Yang bertanda tangan di bawah ini; Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama   : Ikhlasul Hamza
NIM   : 18 0202 0188
Semester   : IX (sembilan)
Program Studi   : Pendidikan Bahasa Inggris
Keperluan   : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat similarity 20 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 7 November 2022

Mengetahui,   Admin Turnitin PBI,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.   Muhammad Iksan, S.Pd., M.Pd.
NIP 197710132005012006   NIP 198603272018011001

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK

AHLI BAHASA

DESIGNING A VOCABULARY POCKET BOOK FOR NURSING STUDENTS AT

SMK ANALIS MANDALA BHAKTI

A. Petunjuk pengisisan

1. Lembar penilain kelayakan ini meliputi aspek pendahuluan, isi, materi dan bahasa

2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

   1: Tidak layak

   2: Kurang layak

   3: Layak

   4: Sangat layak

4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
		1	2	3	4
I	Aspek isi				
a.	Tujuan penelitian dinyatakan dengan jelas.				√
b.	Tujuan kuesioner dinyatkan dengan jelas.				√
c.	Petunjuk pengisian kuesioner mudah dipahami.				√
II	Aspek Cakupan (isi)				
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.				√
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan Bahasa di dalam materi baik dan benar.				√
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadi.				√
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				√
III	Aspek Bahasa				
a.	Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang baik dan benar.				√

					√
b.	Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang efektif				√
c.	Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang efisien.				√
d.	Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang mudah dipahami sesuai tingkat kemampuan berbahasa responden				√

C. Komentar

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D. Saran

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut:

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Palopo, 4 / 8 2022

Penilai kelayakan

Darl Trianjanti S. S., M. Hum

LEMBAR VALIDASI INSTRUMENT EVALUASI UNTUK

AHLI BAHASA

DESIGNING A VOCABULARY POCKET BOOK FOR NURSING STUDENTS AT

SMK ANALIS MANDALA BHAKTI

A. Petunjuk pengisisan

1. Lembar penilain kelayakan ini meliputi aspek pendahuluan, isi, materi dan bahasa

2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

   1: Tidak layak

   2: Kurang layak

   3: Layak

   4: Sangat layak

4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
I	Aspek isi	1	2	3	4
a.	Tujuan penelitian dinyatakan dengan jelas.		√		
b.	Tujuan kuesioner dinyatkan dengan jelas.			√	
c.	Petunjuk pengisian kuesioner mudah dipahami.				√
II	Aspek Cakupan (isi)				
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.			√	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan Bahasa di dalam materi baik dan benar.				√
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadi.			√	
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.				√
III	Aspek Bahasa				
a.	Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang baik dan benar.				√

			√	
b. Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang efektif			√	
c. Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang efisien.			√	
d. Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang mudah dipahami sesuai tingkat kemampuan berbahasa responden			√	

C. Komentar

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut:

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Palopo,…………,

Penilai kelayakan

LEMBAR VALIDASI PRODUK EVALUASI UNTUK AHLI MATERI

DESIGNING A VOCABULARY POCKET BOOK FOR NURSING STUDENTS AT SMK ANALIS MANDALA BHAKTI

A. Petunjuk pengisisan

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten, materi dan kefektifitasan *pocketbook*

2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

   1: Tidak layak

   2: Kurang layak

   3: Layak

   4: Sangat layak

4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN			
		1	2	3	4
I	Aspek isi				
a.	Tujuan penelitian dinyatakan dengan jelas.			√	
b.	Tujuan kuesioner dinyatkan dengan jelas.			√	
c.	Petunjuk pengisian kuesioner mudah dipahami.			√	
II	Aspek Cakupan (isi)				
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.			√	
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan Bahasa di dalam materi baik dan benar.			√	
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadi.		√		
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.		√		
III	Aspek Bahasa				
a.	Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang baik dan benar.			√	
b.	Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang efektif			√	

c. Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang efisien.			√	
d. Butir-butir kuesioner mencakup dirumuskan dalam Bahasa Indonesia yang mudah dipahami sesuai tingkat kemampuan berbahasa responden			√	

C. Komentar

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E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut:

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Penilai kelayakan

Anastania Yunianti, S.Pd.

QUESTIONNAIRE

Designing The Vocabularies Pocket Book for Nursing Students at SMKS Analis Mandala Bhakti

A. Data Responden

1. Nama   :

2. Usia   :

3. Jenis Kelamin :

4. Kelas   :

5. Motivasi   :

A. Tujuan penelititan

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan kosa kata Bahasa inggris untuk siswa keperawatan di SMKS Analis Mandala Bhakti

B. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengmpulakn data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu Pocketbook untuk siswa keperawatan di SMKS Analis Mandala Bhakti.

C. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan penguasaan kosakasa Bahasa Inggris di jurusan keperawatan SMKS Analis Mandala Bhakti.

1. Apa tujuan anda belajar Bahasa Inggris saat ini?

   a. Memperlancar berbahasa Inggris

   b. Mempermudah dalam memahami istilah-istilah keperawatan yang disampaikan dalam Bahasa Inggris

   c. Meningkatkan kemampuan dasar Bahasa Inggris

   d. Menyelsaikan studi

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

2. Apa manfaat Bahasa Inggris yang ingin anda dapatkan saat lulus sekolah nanti?

   a. Mempermudah komunikasi dalam tugas keperawatan.

   b. Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang keperawatan.

   c. Sebagai penunjang untuk menjadi perawat yang profesional

   d. Sebagai penunjang untuk menaljutkan studi kejenjnang yang lebih tinggi.

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

3. Bagaimana tingkat penguasaan kosa kata anda saat ini? (lacks)

   a. Tidak dapat memahami kosa kata apapun dalam Bahasa Inggris.

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

c. Dapat memahami arti/makna kosa kata dari teks dan memberikan tanggapan.

d. Dapat memahami berbagai macam bentuk kosakata baik secara lisan maupun tulisan.

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

4. Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris yang berkaitan dengan jurusan anda saat ini?

a. Menebak arti kata dari kosa kata Bahasa Inggris

b. Menggunakan buku daftar kosa kata atau kamus dua bahasa

c. Mempelajari kosa kata baru dengan menghafalnya

d. Meminta teman untuk mengajarkan

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

5. Apa saja kendala anda dalam belajar Bahasa Inggris?

a. Kurangnya kosa kata

b. Kurangnya media belajar

c. Kurangnnya metode pembelajaran

d. Lainnya (tuliskan jika ada)………………

6. Kesulitan apa yang anda hadapi saat belajar kosakata dalam Bahasa Inggris?

a. Kesulitan mengartikan kosakata Bahasa Inggris.

b. Kesulitan dalam mengingat makna/arti kosakata Bahasa Inggris.

c. Kesulitan memahami kosakata Bahasa Inggris menggunakan media ajar yang tidak menarik.

d. Kesulitan menglopokkan kosakata Bahasa Inggris (verb, adjective noun and verb).

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

7. Kesulitan apa yang anda temui ketika berbicara dalam Bahasa Inggris?

a. Sulit dalam fonem (cara membunyikan) kosa kata dengan benar

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

c. Sulit dalam mengaplikasikan tata bahasa

d. Sulit dalam menyampaikan ide karena kurang menguasai kosa kataa

e. Lainnya (tuliskan jika ada)………………

8. Aktivitas apa yang anda lakukan untuk meningkatkan penguasaan kosa kata Bahasa Inggris?

a. Membaca dan mengulangi

b. Membaca dan menebak

c. Membaca dan melakukan

d. Membaca dan menghafalkan

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

9. Menurut anda aktivitas apa yang menduukung meningkatkan penguasaan kosa kata Bahasa inggris?

a. Menyusun kalimat dengan baik menggunakan kosa kata secara acak

b. Mencocokkan kosa kata dengan arti yang sesuai

c. Menebak kosa kata dengan bantuan gambar

d. Menebak kosa kata tanpa bantuan gambar

e. Lainnya (tuliskan jika ada)………………

10. Cara mengerjakan tugas yang anda senangi?

   a. Mengerjakan tugas secara individual

   b. Mengerjakan tugas berpasangan

   c. Mengerjakan tugas berkelompok 3-5 orang

   d. (tuliskan jika ada)……………………………..

11. Menurut anda, jumlah kosa kata per halaman yang sesuai untuk menunjang dalam meningkatkan penguasaan kosa kata Bahasa inggris tentang keperawatan adalah

   a. Kurang dari 10 kata

   b. Lebih dari 10 kata

   c. Lebih dari 15 kata

   d. Lebih dari 20 kata

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

12. Jenis gambar yang anda sukai adalah……

   a. Gambar kartun (karikatur)

   b. Gambar sesuai objekknya

   c. Simbol

   d. Lainnya (tuliskan jika ada)…………………………

13. Dalam mempelajari kosa kata menggunkan pocketbook, anda lebih tertarik pada Pocketbook yang berwarna……

   a. Hitam putih

   b. Kombinasi 2 warna

c. Kombinasi 3 warna

d. Lainnya (tuliskan jika ada)………………………

14. Menurut anda, penyajian data (media) pembelajaran yang anda sukai seperti……

a. Menggunakan tabel

b. Tidak menggunakan table

15. Topik-topik apa yang anda inginkan dalam pocketbook untuk siswa jurursan keperawatan? (boleh memilih lebih dari satu)

a. Profesi di bidang kesehatan

b. Aktivitas keperawatan

c. Penyakit

d. Ruangan di rumah sakit

e. Obat obatan

f. Alat Kesehatan

g. Lainnya (tuliskan jika ada)………………………..

INTERVIEW

Designing The Vocabularies Pocket Book for Nursing Students at

SMKS Analis Mandala Bhakti

A. Data Responden

Nama   :

Usia   :

Jenis Kelamin   :

Kelas   :

Motivasi   :

B. Tujuan penelititan

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan penguasaan kosa kata Bahasa inggris untuk siswa keperawatan di SMKS Analis Mandala Bhakti

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengmpulakn data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu Pocketbook untuk siswa keperawatan di SMKS Analis Mandala Bhakti.

D. Petunjuk Menjawab pertanyaan

Jawabah pertanyaan dibawah ini sesuai dengan kebutuhan dan kondisi anda saat ini.

1. Di ruangan mana anda ditempatkan saat melakukan praktik sebegai perawat?

2. Apa saja kegiatan yang anda lakukan selama bertugas sebagai perawat?

3. Apa yang anda ketahui tentang pocketbook? dan bagaiamana model pocketbook yang baik menururt anda?

4. Apakah anda memiliki cara untuk meningkatkan penguasaan kosa kata Bahasa Inggris anda?

5. Kosakata Bahasa Inggris apa yang anda ketahui tentang alat kesehatan yang digunakan oleh perawat?

6. Kosakata Bahasa Inggris apa yang anda ketahui tentang penyakit yang dilakukan perawat?

7. Kosakata Bahasa Inggris apa yang anda ketahui tentang obat obatan yang ada di rumah sakit (tempat perawat bekerja)?

8. Kosakata Bahasa Inggris apa yang anda ketahui tentang ruangan tenaga kesehatan di rumah sakit?

9. Kosakata Bahasa Inggris apa yang anda ketahui tentang profesi sebagai perawat?

10. Kosakata Bahasa Inggris apa yang anda ketahui tentang kegiatan sebagai perawat?

Penelitian

Nama *

Citra pagalla

Kelas

XI

Motivasi menggunakan Pocket Book

Karena mempermudah kita untuk bisa belajar Tetang hal hal yang belum kita pahami

What is your goal in learning English at this time? *

○ Mempermudah dalam memahami istilah-istilah keperawatan yang disampaikan dalam Bahasa Inggris

◉ Meningkatkan kemampuan dasar Bahasa Inggris

○ Menyelsaikan studi

○ Yang lain: _____

Apa manfaat Bahasa Inggris yang ingin anda dapatkan saat lulus sekolah nanti? *

○ Mempermudah komunikasi dalam tugas keperawatan

○ Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang keperawatan

◉ Sebagai penunjang untuk menjadi perawat yang profesional

○ Sebagai penunjang untuk menaljutkan studi kejenjnang yang lebih tinggi.

○ Yang lain:

Bagaimana tingkat penguasaan kosa kata anda saat ini? *

◉ Tidak dapat memahami kosa kata apapun dalam Bahasa Inggris

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

○ Dapat memahami arti/makna kosa kata dari teks dan memberikan tanggapan

○ Dapat memahami berbagai macam bentuk kosakata baik secara lisan maupun tulisan

○ Yang lain:

Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris yang berkaitan dengan jurusan anda saat ini? *

◯ Menebak arti kata dari kosa kata Bahasa Inggris

◉ Menggunakan buku daftar kosa kata atau kamus dua bahasa

◯ Mempelajari kosa kata baru dengan menghafalnya

◯ Meminta teman untuk mengajarkan

◯ Yang lain: _____

Apa saja kendala anda dalam belajar Bahasa Inggris? *

◉ Kurangnya kosa kata

◯ Kurangnya media belajar

◯ Kurangnnya metode pembelajaran

◯ Yang lain: _____

Kesulitan apa yang anda hadapi saat belajar kosakata dalam Bahasa Inggris? *

◉ Kesulitan mengartikan kosakata Bahasa Inggris

○ Kesulitan dalam mengingat makna/arti kosakata Bahasa Inggris

○ Kesulitan memahami kosakata Bahasa Inggris menggunakan media ajar yang tidak menarik

○ Kesulitan menglopokkan kosakata Bahasa Inggris (verb, adjective noun and verb)

○ Yang lain: _____

Kesulitan apa yang anda temui ketika berbicara dalam Bahasa Inggris? *

◉ Sulit dalam fonem (cara membunyikan) kosa kata dengan benar

○ Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan cukup mengenai topik yang di bicarakan

○ Sulit dalam mengaplikasikan tata bahasa

○ Sulit dalam menyampaikan ide karena kurang menguasai kosa kata

○ Yang lain: _____

Aktivitas apa yang anda lakukan untuk meningkatkan penguasaan kosa kata Bahasa Inggris? *

○ Membaca dan mengulangi

○ Membaca dan menebak

◉ Membaca dan melakukan

○ Membaca dan menghafalkan

○ Yang lain: _____

Menurut anda aktivitas apa yang menduukung meningkatkan penguasaan kosa kata Bahasa inggris? *

◉ Menyusun kalimat dengan baik menggunakan kosa kata secara acak

○ Mencocokkan kosa kata dengan arti yang sesuai

○ Menebak kosa kata dengan bantuan gambar

○ Menebak kosa kata tanpa bantuan gambar

Cara mengerjakan tugas yang anda senangi? *

○ Mengerjakan tugas secara individual

○ Mengerjakan tugas berpasangan

◉ Mengerjakan tugas berkelompok 3-5 orang

○ Yang lain: _____

Menurut anda, jumlah kosa kata per halaman yang sesuai untuk menunjang dalam *
meningkatkan penguasaan kosa kata Bahasa inggris tentang keperawatan adalah

○ Kurang dari 10 kata

○ Lebih dari 10 kata

○ Lebih dari 15 kata

◉ Lebih dari 20 kata

○ Yang lain: _____

Jenis gambar yang anda sukai adalah....... *

○ Gambar kartun (karikatur)

◉ Gambar sesuai objekknya

○ Simbol

○ Yang lain: _____

Dalam mempelajari kosa kata menggunkan pocketbook, anda lebih tertarik pada *
Pocketbook yang berwarna......

○ Hitam putih

◉ Kombinasi 2 warna

○ Kombinasi 3 warna

○ Yang lain: _____

Menurut anda, penyajian data (media) pembelajaran yang anda sukai seperti....... *
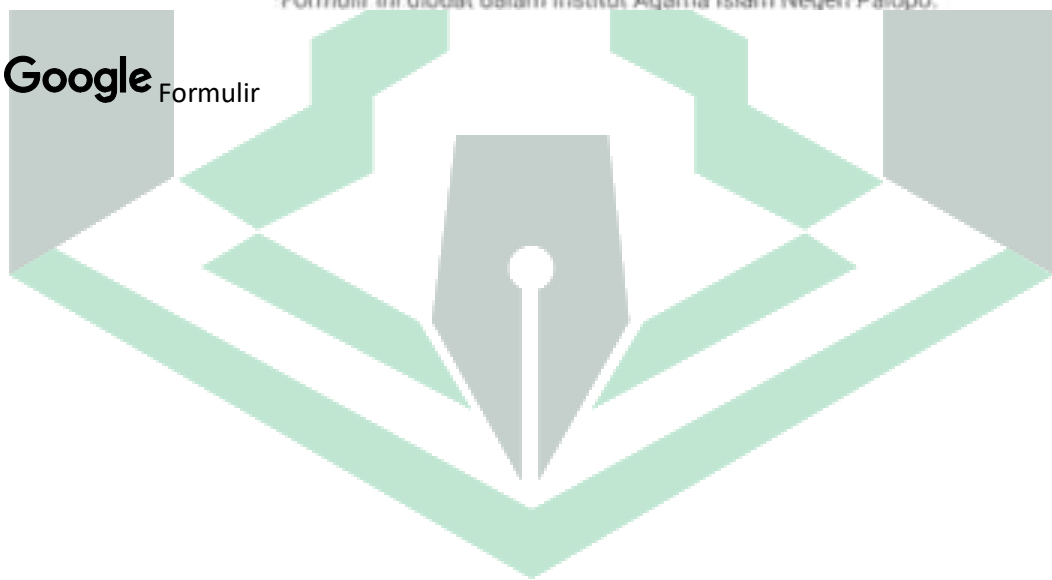
○ Menggunakan tabel

◉ Tidak menggunakan table

○ Yang lain: _____

Topik-topik apa yang anda inginkan dalam pocketbook untuk siswa jurursan keperawatan? *
(boleh memilih lebih dari satu)

- [ ] Alat kesaatan
- [ ] Penyakit
- [ ] Obat obatan
- [ ] Ruangan tenaga kesehatan
- [ ] Profesi
- [x] Kegiatan sebagai perawat
- [ ] Yang lain: _____

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Penelitian

Nama *

Dhela

Kelas

XI A(ASISTEN KEPERAWATAN)

Motivasi menggunakan Pocket Book

Mempermudah untuk meningkatkan kemampuan siswa

What is your goal in learning English at this time? *

○ Mempermudah dalam memahami istilah-istilah keperawatan yang disampaikan dalam Bahasa Inggris

◉ Meningkatkan kemampuan dasar Bahasa Inggris

○ Menyelsaikan studi

○ Yang lain:

Apa manfaat Bahasa Inggris yang ingin anda dapatkan saat lulus sekolah nanti? *

◉ Mempermudah komunikasi dalam tugas keperawatan

◯ Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang keperawatan

◯ Sebagai penunjang untuk menjadi perawat yang profesional

◯ Sebagai penunjang untuk menaljutkan studi kejenjnang yang lebih tinggi.

◯ Yang lain:

Bagaimana tingkat penguasaan kosa kata anda saat ini? *

◯ Tidak dapat memahami kosa kata apapun dalam Bahasa Inggris

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

◉ Dapat memahami arti/makna kosa kata dari teks dan memberikan tanggapan

◯ Dapat memahami berbagai macam bentuk kosakata baik secara lisan maupun tulisan

◯ Yang lain:

Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris yang berkaitan dengan jurusan anda saat ini? *

- ⦿ Menebak arti kata dari kosa kata Bahasa Inggris
- ◯ Menggunakan buku daftar kosa kata atau kamus dua bahasa
- ◯ Mempelajari kosa kata baru dengan menghafalnya
- ◯ Meminta teman untuk mengajarkan
- ◯ Yang lain: _____

Apa saja kendala anda dalam belajar Bahasa Inggris? *

- ⦿ Kurangnya kosa kata
- ◯ Kurangnya media belajar
- ◯ Kurangnnya metode pembelajaran
- ◯ Yang lain: _____

Kesulitan apa yang anda hadapi saat belajar kosakata dalam Bahasa Inggris? *

( ) Kesulitan mengartikan kosakata Bahasa Inggris

( ) Kesulitan dalam mengingat makna/arti kosakata Bahasa Inggris

( ) Kesulitan memahami kosakata Bahasa Inggris menggunakan media ajar yang tidak menarik

( ) Kesulitan menglopokkan kosakata Bahasa Inggris (verb, adjective noun and verb)

( ) Yang lain:

Kesulitan apa yang anda temui ketika berbicara dalam Bahasa Inggris? *

( ) Sulit dalam fonem (cara membunyikan) kosa kata dengan benar

( ) Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan cukup mengenai topik yang di bicarakan

( ) Sulit dalam mengaplikasikan tata bahasa

( ) Sulit dalam menyampaikan ide karena kurang menguasai kosa kata

( ) Yang lain:

Aktivitas apa yang anda lakukan untuk meningkatkan penguasaan kosa kata Bahasa Inggris? *

- ○ Membaca dan mengulangi
- ◉ Membaca dan menebak
- ○ Membaca dan melakukan
- ○ Membaca dan menghafalkan
- ○ Yang lain: _____

Menurut anda aktivitas apa yang menduukung meningkatkan penguasaan kosa kata Bahasa inggris? *

- ○ Menyusun kalimat dengan baik menggunakan kosa kata secara acak
- ○ Mencocokkan kosa kata dengan arti yang sesuai
- ◉ Menebak kosa kata dengan bantuan gambar
- ○ Menebak kosa kata tanpa bantuan gambar

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Cara mengerjakan tugas yang anda senangi? *

◯ Mengerjakan tugas secara individual

⦿ Mengerjakan tugas berpasangan

◯ Mengerjakan tugas berkelompok 3-5 orang

◯ Yang lain: _____

Menurut anda, jumlah kosa kata per halaman yang sesuai untuk menunjang dalam meningkatkan penguasaan kosa kata Bahasa inggris tentang keperawatan adalah *

⦿ Kurang dari 10 kata

◯ Lebih dari 10 kata

◯ Lebih dari 15 kata

◯ Lebih dari 20 kata

◯ Yang lain: _____

Jenis gambar yang anda sukai adalah....... *

○ Gambar kartun (karikatur)

◉ Gambar sesuai objekknya

○ Simbol

○ Yang lain: _____

Dalam mempelajari kosa kata menggunkan pocketbook, anda lebih tertarik pada Pocketbook yang berwarna...... *

◉ Hitam putih

○ Kombinasi 2 warna

○ Kombinasi 3 warna

○ Yang lain: _____

Menurut anda, penyajian data (media) pembelajaran yang anda sukai seperti....... *

○ Menggunakan tabel

◉ Tidak menggunakan table

○ Yang lain: _____

Topik-topik apa yang anda inginkan dalam pocketbook untuk siswa jurursan keperawatan? *
(boleh memilih lebih dari satu)

☐ Alat kesaatan

☐ Penyakit

☐ Obat obatan

☐ Ruangan tenaga kesehatan

☑ Profesi

☐ Kegiatan sebagai perawat

☐ Yang lain: _____

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Penelitian

Nama *

EVI EFRIANTI

Kelas

XIIA

Motivasi menggunakan Pocket Book

Untuk memperluas wawasan

What is your goal in learning English at this time? *

○ Mempermudah dalam memahami istilah-istilah keperawatan yang disampaikan dalam Bahasa Inggris

○ Meningkatkan kemampuan dasar Bahasa Inggris

○ Menyelsaikan studi

○ Yang lain:

Apa manfaat Bahasa Inggris yang ingin anda dapatkan saat lulus sekolah nanti? *

◉ Mempermudah komunikasi dalam tugas keperawatan

○ Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang keperawatan

○ Sebagai penunjang untuk menjadi perawat yang profesional

○ Sebagai penunjang untuk menaljutkan studi kejenjnang yang lebih tinggi.

○ Yang lain:

Bagaimana tingkat penguasaan kosa kata anda saat ini? *

○ Tidak dapat memahami kosa kata apapun dalam Bahasa Inggris

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

○ Dapat memahami arti/makna kosa kata dari teks dan memberikan tanggapan

○ Dapat memahami berbagai macam bentuk kosakata baik secara lisan maupun tulisan

○ Yang lain:

Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris yang berkaitan   *
dengan jurusan anda saat ini?

○ Menebak arti kata dari kosa kata Bahasa Inggris

○ Menggunakan buku daftar kosa kata atau kamus dua bahasa

○ Mempelajari kosa kata baru dengan menghafalnya

◉ Meminta teman untuk mengajarkan

○ Yang lain:

Apa saja kendala anda dalam belajar Bahasa Inggris? *

- ◉ Kurangnya kosa kata
- ○ Kurangnya media belajar
- ○ Kurangnnya metode pembelajaran
- ○ Yang lain: _____

Kesulitan apa yang anda hadapi saat belajar kosakata dalam Bahasa Inggris? *

- ○ Kesulitan mengartikan kosakata Bahasa Inggris
- ○ Kesulitan dalam mengingat makna/arti kosakata Bahasa Inggris
- ○ Kesulitan memahami kosakata Bahasa Inggris menggunakan media ajar yang tidak menarik
- ◉ Kesulitan menglopokkan kosakata Bahasa Inggris (verb, adjective noun and verb)
- ○ Yang lain: _____

Kesulitan apa yang anda temui ketika berbicara dalam Bahasa Inggris? *

○ Sulit dalam fonem (cara membunyikan) kosa kata dengan benar

◉ Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan cukup mengenai topik yang di bicarakan

○ Sulit dalam mengaplikasikan tata bahasa

○ Sulit dalam menyampaikan ide karena kurang menguasai kosa kata

○ Yang lain: _____

Aktivitas apa yang anda lakukan untuk meningkatkan penguasaan kosa kata Bahasa Inggris? *

◉ Membaca dan mengulangi

○ Membaca dan menebak

○ Membaca dan melakukan

○ Membaca dan menghafalkan

○ Yang lain: _____

Menurut anda aktivitas apa yang menduukung meningkatkan penguasaan kosa kata Bahasa inggris? *

○ Menyusun kalimat dengan baik menggunakan kosa kata secara acak

◉ Mencocokkan kosa kata dengan arti yang sesuai

○ Menebak kosa kata dengan bantuan gambar

○ Menebak kosa kata tanpa bantuan gambar

Cara mengerjakan tugas yang anda senangi? *

○ Mengerjakan tugas secara individual

◉ Mengerjakan tugas berpasangan

○ Mengerjakan tugas berkelompok 3-5 orang

○ Yang lain:

Menurut anda, jumlah kosa kata per halaman yang sesuai untuk menunjang dalam meningkatkan penguasaan kosa kata Bahasa inggris tentang keperawatan adalah *

◉ Kurang dari 10 kata

○ Lebih dari 10 kata

○ Lebih dari 15 kata

○ Lebih dari 20 kata

○ Yang lain: _____

Jenis gambar yang anda sukai adalah…… *

○ Gambar kartun (karikatur)

◉ Gambar sesuai objekknya

○ Simbol

○ Yang lain: _____

Dalam mempelajari kosa kata menggunkan pocketbook, anda lebih tertarik pada Pocketbook yang berwarna...... *

○ Hitam putih

◉ Kombinasi 2 warna

○ Kombinasi 3 warna

○ Yang lain: _____

Menurut anda, penyajian data (media) pembelajaran yang anda sukai seperti,...... *

◉ Menggunakan tabel

○ Tidak menggunakan table

○ Yang lain: _____

Topik-topik apa yang anda inginkan dalam pocketbook untuk siswa jurursan keperawatan? *
(boleh memilih lebih dari satu)

- ☑ Alat kesaatan
- ☐ Penyakit
- ☐ Obat obatan
- ☐ Ruangan tenaga kesehatan
- ☐ Profesi
- ☑ Kegiatan sebagai perawat
- ☐ Yang lain: _____

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Penelitian

Nama *

Nurul ilma

Kelas

12

Motivasi menggunakan Pocket Book

_____

What is your goal in learning English at this time? *

○ Mempermudah dalam memahami istilah-istilah keperawatan yang disampaikan dalam Bahasa Inggris

◉ Meningkatkan kemampuan dasar Bahasa Inggris

○ Menyelsaikan studi

○ Yang lain: _____

Apa manfaat Bahasa Inggris yang ingin anda dapatkan saat lulus sekolah nanti? *

◉ Mempermudah komunikasi dalam tugas keperawatan

○ Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang keperawatan

○ Sebagai penunjang untuk menjadi perawat yang profesional

○ Sebagai penunjang untuk menaljutkan studi kejenjnang yang lebih tinggi.

○ Yang lain: _____

Bagaimana tingkat penguasaan kosa kata anda saat ini? *

○ Tidak dapat memahami kosa kata apapun dalam Bahasa Inggris

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

○ Dapat memahami arti/makna kosa kata dari teks dan memberikan tanggapan

○ Dapat memahami berbagai macam bentuk kosakata baik secara lisan maupun tulisan

○ Yang lain: _____

Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris yang berkaitan *
dengan jurusan anda saat ini?

◉ Menebak arti kata dari kosa kata Bahasa Inggris

○ Menggunakan buku daftar kosa kata atau kamus dua bahasa

○ Mempelajari kosa kata baru dengan menghafalnya

○ Meminta teman untuk mengajarkan

○ Yang lain: _____

Apa saja kendala anda dalam belajar Bahasa Inggris? *

- ⦿ Kurangnya kosa kata
- ◯ Kurangnya media belajar
- ◯ Kurangnnya metode pembelajaran
- ◯ Yang lain: _____

Kesulitan apa yang anda hadapi saat belajar kosakata dalam Bahasa Inggris? *

- ◯ Kesulitan mengartikan kosakata Bahasa Inggris
- ◯ Kesulitan dalam mengingat makna/arti kosakata Bahasa Inggris
- ◯ Kesulitan memahami kosakata Bahasa Inggris menggunakan media ajar yang tidak menarik
- ⦿ Kesulitan menglopokkan kosakata Bahasa Inggris (verb, adjective noun and verb)
- ◯ Yang lain: _____

Kesulitan apa yang anda temui ketika berbicara dalam Bahasa Inggris? *

○ Sulit dalam fonem (cara membunyikan) kosa kata dengan benar

○ Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan cukup mengenai topik yang di bicarakan

○ Sulit dalam mengaplikasikan tata bahasa

◉ Sulit dalam menyampaikan ide karena kurang menguasai kosa kata

○ Yang lain: _____

Aktivitas apa yang anda lakukan untuk meningkatkan penguasaan kosa kata Bahasa Inggris? *

◉ Membaca dan mengulangi

○ Membaca dan menebak

○ Membaca dan melakukan

○ Membaca dan menghafalkan

○ Yang lain: _____

Menurut anda aktivitas apa yang menduukung meningkatkan penguasaan kosa kata Bahasa inggris? *

○ Menyusun kalimat dengan baik menggunakan kosa kata secara acak

◉ Mencocokkan kosa kata dengan arti yang sesuai

○ Menebak kosa kata dengan bantuan gambar

○ Menebak kosa kata tanpa bantuan gambar

Cara mengerjakan tugas yang anda senangi? *

◉ Mengerjakan tugas secara individual

○ Mengerjakan tugas berpasangan

○ Mengerjakan tugas berkelompok 3-5 orang

○ Yang lain:

Menurut anda, jumlah kosa kata per halaman yang sesuai untuk menunjang dalam meningkatkan penguasaan kosa kata Bahasa inggris tentang keperawatan adalah *

○ Kurang dari 10 kata

○ Lebih dari 10 kata

◉ Lebih dari 15 kata

○ Lebih dari 20 kata

○ Yang lain: _____

Jenis gambar yang anda sukai adalah...... *

◉ Gambar kartun (karikatur)

○ Gambar sesuai objekknya

○ Simbol

○ Yang lain: _____

Dalam mempelajari kosa kata menggunkan pocketbook, anda lebih tertarik pada Pocketbook yang berwarna...... *

○ Hitam putih

◉ Kombinasi 2 warna

○ Kombinasi 3 warna

○ Yang lain: _____

Menurut anda, penyajian data (media) pembelajaran yang anda sukai seperti,...... *

◉ Menggunakan tabel

○ Tidak menggunakan table

○ Yang lain: _____

Topik-topik apa yang anda inginkan dalam pocketbook untuk siswa jurursan keperawatan? *
(boleh memilih lebih dari satu)

- [ ] Alat kesaatan
- [x] Penyakit
- [x] Obat obatan
- [ ] Ruangan tenaga kesehatan
- [ ] Profesi
- [ ] Kegiatan sebagai perawat
- [ ] Yang lain:

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Penelitian

Nama *

Pratiwi

Kelas

XII A

Motivasi menggunakan Pocket Book

_____

What is your goal in learning English at this time? *

- ⦿ Mempermudah dalam memahami istilah-istilah keperawatan yang disampaikan dalam Bahasa Inggris
- ◯ Meningkatkan kemampuan dasar Bahasa Inggris
- ◯ Menyelsaikan studi
- ◯ Yang lain: _____

Apa manfaat Bahasa Inggris yang ingin anda dapatkan saat lulus sekolah nanti? *

- ⦿ Mempermudah komunikasi dalam tugas keperawatan
- ◯ Mempermudah untuk mendapatkan pekerjaan terkhususnya di bidang keperawatan
- ◯ Sebagai penunjang untuk menjadi perawat yang profesional
- ◯ Sebagai penunjang untuk menaljutkan studi kejenjnang yang lebih tinggi.
- ◯ Yang lain: _____

Bagaimana tingkat penguasaan kosa kata anda saat ini? *

○ Tidak dapat memahami kosa kata apapun dalam Bahasa Inggris

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

○ Dapat memahami arti/makna kosa kata dari teks dan memberikan tanggapan

○ Dapat memahami berbagai macam bentuk kosakata baik secara lisan maupun tulisan

○ Yang lain: _____

Bagaimana cara anda memahami kosa kata baru dalam Bahasa Inggris yang berkaitan *
dengan jurusan anda saat ini?

○ Menebak arti kata dari kosa kata Bahasa Inggris

○ Menggunakan buku daftar kosa kata atau kamus dua bahasa

◉ Mempelajari kosa kata baru dengan menghafalnya

○ Meminta teman untuk mengajarkan

○ Yang lain: _____

Apa saja kendala anda dalam belajar Bahasa Inggris? *

(●) Kurangnya kosa kata

(○) Kurangnya media belajar

(○) Kurangnnya metode pembelajaran

(○) Yang lain: _____

Kesulitan apa yang anda hadapi saat belajar kosakata dalam Bahasa Inggris? *

(○) Kesulitan mengartikan kosakata Bahasa Inggris

(○) Kesulitan dalam mengingat makna/arti kosakata Bahasa Inggris

(●) Kesulitan memahami kosakata Bahasa Inggris menggunakan media ajar yang tidak menarik

(○) Kesulitan menglopokkan kosakata Bahasa Inggris (verb, adjective noun and verb)

(○) Yang lain: _____

Kesulitan apa yang anda temui ketika berbicara dalam Bahasa Inggris? *

○ Sulit dalam fonem (cara membunyikan) kosa kata dengan benar

○ Sulit dalam memahami informasi yang dibicarakan karena tidak memiliki pengetahuan cukup mengenai topik yang di bicarakan

○ Sulit dalam mengaplikasikan tata bahasa

◉ Sulit dalam menyampaikan ide karena kurang menguasai kosa kata

○ Yang lain: _____

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◉ Membaca dan mengulangi

○ Membaca dan menebak

○ Membaca dan melakukan

○ Membaca dan menghafalkan

○ Yang lain: _____

Menurut anda aktivitas apa yang menduukung meningkatkan penguasaan kosa kata Bahasa inggris? *

○ Menyusun kalimat dengan baik menggunakan kosa kata secara acak

◉ Mencocokkan kosa kata dengan arti yang sesuai

○ Menebak kosa kata dengan bantuan gambar

○ Menebak kosa kata tanpa bantuan gambar

Cara mengerjakan tugas yang anda senangi? *

○ Mengerjakan tugas secara individual

◉ Mengerjakan tugas berpasangan

○ Mengerjakan tugas berkelompok 3-5 orang

○ Yang lain:

Menurut anda, jumlah kosa kata per halaman yang sesuai untuk menunjang dalam meningkatkan penguasaan kosa kata Bahasa inggris tentang keperawatan adalah *

○ Kurang dari 10 kata

○ Lebih dari 10 kata

⦿ Lebih dari 15 kata

○ Lebih dari 20 kata

○ Yang lain: _____

Jenis gambar yang anda sukai adalah...... *

○ Gambar kartun (karikatur)

○ Gambar sesuai objekknya

⦿ Simbol

○ Yang lain: _____

147

Dalam mempelajari kosa kata menggunkan pocketbook, anda lebih tertarik pada Pocketbook yang berwarna...... *

○ Hitam putih

◉ Kombinasi 2 warna

○ Kombinasi 3 warna

○ Yang lain: _____

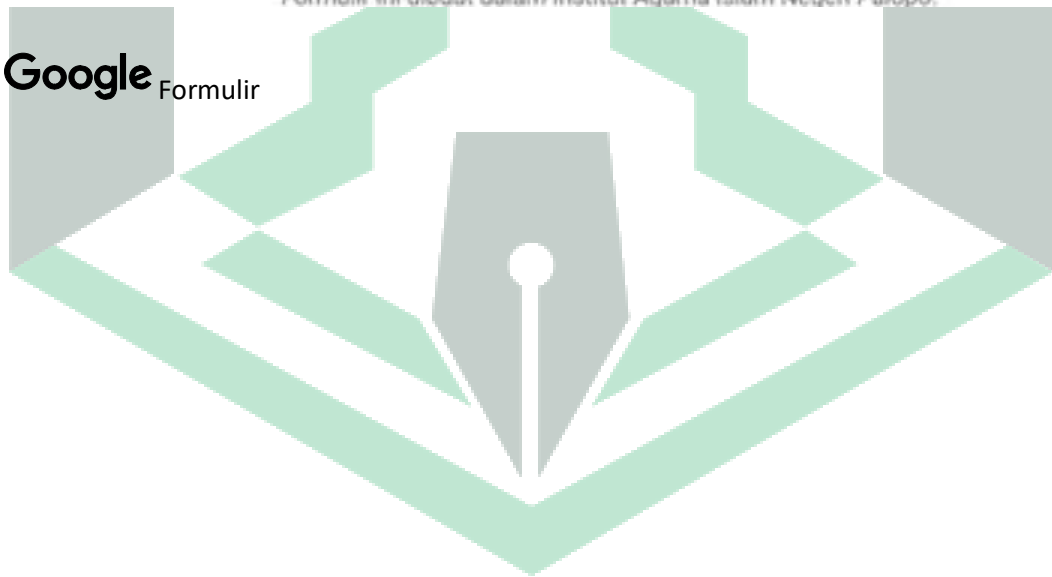Menurut anda, penyajian data (media) pembelajaran yang anda sukai seperti,...... *

◉ Menggunakan tabel

○ Tidak menggunakan table

○ Yang lain: _____

Topik-topik apa yang anda inginkan dalam pocketbook untuk siswa jurursan keperawatan? *
(boleh memilih lebih dari satu)

- ☑ Alat kesaatan
- ☐ Penyakit
- ☐ Obat obatan
- ☑ Ruangan tenaga kesehatan
- ☐ Profesi
- ☑ Kegiatan sebagai perawat
- ☐ Yang lain: _____

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LEMBAR VALIDASI PRODUK EVALUASI UNTUK AHLI DESAIN & LAYOUT

DESIGNING A VOCABULARY POCKET BOOK FOR NURSING STUDENTS AT SMK ANALIS MANDALA BHAKTI

A. Petunjuk pengisisan

1. Lembar penilaian *student's perception* ini meliputi aspek bahasa, konten, materi dan kefektifitasan *pocketbook*

2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilain yang anda berikan.

3. Pedoman skala penilaian adalah sebagai berikut:

   1: Tidak layak

   2: Kurang layak

   3: Layak

   4: Sangat layak

4. Dimohon kesedian anda untuk memberikan saran-saran perbaikan pada bagian akhir tiap aspek penilaian di lembar ini

B. Penilaian Kelayakan

a. Kesesuian Pocketbook					
NO	BUTIR	1	2	3	4
1	Pocketbook yang dibuat sesuai dengan tujuan pembelajaran			√	
2	Pocketbook yang dibuat sesuai dengan kebutuhan siswa SMK Analis Mandala Bhakti			√	
Saran perbaikan					
b. Konsistensi Pocketbook					
NO	BUTIR	1	2	3	4
1	Menggunakan kosakata yang konsisten			√	
2	Menggunakan bentuk dan ukuran huruf yang konsisten			√	
3	Menggunakan pola pengetikan dan tata letak yang konsisten			√	
Saran perbaikan					

F. Keakuratan produk

NO	BUTIR	1	2	3	4
1	Materi mengajarkan siswa tentang kosakata yang sesuai dengan jurusan pada buku panduan siswa			√	
2	Materi yang diberikan didalam pocketbook dapat membantu siswa mengetahui dan memahami materi dengan mudah			√	

Saran perbaikan

G. Kemutakhiran Pocketbook

NO	BUTIR	1	2	3	4
1	Pocketbook (isi) dibuat berdasarkan silabus yang disesuaikan dengan			√	

	kebutuhan siswa dan dari sumber lainnya				

Saran perbaikan

H. Format pocketbook

NO	BUTIR	1	2	3	4
1	Format halaman (veritkal dan horizontal) mudah untuk digunakan pembaca			√	
2	Kolom pada halaman sebanding dengan ukuran buku/kertas			√	
3	Tata letak dan pengetikan mudah untuk diikuti pembaca			√	

Saran perbaikan

153

I.	Daya tarik pocketbook				
NO	BUTIR	1	2	3	4
1	Pocketbook yang membahas tentang keperawatan sehingga sangat membantu dalam penguasaan kosakata sesuai bidangnya			√	
2	Desain (sampul dan isi) buku yang dibuat dengan memperhatikan paduan warna yang baik			√	
3	Isi yang mudah untuk dibaca dan nyaman bagi mata			√	
Saran perbaikan					
J.	Penyajian pembelajaran				
NO	BUTIR	1	2	3	4
1	Penyajian materi/kosakata dalam pocketbook yang dibuat memberikan kemudahan kepada siswa dalam			√	

				√	
	penguasaan kosakata terutama dalam bidang keperawatan				
2	Kosakata yang disajikan dapat menambah hapalan kosakata siswa sehingga dapat berkomunikasi dengan baik			√	
3	Penyajian materi/kosakata dapat meningkatkan kemampuan siswa baik didalam lingkup sekolah ataupun diluar sekolah dikarenakan sifat pocketbook yang mudah dibawa kemana saja			√	
Saran perbaikan					

C. Komentar

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

……………………………………………………………………………

D. Saran

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………………

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan

2. Dapat digunakan

3. Dapat digunakan dengan perbaikan sebagai berikut:

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………

Penilai

II	Aspek Konten			
a.	Konten yang ada dalam *pocketbook* mudah untuk dipahami			✓
b.	Konten yang ada dalam *pocketbook* menarik			✓
c.	Materi yang ada dalam *pocketbook* sesuai dengan kebutuhan anda			✓
d.	Konten materi secara keseluruhan beragam/bervariasi			✓

Saran:

Tidak ada Saran

III	Aspek Kefektifitasan			
a.	Dengan *pocketbook* dapat membantu anda belajar di sekolah mauapun di luar sekolah			✓
b.	Menggunakan pocketbook membantu menambah kosa kata lebih mudah			✓
c.	Penguasaan kosakata menggunakan pocketbook menjadi lebih mudah			✓
d.	Pocketbook membantu anda lebih			✓

bersemangat dalam mempelajari kosakata yang berkaitan dengan jurusan anda		✓

Saran: Pocket book membuat kita bersemangat dalam membuang kosakata

Palopo, 16 September 2022

DHILA

1. Creation of groups to carry out need analysis online.

2. Submission of product prototypes for trials to nursing students

3. Delivery of student perceptions

Vocabulary Pocketbook for Nursing Students at SMKS Analis Mandala Bhakti

Before	After

Phonetic Symbols

Consonants

- p pen /pen/
- b bad /bæd/
- t tea /tiː/
- d did /dɪd/
- k cat /kæt/
- g get /get/
- tʃ chain /tʃeɪn/
- dʒ jam /dʒæm/
- f fall /fɔːl/
- v van /væn/
- θ thin /θɪn/
- ð this /ðɪs/
- s see /siː/
- z zoo /zuː/
- ʃ shoe /ʃuː/
- ʒ vision /vɪʒn/
- h hat /hæt/
- m man /mæn/
- n now /naʊ/
- ŋ sing /sɪŋ/
- l leg /leg/
- r red /red/
- j yes /jes/
- w wet /wet/

Phonetic Symbols

Vowels and Diphthongs

- iː see /siː/
- i happy /hæpi/
- ɪ sit /sɪt/
- e bed /bed/
- æ cat /kæt/
- ɑː father /fɑːðə(r)/
- ɒ got /gɒt/ (British English)
- ɔː saw /sɔː/
- ʊ put /pʊt/
- u actual /æktʃuəl/
- uː too /tuː/
- ʌ cup /kʌp/
- ɜː fur /fɜː(r)/
- ə about /əbaʊt/
- eɪ say /seɪ/
- əʊ go /gəʊ/
- aɪ my /maɪ/
- ɔɪ boy /bɔɪ/
- aʊ now /naʊ/
- ɪə near /nɪə(r)/ (British English)
- eə hair /heə(r)/ (British English)
- ʊə pure /pjʊə(r)/ (British English)

Health Activity

1 Health Activity

Abortion	/ə'bɔ:ʃn/	Aborsi
Accident	/'æksɪdənt/	Kecelakaan
Alleviate	/ə'li:vieɪt/	Mengurangi rasa sakit
Ambulatory	/'æmbjələtəri/	Rawat jalan
Amputation	/ˌæmpjʊ'teɪʃn/	Amputasi
Appointment	/ə'pɔɪntmənt/	Janji dengan dokter
Baffling	/'bæflɪŋ/	Mengherankan
Bed rest	/bed rest/	Istirahat di rumah

Medical Device

2

Acupuncture	/ˈækjupʌŋktʃ(r)/	Akupunur
Air purifier	/eə(r) gjʊˈrɪfaɪə(r)/	Pembersih udara
Alcohol detector	/ˈælkəhɒl dɪˈtektə(r)/	Detector alcohol
Alcohol swabs	/ˈælkəhɒl swɒb/	Tow alkohol
Ambulance	/ˈæmbjələns/	Ambulans
Autoclave	/ˈɔːtəkleɪv/	Tempac menyimpan obat
Baby incubator	/ˈbeɪbi ˈɪŋkjubeɪtə(r)/	Incubator bayi
Bandage	/ˈbændɪdʒ/	Perban

3 Medicine

Goal dose	/zenrldt.../	Obat penangkal
Antiseptic	/ænd sepɪk/	Antiseptik
Aspirin	/æspərɪn/	Obat pereda rasa sakit
Caplet	/kæplət/	Obat tablet
Capsule	/kæpsjʊr/	Obat kapsul
Cough mixture	/kɒf mɪkstʃtr/	Obat batuk drup
Cream	/kriːm/	Krim
Cure	/kjʊər/	Obat/pengobatan

4 — Deseases

Ache	/eɪk/	Sakit
Acne	/ˈækni/	Jerawat
Acute	/əˈkjuːt/	Akut
AIDS	/eɪdz/	AIDS/penyakit imun
Airsick	/ˈeəsɪk/	Mabuk udara
Allergy	/ˈælədʒi/	Alergi
Alzheimer's	/ˈæltshaɪməz/	Penyakit pikun
Amnesia	/æmˈniːziə/	Lupa ingatan

5 Profession

Anesthetic	/ˌænɪsˈθetɪk/	Ahli bius
Cardiologist	/ˌkɑːdiˈɒlədʒɪst/	Dokter jantung
Dentist	/ˈdentɪst/	Dokter gigi
Dermatologist	/ˌdɜːmə'tɒlədʒɪst/	Dokter kulit
Dietician	/ˌdaɪə'tɪʃn/	Ahli diet
Doctor	/ˈdɒktə(r)/	Dokter umum
Haematologist	/ˌhiːmə'tɒlədʒɪst/	Spesialis darah
Internee	/ˌɪntɜː'niː/	Dokter magang

6
Room
ICU
HOSPITAL

Word		Room
Consulting room		
Delivery room		

6 — Room

Clinic	/klɪnɪk/	Klinik
Consulting room	/kənˈsʌltɪŋ rʊm/	Ruang konsultasi
Delivery room	/dɪˈlɪvəri rʊm/	Ruang bersalin
Dispensary	/dɪˈspensəri/	Apotek
Drugstore	/drʌgstɔː(r)/	Apotek
Emergency room	/ɪˈmɜːdʒənsi rʊm/	Ruang gawat darurat
Emergency unit	/ɪˈmɜːdʒənsi rʊm/	Unit Gawat Darurat
Hospital	/hɒspɪtl/	Rumah sakit

55 >>>

Bibliographhy

Vocabulary
Pocket Book
Nursing Student

English is the language with the most users in the world. Along with the development of the era, mastery of the English language is needed both in daily life and in the scope of work.

Therefore, this book was created to support and support the mastery of English, especially in the nursing profession that requires language skills in the world of health.

How to pronounce correctly

To access books online

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